



**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

# **Master of Business Administration Management of Information Technology**

## **Module Handbook**

**at**

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

Program Chair: Dr. Russel Wright  
[rwright@faculty.schiller.edu](mailto:rwright@faculty.schiller.edu)  
Program Administrator and Dean of Academics: Prof. Sanja Stevic  
[sstevic@schiller.edu](mailto:sstevic@schiller.edu)

## Table of Contents

<b>1. QUALIFICATIONS PROFILE</b>	<b>3</b>
<b>2. OVERVIEW: MODULES AND COURSES</b>	<b>3</b>
2 A ADDITIONAL MODULE INFORMATION	5
<b>3. MODULES AND COURSES: DETAILED SYLLABI</b>	<b>6</b>
3.1 BA 501 ORGANIZATIONAL BEHAVIOR	7
3.2 BA 512 MANAGERIAL ACCOUNTING	12
3.3 BA 515 MANAGERIAL FINANCE	17
3.4 BA 522 INTERNATIONAL MARKETING	22
3.5 BA 529 MULTINATIONAL BUSINESS MANAGEMENT	27
3.6 BA 537 OPERATIONS AND PRODUCTION MANAGEMENT	32
3.7 BA 542 COMPREHENSIVE BUSINESS MANAGEMENT SEMINAR	37
3.8 BA 544 HUMAN RESOURCE MANAGEMENT	43
3.9 BA 589 METHODS OF RESEARCH AND ANALYSIS	48
3.10 IT 500 MANAGEMENT OF INFORMATION SYSTEMS	54
3.11 IT 510 DATABASE MANAGEMENT	59
3.12 IT 520 MANAGEMENT OF NETWORKS	63
3.13 IT 530 INFORMATION TECHNOLOGY PROJECT MANAGEMENT	69
3.14 IT 540 SYSTEMS ANALYSIS, DESIGN, & IMPLEMENTATION	74
3.15 IT 576 IT APPLICATIONS IN BUSINESS	79
3.16 BA 513 FINANCIAL AND MANAGERIAL ACCOUNTING	84
<b>4. EXAMINATION SYSTEM</b>	<b>89</b>
<b>5. APPENDICES</b>	<b>91</b>
APPENDIX 5.1: SAMPLE DISSERTATION TOPIC OUTLINE	92
APPENDIX 5.2: THESIS GUIDELINES	93
APPENDIX 5.2A: SAMPLE DISSERTATION STATEMENT OF COMMITMENT	95
APPENDIX 5.3: SAMPLE DROP ADD FORM	96
APPENDIX 5.4: SAMPLE COURSE WITHDRAWAL FORM	97
APPENDIX 5.5: SAMPLE REPORT OF INCOMPLETE GRADE	98
APPENDIX 5.6: SAMPLE THESIS EXTENSION FORM	99
APPENDIX 5.7: SAMPLE PETITION FOR GRADUATION	101

**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

## 1. Qualifications Profile

### Aims of the Program:

This program of study is designed to provide a thorough understanding of the key concepts, theories andThis specialized MBA program is designed to meet the emerging market demand for IT management professionals. Students must complete a total of 15 courses including 6 concentrated IT courses.

The 45 credit program leading to the MBA degree in Management of Information Technology may be completed in a minimum of one year and a half. Students may transfer from one campus to the other and complete their degree requirements. Students with bachelor's degrees in other fields may need to complete MBA preparatory courses. This program may also be completed online.

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

**Graduation Requirements:** In addition to the graduation requirements for all graduate students, candidates for the MBA in Management of Information Technology degree must complete the following requirements: A minimum of 45 semester credits at the graduate level composed of the courses listed as follows with a GPA of 3.0 or higher.

**Objectives:** Graduates of the MBA in Management of Information Technology program will be able to

- Develop and lead teams of technical people toward the achievement of established goals, and manage the development of their product.
- Identify ways in which technology can be applied to solve both existing and new or anticipated problems.
- Leverage technology to realize strategic management goals and opportunities.
- Assure the quality of information as well as its value to those who will ultimately use it for decision making.
- Think, write and speak cogently and persuasively about ongoing or anticipated work with colleagues, end-users and corporate leadership, and listen carefully to feedback.

## 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 45 ECTS 90	Required Core Modules/Courses				
BA 501	Organizational Behavior	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

\*\* Note: Students who have not completed two undergraduate accounting courses must complete BA513.

**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

BA 537	<b>Productions and Operations Management</b>	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
BA 542	<b>Comprehensive Business Management Seminar</b>	Coursework: 100%	45	135	3 US / 6 ECTS
BA 544	<b>Human Resources Management**</b>	Exam 30% Paper 70%	45	135	3 US / 6 ECTS
BA 589	<b>Methods of Research and Analysis**</b>	Exam 50% Paper 50%	45	135	3 US / 6 ECTS
IT 500	<b>Management of Information Systems**</b>	Exam 50% Paper 50%	45	135	3 US / 6 ECTS
IT 510	<b>Database Management</b>	Exam 60% Project 40%	45	135	3 US / 6 ECTS
IT 520	<b>Management of Networks</b>	Exam 60% Projects 40%	45	135	3 US / 6 ECTS
IT 530	<b>Information Technology Project Management***</b>	Exam 50% Projects 50%	45	135	3 US / 6 ECTS
IT 540	<b>Systems Analysis, Design and Implementation</b>	Exams 40% Project 60%	45	135	3 US / 6 ECTS
IT 576	<b>IT Applications in Business</b>	Exam 50% Paper 50%	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**	<b>Management Information Systems</b>		MBA <sup>1</sup> , MBA IT <sup>2</sup> , MIM <sup>3</sup>
IT 510	<b>Database Management</b>		
IT 520	<b>Management of Networks</b>		
IT 530***	<b>Information Technology, Project Management</b>		
IT 540	<b>System Analysis, Design and Implementation</b>		
IT 576	<b>IT Applications in Business</b>		
BA 501**	<b>Organizational Behavior</b>		MBA, MBA IB, MIM
BA 512**	<b>Managerial Accounting</b>	2 undergraduate accounting courses or BA 513	MBA, MBA IB, MIM
BA 515**	<b>Managerial Finance</b>	2 undergraduate accounting courses or BA 513	MBA, MBA IT, MIM
BA 522**	<b>International Marketing</b>		MBA, MBA IB, MIM
BA 529**	<b>Multinational Business Management</b>		MBA, MBA IB, MIM
BA 537	<b>Productions and Operations Management</b>	1 management course or BA 513	MBA, MBA IB
BA 542**	<b>Comprehensive Business Management Seminar</b>	At least 18 credits of graduate level courses incl. 1 management course	MBA, MBA IB
BA 544**	<b>Human Resources Management</b>		MBA, MBA IB, MIM
BA 589**	<b>Methods of Research and Analysis</b>		MBA, MBA IB, MIM
BA 513	<b>Financial and Managerial Accounting</b>		propaedeutic course – for students without 2 accounting undergraduate courses

<sup>1</sup> MBA – MBA Business Administration

<sup>2</sup> MBA IT – MBA Management of Information Technology

<sup>3</sup> MIM – MIM Master of International Management

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



**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

### **3. Modules and Courses: 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.



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

### **3.1 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* (5<sup>th</sup> 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.



**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

**Alignment to Programmatic Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
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.					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 analyse 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.





**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

**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**

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



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

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 1<sup>st</sup> 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.

### **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.



**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

**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.



Module Handbook  
Study Program

Master of Business Administration Management of Information Technology

### 3.2 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

Hornigren, C.T., Sundem, G.L., & Stratton, W.O. (2014). *Introduction to management accounting* (16<sup>th</sup> 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.

**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

- 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) 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.				

### 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,



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

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 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**

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



Module Handbook  
Study Program

Master of Business Administration Management of Information Technology

## 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.





**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

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	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.





Module Handbook  
Study Program

Master of Business Administration Management of Information Technology

### 3.3 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* (15<sup>th</sup> 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+.



**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

- 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) 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.				

### 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.



**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

*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 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**

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

### **Course Requirements**

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

Learning Outcomes 1, 2, 3, 4



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

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:

- 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 1<sup>st</sup> 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.



**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

- 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.



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

**3.4 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. (2020). *Global Marketing* (10<sup>th</sup> ed.). Pearson. VBID: 9780134899763

*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.



**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

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

**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

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





Module Handbook  
Study Program

Master of Business Administration Management of Information Technology

## 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 1<sup>st</sup> 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.



**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

- 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.



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

**3.5 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* (6<sup>th</sup> 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+.

**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

- 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.



**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

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



Module Handbook  
Study Program

Master of Business Administration Management of Information Technology

## 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 1<sup>st</sup> 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:



**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

- 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.



### 3.6 BA 537 Operations and Production Management

#### 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* (10<sup>th</sup> 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





**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

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 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.



**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

**Course Topics**

Week	Topic	Learning Outcomes Addressed	Activities
1	Introduction to operations -Discussion based activities? -Instructor Identified Assessments?		Discussion -What else will be done this week?
2	Designing operations -Discussion based activities? -Instructor Identified Assessments?		Discussion -What else will be done this week?
3	Management operations -Discussion based activities? -Instructor Identified Assessments?		Discussion -What else will be done this week?
4	Management operations continued -Discussion based activities? -Instructor Identified Summative Assessment?		Discussion -What else will be done this week? -What is the 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



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

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 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%



**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

<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.



Module Handbook  
Study Program

Master of Business Administration Management of Information Technology

### 3.7 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* (15<sup>th</sup> 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+.

**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

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.			

### 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;



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

- 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**

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





**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

**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 1<sup>st</sup> 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:

- Provide 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





**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

- Strategic Alternatives and Recommended Strategy
- 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%



**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

<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.



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

**3.8 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* (4<sup>th</sup> 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.

**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

- 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

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
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;

**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

- 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**

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



Module Handbook  
Study Program

Master of Business Administration Management of Information Technology

## 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 1<sup>st</sup> 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.



**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

- 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.



### 3.9 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* (12<sup>th</sup> ed.). New York NY: McGraw-Hill.

#### *Additional Reading and Supplemental Texts:*

ricker, 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.

**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

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

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>	<b>LO 6</b>
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

### 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.



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

*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**

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



**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

### **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 1<sup>st</sup> 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



Module Handbook  
Study Program

Master of Business Administration Management of Information Technology

reference on an APA formatted reference page. Papers have to be uploaded and run through SafeAssign on Blackboard.

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

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

Assignment of Course Grades	
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



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

**Course Incompletes**

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



Module Handbook  
Study Program

Master of Business Administration Management of Information Technology

### 3.10 IT 500 Management of Information 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* (15<sup>th</sup> 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.				





**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

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



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

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.



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

- 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 1<sup>st</sup> 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



**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

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.

### 3.11 IT 510 Database Management

1. <b>Module/Course Number:</b>	IT 510								
2. <b>Module/Course Title:</b>	Database Management								
3. <b>Program:</b>	Management of Information Technology								
4. <b>Credits:</b>	3 US/12 CATS/6 ECTS (45 contact hours; 135 h self-study)								
5. <b>Level:</b>	7								
6. <b>Prerequisite</b>	IT 500								
7. <b>Module Convener:</b>	V. Jordanov								
<b>Approved by Provost:</b>	A. Brvenik								
<b>Date revised:</b>	03/2016								
8. <b>Lecturer and Contact Information</b> Instructor: Office Location: Office Hours: Telephone #: E-mail:									
9. <b>Module/Course Description:</b>	<p>"Database management courses have emerged as some of the most important courses in the information systems curriculum today. Many schools have added an additional elective course in data warehousing or database administration to provide in-depth coverage of the skills required to design and manage data warehouses and to integrate databases with Internet applications." (Hoffer, Ramesh, and Topi, 2012, p. 4).</p> <p>This course is a comprehensive overview of database management including the analysis of database requirements, design and implementation of databases, and building and using data-driven decision support systems that enable organizations to take advantage of information systems for competitive advantage. Specifically, the course covers topics in database environment and development processes, database design and implementation, database administration and management. The course also includes topics in data integration and data quality as well as databases for World Wide Web and the Internet.</p>								
10. <b>Learning Outcomes</b>	<p>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:</p> <table border="1"> <thead> <tr> <th>LEARNING OBJECTIVES</th><th>ASSESSMENTS</th></tr> </thead> <tbody> <tr> <td>Understanding of the needs for and uses of database management systems in business</td><td>Examination (30%): This will be a two hour examination with two sections: Section A: Short Answers (40%) Section B: Long Answers (60%)</td></tr> <tr> <td>Understanding of the context, phases and techniques for designing and building database information systems in business</td><td></td></tr> <tr> <td>Understanding of the components of a computerized database information system (application);</td><td></td></tr> </tbody> </table>	LEARNING OBJECTIVES	ASSESSMENTS	Understanding of the needs for and uses of database management systems in business	Examination (30%): This will be a two hour examination with two sections: Section A: Short Answers (40%) Section B: Long Answers (60%)	Understanding of the context, phases and techniques for designing and building database information systems in business		Understanding of the components of a computerized database information system (application);	
LEARNING OBJECTIVES	ASSESSMENTS								
Understanding of the needs for and uses of database management systems in business	Examination (30%): This will be a two hour examination with two sections: Section A: Short Answers (40%) Section B: Long Answers (60%)								
Understanding of the context, phases and techniques for designing and building database information systems in business									
Understanding of the components of a computerized database information system (application);									

**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

	<p>Ability to correctly use the techniques, components and tools of a typical database management system to build a comprehensive database information system (application);</p> <p>Ability to design a correct, new database information system for a business functional area and implement the design</p> <p>Introductory understanding of some advanced topics in database management, e.g., object-relational databases and design, distributed databases, database administration (security, backup and restore, tuning) and data warehousing</p>	<p>Course Project (40%)</p> <p>Examination (30%): This will be a two hour examination with two sections: Section A: Short Answers (40%) Section B: Long Answers (60%)</p>
<b>11. Basic Texts:</b>	<p>Title: Modern Database Management, (11<sup>th</sup> ed.) Authors: Jeffrey A. Hoffer, Ramesh Venkataraman, &amp; Heikki Topi Publisher: Pearson Learning Solutions, 07/2012 ISBN: 9780132662253</p>	
<b>12. Additional Reading and Supplemental Texts:</b>	<p>Additional readings and primary source material may be provided at the instructor's discretion</p> <p><i>Journal of international technology and information management</i> (2015): <i>NoSQL Database Technologies</i> <a href="http://scholarworks.lib.csusb.edu/jitim/vol24/iss1/1/">http://scholarworks.lib.csusb.edu/jitim/vol24/iss1/1/</a></p> <p>Introduction on database system (2014) <a href="https://courses.cit.cornell.edu/cs5320/lect2.pdf">https://courses.cit.cornell.edu/cs5320/lect2.pdf</a></p> <p>Li, C., Peters, G., Ricahrdson, V., and Weidenmier, M. (2012). The consequences of information technology control weaknesses on management information systems: The case of Sarbanes-Oxley internal control reports. <i>MIS Quarterly</i>, Vol. 36(1), pp. 179-204.</p> <p>Gevzy, P., Izumi, N., and Hasida, K. (2014). Analytics-based management of information systems. <i>Review of Business &amp; Finance Studies</i>, Vol, 15(2), pp. 55-65.</p> <p>Kahraman, C., Kaya, I., &amp; Çevikcan, E. (2011). Intelligence decision systems in enterprise information management. <i>Journal of Enterprise Information Management</i>, 24(4), 360-379.</p> <p>Schermann, M., Wiesche, M., &amp; Krcmar, H. (2012). The role of information systems in supporting exploitative and exploratory management control activities. <i>Journal of Management Accounting Research</i>, 24, 31-59.</p>	
<b>13. Teaching and Learning Methods:</b>	<p>A mixture of lectures, discussions, videos and practical exercises will be used. Students will prepare a project for the class; the topic has to be approved by the instructor. The examinations will be in class. Individual and overall feedback will be provided once everyone has taken the examination</p>	



**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

	<p>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. This course meets required classroom and outside of class work through the various methods listed above.</p>				
<b>14. Assessment:</b>	<table> <tr> <td>Project</td><td>40%</td></tr> <tr> <td>Examinations (each 30%)</td><td>60%</td></tr> </table>	Project	40%	Examinations (each 30%)	60%
Project	40%				
Examinations (each 30%)	60%				
<b>15. Syllabus Outline:</b>	<p><i>Topics covered</i></p> <p><b>The Context of Database Management</b>  The database environment and development process</p> <p><b>Database Analysis and Design</b>  Modeling data in organization  The enhanced entity relationship (E-R) model  Logical database design and relationship model  Physical database design and performance</p> <p><b>Database Implementation</b>  Introduction to Structured Query Language (SQL)  Advanced SQL  Database application development  Data warehousing</p> <p><b>Advanced Database Topics</b>  Data quality and integration  Data and database administration  Overview of distributed databases  Overview of object-oriented data modeling  Using relational databases to provide object persistence</p>				
<b>16. Attendance and Participation Policy:</b>	<p>Regular class 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 class 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 Professor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must be in attendance by the third class meeting or they are not permitted to begin a course. In an emergency which causes a student to be absent, it is the student's responsibility to make arrangements with the instructor to complete missed work. 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.</p>				
<b>17. Academic Honesty Policy</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.</li> </ul>				





**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

	<ul style="list-style-type: none"><li>• Fabrication: Intentional or unintentional invention or falsification.</li><li>• Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.</li><li>• Facilitation: Knowingly helping another to commit an act of academic dishonesty</li></ul> <p>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: <i>First offense</i>: 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. <i>Second offense</i> will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.</p>
--	--

### 3.12 IT 520 Management of Networks

1. <b>Module/Course Number:</b>	IT 520
2. <b>Module/Course Title:</b>	Management of Networks
3. <b>Program:</b>	Management of Information Technology
4. <b>Credits:</b>	3 US/12 CATS/6 ECTS (45 contact hours; 135 h self-study)
5. <b>Level:</b>	7
6. <b>Prerequisite</b>	IT 500
7. <b>Module Convener:</b>	G. Ekata
<b>Approved by Provost:</b>	A. Brvenik
<b>Date revised:</b>	03/2016
8. <b>Lecturer and Contact Information</b> Instructor: Office Location: Office Hours: Telephone #: E-mail:	
9. <b>Module/Course Description:</b>	<p>"In a world in which computer networks are involved in nearly every facet of business and personal life, it is paramount that each of us understands the basic features, operations, and limitations of different types of computer networks. This understanding will make us better managers, better employees, and simply better computer users" (White, 2014, p. xvii). This strikes a good balance between the more technical aspects of data communications and its everyday practical aspects. As White further notes, the following are some of the many specific scenarios in which the lessons in this course would be particularly useful:</p> <ul style="list-style-type: none"> <li>• You work for a company and must deal directly with a network specialist. To better understand the specialist and be able to conduct a meaningful dialog with him or her, you need a basic understanding of the many aspects of computer networks.</li> <li>• You are a manager within a company and depend on a number of network specialists to provide you with recommendations for the company's network. You do not want to find yourself in a situation in which you must blindly accept the recommendations of network professionals. To ensure that you can make intelligent decisions regarding network resources, you need to know the basic concepts of data communications and computer networks.</li> <li>• You work in a small company, in which each employee wears many hats. Thus, you may need to perform some level of network assessment, administration, or support.</li> <li>• You have your own business and need to fully understand the advantages of using computer networks to support your operations. To optimize those advantages, you should have a good grasp of the basic characteristics of a computer network.</li> <li>• You have a computer at home or at work, and you simply wish to learn more about computer networks.</li> <li>• You have realized that to keep your job skills current and remain a key player in the information technology arena, you must understand how different computer networks work and become familiar with their advantages and shortcomings. (White, 2014, p. xvii-xviii).</li> </ul>

**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

	This course covers discussions and readings on conceptual and practical foundations that provide a comprehensive overview of network software and hardware selection considerations including routers, hubs, and couplers from a conceptual, needs-oriented perspective. Also included is an extensive discussion of network design concentrating on the physical environment and influences on design of applications goals. The focus is on PC networks within the wider context of mainframe connectivity, local area and wide area networking.	
10. Learning Outcomes and Assessments:	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 the student deploys. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:	
	LEARNING OBJECTIVES	ASSESSMENTS
	Understand the basic terminology of computer networks including convergence and its application to computers networks.	Examination (30%): This will be a two hour examination with two sections: Section A: Short Answers (40%) Section B: Long Answers (60%)
	Recognize the individual components of the big picture of computer networks, reasons for network architecture and application to current network systems, TCP/IP protocol suite, the OSI model, data and signals, signal strength and attenuation and how they are related.	
	Outline the basic characteristics of transmitting analog data, digital encoding techniques, twisted pair wire, coaxial cable, fiber-optic cable, terrestrial microwave systems, satellite microwave systems, broadband wireless systems and various wireless local area network transmission techniques.	
Understand the four components of all interface standards, half- duplex and full-duplex connections, asynchronous, synchronous, and isochronous data link interfaces; the operating characteristics of terminal-to-mainframe connections their uniqueness.		
Understand the different types of noise in computer networks, error-prevention and error-detection techniques, differentiate between the basic forms of error control, and describe the circumstances under which each may be used.	Examination (30%): This will be a two hour examination with two sections: Section A: Short Answers (40%) Section B: Long Answers (60%)	
	Understand local area networks (LAN)	

**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

	<p>and their primary functions, activities, applications, and layouts. The IEEE 802 frame formats and features of past and present network operating systems, including Novell NetWare/OES, Windows Server, UNIX, Linux, and Mac OS X Server.</p> <p>Understand the different levels of RAID, network utility software and Internet software, and components of software licenses.</p> <p>Understand the characteristics of metropolitan area networks (MANs), wide area networks (WAN), circuit-switched, datagram packet-switched, and virtual circuit packet-switched networks work and how they compose a network cloud.</p> <p>Differentiate between a connection-oriented network and a connectionless network, centralized routing and distributed routing, static routing and adaptive routing.</p> <p>Discuss the concepts of network congestion including quality of service, the responsibilities of the Internet Protocol (IP) and how IP can be used to create a connection between networks, the IPv4 and IPv6 addresses, Transmission Control Protocol (TCP) in end-to-end network connection, the relationships between TCP/IP and ICMP.</p> <p>Describe the responsibility of the Domain Name System, the major Internet applications and services, the difference between a local exchange carrier and an interexchange carrier, and list the services each offers.</p>	
	<p>Recognize the basic forms of system attacks, the concepts underlying physical protection measures, and the techniques used to control access to computers and networks.</p> <p>Discuss passwords and other techniques used to make data secure; the basic features of public key cryptography, Advanced Encryption Standard, digital signatures, and the public key infrastructure; the</p>	<p>2 Assignments/Exercises (each 20%)</p>

**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

	<p>importance of a firewall protection and security policies.</p> <p>Describe the phases of Systems Development Life Cycle (SDLC), the importance of a network administrator and the skills required for that position, Network Management Protocol (SNMP) and the use of the Remote Network Monitoring (RMON) protocol and its relationship to SNMP.</p>	
<b>11. Basic Texts:</b>	<p>Title: Data Communications and Computer Networks: A Business User's Approach, (8th ed.), Boston</p> <p>Authors: Curt M. White</p> <p>Publisher: Cengage Learning, 2014, 2016</p>	
<b>12. Additional Reading and Supplemental Texts:</b>	<p>Additional readings and primary source material may be provided at the instructor's discretion</p> <p>Douglas E. Comer: <i>Computer Networks and Internets</i>, 5<sup>th</sup> edition, 2008. ISBN:0136061273 9780136066989</p> <p>(2003) (2<sup>nd</sup> edition) <i>Book Data Communications and Computer Networks</i>  <a href="http://cpe.rmutt.ac.th/network/images/cn/[5]Data%20Communications%20and%20Computer%20Networks.pdf">http://cpe.rmutt.ac.th/network/images/cn/[5]Data%20Communications%20and%20Computer%20Networks.pdf</a></p> <p>Selecting between Domain Name System Servers of a Plurality of Networks (2016) <a href="http://www.freepatentsonline.com/y2016/0028684.html">http://www.freepatentsonline.com/y2016/0028684.html</a></p> <p>M. I. Khalil: Real- Time Encryption/Decryption of Audio Signal (2016)</p> <p>Life cycle assessment (LCA) – from analysing methodology development to introducing an LCA framework for marine photovoltaic (PV) systems (2016)  <a href="http://www.sciencedirect.com/science/article/pii/S1364032115014410">http://www.sciencedirect.com/science/article/pii/S1364032115014410</a></p> <p>Analysis of SDLC Models (2016) <a href="http://inpressco.com/wp-content/uploads/2016/02/Paper48268-272.pdf">http://inpressco.com/wp-content/uploads/2016/02/Paper48268-272.pdf</a></p>	
<b>13. Teaching and Learning Methods:</b>	<p>Classes use a mixture of lecture, seminar, videos and practical exercises. Students will create a project management system. There will be two exams, two-hour time frame. Individual and overall feedback will be provided once everyone has taken the examinations.</p> <p>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. This course meets required classroom and outside of class work through the various methods listed above.</p>	
<b>14. Assessment:</b>	<p>2 Assignments/Exercises (each 20%) 40%</p> <p>Examinations (each 30%) 60%</p>	
<b>15. Syllabus Outline:</b>	<i>Topics covered</i>	

	<p><b>Introduction to Computer Networks and Data Communications, Fundamentals of Data and Signals, &amp; Conducted and Wireless Media</b></p> <ul style="list-style-type: none"> <li>(a) Introduces the different types of computer networks, along with many of the major concepts with an emphasis on the TCP/IP protocol suite followed by the OSI models. The topic of convergence is introduced.</li> <li>(b) The basic concepts that are critical to the proper understanding of all computer networks and data communications.</li> <li>(c) The different types of media for transmitting data. The topic of near field communications was introduced.</li> </ul> <p><b>Making Connections, Multiplexing and Compression, &amp; Errors, Error Detection, and Error Control</b></p> <ul style="list-style-type: none"> <li>(a) How a connection or interface is created between a computer and a peripheral device, with a stronger emphasis on the USB interface.</li> <li>(b) Lossless compression techniques such as run-length encoding are discussed, as well as lessee compression techniques such as MP3 and JPEG.</li> <li>(c) The actions that can take place when a data transmission produces an error. The concept of arithmetic checksum, as it is used on the Internet.</li> </ul> <p><b>Local Area Networks, Introduction to Metropolitan Area Networks and Wide Area Networks, &amp; The Internet</b></p> <ul style="list-style-type: none"> <li>(a) The basic concepts of local area networks: minimum spanning tree, link aggregation, and quality of service, list of Ethernet versions with 40 gigabit Ethernet and 100 gigabit Ethernet.</li> <li>(b) Wireless local area networks and discusses the various network operating systems and other network software, with updated material on Microsoft, Linux, Unix, and the MAC OS X Server. The zero-client workstation was introduced along with the latest Wi-Fi version IEEE 802.11ac.</li> <li>(c) Basic terminology and concepts of both metropolitan area networks and wide area networks. Cloud computing is also introduced.</li> <li>(d) The details of the Internet, including TCP/IP, DHCP, ARP, MPLS, and DHCP. The new topic of the Internet of Things (IoT) was introduced.</li> </ul> <p><b>Voice and Data Delivery Networks, Network Security, &amp; Network Design and Management</b></p> <ul style="list-style-type: none"> <li>(a) Introduction to the area of telecommunications—in particular, networks that specialize in local and long-distance delivery of data. Frame relay, asynchronous transfer mode, and MPLS/VPN are presented as viable data link layer protocols.</li> <li>(b) The current trends in network security. The topics of malware,</li> </ul>
--	---



**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

	<p>Transport Layer Security (TLS), and Hypertext Transfer Protocol Secure (HTTPS) were updated, and the concept of socially engineered attacks was introduced.</p> <p>(c) The systems development life cycle, feasibility studies, capacity planning, and baseline studies, and shows how these concepts apply to the analysis and design of computer networks.</p>
<b>16. Attendance and Participation Policy:</b>	<p>Regular class participation is essential for proper academic progress, and it 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 class 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 Professor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must be in attendance by the third class meeting or they are not permitted to begin a course. In an emergency, which causes a student to be absent, it is the student's responsibility to make arrangements with the instructor to complete missed work. 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.</p>
<b>17. Academic Honesty Policy</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.</li> <li>• Fabrication: Intentional or unintentional invention or falsification.</li> <li>• Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.</li> <li>• Facilitation: Knowingly helping another to commit an act of academic dishonesty</li> </ul> <p>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: <i>First offense</i>: 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. <i>Second offense</i> will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.</p>



### 3.13 IT 530 Information Technology Project Management

#### Instructor Information

Adjunct Instructor of  
Phone: (727)  
Email:  
Office Hours: *online by appointment*

#### Course Description

IT 530 – Information Technology Project Management: This course presents an integrated approach to managing projects, exploring both technical and managerial challenges. The course broadens the focus beyond the traditional project management activities of planning and scheduling, project control, and terminations to a more general, inclusive and more value perspective of the project management process.

#### Required Resources

Pinto, J. (2018). *Project Management: Achieving Competitive Advantage* (5<sup>th</sup> ed.). Pearson.

*Other Resources as assigned by instructor:*

Sirisomboonsuk, P., Gu, V. C., Cao, R. Q., & Burns, J. R. (2018). Relationships between project governance and information technology governance and their impact on project performance. *International Journal of Project Management*, 36(2), 287-300. [Open Access, Google Scholar, Unpaywall, ResearchGate]

Obrand, L., Augustsson, N., Mathiassen, L., & Holmstrom, J. (2019). The interstitiality of IT risk: An inquiry into information systems development practices. *Information Systems Journal*, 29(1), 97-118. [Open Access, Google Scholar, Kopernio]

#### 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) Judge how project management improves the success of information technology projects.
- 2) Critically analyze the factors and constituents in effective project communication.
- 3) Propose and manage a project through the product life cycle.
- 4) Appraise and propose the sources and factors of project risk.
- 5) Evaluate factors in project quality.

#### 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	
10. Students will discuss, argue, and propose sound and creative solutions to complex business problems.	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.					
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		X	



**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

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	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 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 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.



**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

### Course Topics

Week	Topics	Learning Outcomes Addressed	Activities
1	Part 1 Why Project Management? Part 2 Strategy, Structure, and Culture Part 3 Which Projects and When? Part 4 Leadership and the Project Manage	1, 4	Readings Discussion Learning Activity
2	Part 1 Scope Management Part 2 Project Team Building, Conflict, and Negotiation Part 3 Risk Management Part 4 Cost Estimation and Budgeting	2, 4, 5	Readings Discussion Midterm Exam
3	Part 1 Project Scheduling: Networks, Duration Estimation, and Critical Path Part 2 Project Scheduling: Lagging, Crashing, and Activity Networks Part 3 Critical Chain Project Scheduling Part 4 Resource Management	1, 2, 3	Readings Discussion Learning Activity
4	Part 1 Project Evaluation and Control Part 2 Project Closeout and Termination	1, 4, 5	Readings Discussion Final Paper

### 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 Assessment/Exam(s) (40%)

Learning Outcomes: 1, 2, 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 can include short answer questions, long answer essays and/or possible case studies of the instructor's choice.

Test content will focus on:

- Judging how project management improves the success of information technology projects. (LO 1)
- Critically analyzing the factors and constituents in effective project communication. (LO 2)
- Appraising and proposing the sources and factors of project risk. (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 1<sup>st</sup> day of the course.

3. Individual Written Assignment (45%)

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

Assessment:



Module Handbook  
Study Program

Master of Business Administration Management of Information Technology

Individual Paper: Select a topic for IT project management from the list below. The selected topic must be approved by the course instructor. *Please note* that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.

Topics

- Application of IT based project and its management in Healthcare
- Application of IT based project and its management in Logistics
- Application of IT based project and its management in Public Safety (Fire, Police, Ambulance)
- Application of IT based project and its management in Information Systems
- Application of IT based project management in retail business (Brick and Mortar, Online)

Expectation: Concepts taught in the class should be reflected in the work such as management of a project through 'product life cycle', where the sources and factors of project risks at each stages of product life cycle well identified, and the quality factors at each stage that are the KPIs (key performance indicator) for a given stage of product. 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. Student can choose any of the topics listed above

The submission should be at least 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.

***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%



**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

<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.

**3.14 IT 540 Systems Analysis, Design, & Implementation**

<b>1. Module/Course Number:</b>	IT 540
<b>2. Module/Course Title:</b>	Systems Analysis, Design, & Implementation
<b>3. Program:</b>	Management of Information Technology
<b>4. Credits:</b>	3 SIU/12UoR (45 contact hours; 135 h self-study)
<b>5. Level:</b>	7
<b>6. Prerequisite</b>	IT 500
<b>7. Module Convener: Approved by Provost: Date revised:</b>	R Wright  A. Brvenik 03/2015
<b>8. Lecturer and Contact Information</b> Instructor: Office Location: Office Hours: Telephone #: E-mail:	
<b>9. Module/Course Description:</b>	<p>In our information- and technology-driven business world of today, students and managers need to know:</p> <ul style="list-style-type: none"> <li>(a) How to organize and access information strategically</li> <li>(b) That success often depends on the ability to work as part of a team</li> <li>(c) That the Internet will play an important part in their work lives</li> </ul> <p>These three crucial factors are addressed in this course, Systems Analysis, Design, and Implementation. The course provides a clear presentation of the concepts, skills, and techniques needed to become effective systems analysts who work with others to create information systems for businesses. The systems development life cycle model is the organizing tool used to provide a strong conceptual and systematic framework in teaching and explaining concepts in this course. Key systems analysis, design, and implementation contents are covered without overwhelming students with unnecessary details. This strikes a good balance between the more technical aspects of the course and its day-to-day practical aspects. Valacich, George, and Hoffer (2014) note that systems analysis and design (systems development) is a practical field that is rooted in organizational context; a profession that has changed significantly with the explosive growth in databases, data-driven architecture for systems, and the Internet. Because success in the profession requires skills in methodologies and techniques, management of time, resources, and risks, this course is approached with emphasis on:</p> <ul style="list-style-type: none"> <li>a) A business perspective rather than a technology perspective</li> <li>b) The role, responsibilities, and mindset of the systems analyst as well as the systems project manager, rather than those of the programmer or business manager</li> <li>c) The methods and principles of systems development rather than the specific tools or tool-related skills of the field</li> </ul>

**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

	This course covers discussions and readings on conceptual and practical foundations that provide a comprehensive overview of systems analysis, design, and implementation using SDLC.												
<b>10. Learning Outcomes</b>	<p>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:</p> <table border="1"> <thead> <tr> <th>LEARNING OUTCOMES</th><th>ASSESSMENTS</th></tr> </thead> <tbody> <tr> <td>Understanding of the Systems Development Environment</td><td rowspan="3">Examination (30%): This will be a two hour examination with two sections: Section A: Short Answers (40%) Section B: Long Answers (60%)</td></tr> <tr> <td>Understanding of the sources for software in Information Systems</td></tr> <tr> <td>Understanding of the management of an Information Systems Project</td></tr> <tr> <td>Understanding of Systems Planning and Selection</td><td rowspan="3">Examination (30%): This will be a two hour examination with two sections: Section A: Short Answers (40%) Section B: Long Answers (60%)</td></tr> <tr> <td>Introductory understanding of interface design, and database design</td></tr> <tr> <td>Understanding of Systems implementation and operation.</td></tr> <tr> <td>Ability to determine systems requirements and produce conceptual models.</td><td>Course Project (40%)</td></tr> </tbody> </table>	LEARNING OUTCOMES	ASSESSMENTS	Understanding of the Systems Development Environment	Examination (30%): This will be a two hour examination with two sections: Section A: Short Answers (40%) Section B: Long Answers (60%)	Understanding of the sources for software in Information Systems	Understanding of the management of an Information Systems Project	Understanding of Systems Planning and Selection	Examination (30%): This will be a two hour examination with two sections: Section A: Short Answers (40%) Section B: Long Answers (60%)	Introductory understanding of interface design, and database design	Understanding of Systems implementation and operation.	Ability to determine systems requirements and produce conceptual models.	Course Project (40%)
LEARNING OUTCOMES	ASSESSMENTS												
Understanding of the Systems Development Environment	Examination (30%): This will be a two hour examination with two sections: Section A: Short Answers (40%) Section B: Long Answers (60%)												
Understanding of the sources for software in Information Systems													
Understanding of the management of an Information Systems Project													
Understanding of Systems Planning and Selection	Examination (30%): This will be a two hour examination with two sections: Section A: Short Answers (40%) Section B: Long Answers (60%)												
Introductory understanding of interface design, and database design													
Understanding of Systems implementation and operation.													
Ability to determine systems requirements and produce conceptual models.	Course Project (40%)												
<b>11. Basic Texts:</b>	<p>Title: Essentials of Systems Analysis and Design, 6th Edition Authors: Joseph Valacich; Joey George; Jeff Hoffer Publisher: Pearson Learning Solutions, 07/2012 ISBN: 9781323017371</p>												
<b>12. Additional Reading and Supplemental Texts:</b>	<p>Additional readings and primary source material may be provided at the instructor's discretion</p> <p>Bloomberg The new role of the CIO by Ernest von Simson (2013) <a href="http://www.bloomberg.com/news/articles/2013-05-22/the-new-role-of-the-cio">http://www.bloomberg.com/news/articles/2013-05-22/the-new-role-of-the-cio</a> (N/A) Pdf : <a href="http://www.ddegjust.ac.in/studymaterial/pgdca/ms-04.pdf">http://www.ddegjust.ac.in/studymaterial/pgdca/ms-04.pdf</a> Satzinger John, Jackson, Robert B. and Burd, Stephen D.: <i>Systems Analysis and Design in a changing world</i>, 7<sup>th</sup> ed. Cengage Learning 2016 Dennis, A, Wixom, B.H., Tegarden D.: <i>Systems analysis and design: an object oriented approach with UML</i>. John Wiley &amp; Sons Inc; Auflage: 5 Rev ed. (2. März 2015) Valacich, J.S., George, J.F., Hoffer, J.A.: <i>Essentials of systems and design</i> 6th ed. 2014, Prentice Hall R Alur, TA Henzinger, MY Vardi - ACM Siglog News, 2015: <i>Theory and practice for system design and verification</i> <a href="https://robotics.upenn.edu/~alur/SiglogSurvey15.pdf">https://robotics.upenn.edu/~alur/SiglogSurvey15.pdf</a></p>												





**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

<b>13. Teaching and Learning Methods:</b>	<p>Classes use a mixture of lecture, seminar, videos and practical exercises. There will be weekly discussions, quizzes, assignments, final exam and a course project. Individual and overall feedback will be provided once everyone has taken the examinations.</p> <p>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. This course meets required classroom and outside of class work through the various methods listed above.</p>				
<b>14. Assessment:</b>	<table border="0"> <tr> <td>Project</td><td style="text-align: right;">40%</td></tr> <tr> <td>Examinations (each 30%)</td><td style="text-align: right;">60%</td></tr> </table>	Project	40%	Examinations (each 30%)	60%
Project	40%				
Examinations (each 30%)	60%				
<b>15. Syllabus Outline:</b>	<p><i>Topics covered</i></p> <p><b>Part I: Foundations for Systems Development</b></p> <ul style="list-style-type: none"> <li>• The system development environment</li> <li>• The sources of software</li> <li>• Managing the information systems project</li> <li>• Define information systems analysis and design.</li> <li>• Describe the role of the systems analyst in information systems development.</li> <li>• Describe the information systems development life cycle (SDLC).</li> <li>• List alternatives to the systems development life cycle, including a description of the role of computer-aided software engineering (CASE) tools in systems development.</li> <li>• Explain outsourcing.</li> <li>• Describe six different sources of software.</li> <li>• Discuss how to evaluate off-the-shelf software.</li> <li>• Explain reuse and its role in software development.</li> <li>• Describe the skills required to be an effective project manager.</li> <li>• List and describe the skills and activities of a project manager during project initiation, project planning, project execution, and project closedown.</li> <li>• Explain what is meant by critical path scheduling and describe the process of creating Gantt charts and network diagrams.</li> <li>• Explain how commercial project management software packages can be used to assist in representing and managing project schedules.</li> </ul> <p><b>Part II: System Planning &amp; Selection</b></p> <ul style="list-style-type: none"> <li>• Describe the steps involved when identifying and selecting projects and initiating and planning projects.</li> <li>• Explain the need for and the contents of a project scope statement and a baseline project plan.</li> <li>• List and describe various methods for assessing project feasibility.</li> <li>• Describe the differences between tangible and intangible benefits and costs, and the differences between one-time and recurring costs.</li> <li>• Perform cost-benefit analysis and describe what is meant by the time value of money, present value, discount rate, net present value, return on investment, and break-even analysis.</li> </ul>				

	<ul style="list-style-type: none"> <li>Describe the activities and participant roles within a structured</li> </ul> <p><b>Part III: Systems Analysis</b></p> <ul style="list-style-type: none"> <li>Determining system requirements</li> <li>Structuring system requirements: Process modeling</li> <li>Structuring system requirements: Conceptual data modeling</li> </ul> <p><b>Part IV: System Design</b></p> <ul style="list-style-type: none"> <li>Designing the human interface <ul style="list-style-type: none"> <li>Explain the process of designing forms and reports, and the deliverables for their creation.</li> <li>Apply the general guidelines for formatting forms and reports.</li> <li>Format text, tables, and lists effectively.</li> <li>Explain the process of designing interfaces and dialogues, and the deliverables for their creation.</li> <li>Describe and apply the general guidelines for interface design, including guidelines for layout design, structuring data-entry fields, providing feedback, and system help.</li> <li>Design human-computer dialogues, including the use of dialogue diagramming.</li> <li>Discuss interface design guidelines unique to the design of Internet-based electronic commerce systems</li> </ul> </li> <li>Designing databases <ul style="list-style-type: none"> <li>Concise definition of key database design terms.</li> <li>Explain the role of designing databases in the analysis and design of an information system.</li> <li>Transform an entity-relationship (E-R) diagram into an equivalent set of well-structured (normalized) relations.</li> <li>Merge normalized relations from separate user views into a consolidated set of well-structured relations.</li> <li>Choose storage formats for fields in database tables.</li> <li>Translate well-structured relations into efficient database tables.</li> <li>Explain when to use different types of file organizations to store computer files.</li> <li>Describe the purpose of indexes and the important considerations in selecting attributes to be indexed.</li> </ul> </li> </ul> <p><b>Part V: Systems Implementation and operation</b></p> <ul style="list-style-type: none"> <li>Describe the process of coding, testing, and installing an organizational information system and outline the deliverables and outcomes of the process.</li> <li>Apply four installation strategies: direct, parallel, single-location, and phased installation.</li> <li>List the deliverables for documenting the system and for training and supporting users.</li> <li>Compare the many modes available for organizational information system training.</li> <li>Discuss the issues of providing support for end users.</li> <li>Explain why systems implementation sometimes fails.</li> <li>Explain and contrast four types of maintenance.</li> <li>Describe several factors that influence the cost of maintaining an information system.</li> </ul>
<b>16. Attendance and</b>	Regular class 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



**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

<b>Participation Policy:</b>	course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in class 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 Professor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must be in attendance by the third-class meeting or they are not permitted to begin a course. In an emergency which causes a student to be absent, it is the student's responsibility to make arrangements with the instructor to complete missed work. 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.
<b>17. Academic Honesty Policy</b>	<p>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:</p> <ul style="list-style-type: none"><li>• Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.</li><li>• Fabrication: Intentional or unintentional invention or falsification.</li><li>• Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.</li><li>• Facilitation: Knowingly helping another to commit an act of academic dishonesty</li></ul> <p>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: <i>First offense</i>: 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. <i>Second offense</i> will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.</p>



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

**3.15 IT 576 IT Applications in Business**

**Instructor Information**

Adjunct Instructor of  
Phone: (727)  
Email:  
Office Hours: *online by appointment*

**Course Description**

IT 576 – IT Business Practicum is an integrative practicum for the Master of IT program. Students will examine and propose solutions to real-world projects and problems. They will also engage in project management techniques to create practical solutions. This course will take an integrative and managerial approach to address the integration of a broad range of technologies including hardware, software, data, people and processes involved in Information Systems.

**Required Resources**

Lane, D. (2011). *The chief information officer's body of knowledge*. Hoboken, New Jersey: John Wiley & Sons, Inc.

Stenzel, J. (2011). *CIO best practices* (2<sup>nd</sup> ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.

*Additional Reading and Supplemental Texts:*

Kaufman-Scarborough, C. (2019). Publicly-researchable accessibility information: Problems, prospects and recommendations for inclusion. *Social Inclusion*, 7(1), 164. [Open Access, Google Scholar, Kopernio]

Imran, M., Hamid, S. N. B. A., Binti Aziz, A., & Hameed, W. (2019). The contributing factors towards e-logistic customer satisfaction: A mediating role of information technology. *Uncertain Supply Chain Management*, 63-72. [Open Access, Google Scholar, Kopernio]

Mendling, J., Dustdar, S., Gal, A., Garcia-Banuelos, L., Governatori, G., Hull, R., & Dumas, M. (2018). Blockchains for business process management - challenges and opportunities. *ACM Transactions on Management Information Systems*, 9(1), 1-16. [Open Access, Google Scholar, Kopernio]

**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 integrative functions, activities, and ethical roles within the information systems area, including the role of the CIO and technologies managed within the organization.
- 2) Evaluate how information technology (IT) is aligned with the strategy of the organization, and how to make appropriate choices about architecture in relationship to overall organization goals.
- 3) Predict and formulate how to develop reasoned responses to the major forces shaping the role of IT in organizations competing in a global economy.
- 4) Critique the methods, best practices and impact of emerging trends in implementing process change in IT organizations, including technology-induced processes.
- 5) Reflect upon economic factors of information systems at the enterprise level, including competitive advantages that information technology affords organizations.



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

**Alignment to Programmatic Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
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		
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
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. This course meets required course instruction and outside of class work through the various methods listed above.



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

**Attendance and Participation Policy**

Regular class 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 class 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 Professor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must be in attendance by the third class meeting or they are not permitted to begin a course. In an emergency which causes a student to be absent, it is the student's responsibility to make arrangements with the instructor to complete missed work. 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	Part 1 Best Practices, Leadership, Innovation and security	1, 2	Readings Discussion Activities
2	Part 2 Software Development and Projects	2, 3	Readings Discussion Midterm Exam
3	Part 3 Customers and Value	3,4	Readings Discussion Activities
4	Part 4 IT Strategy, Competitive advantage	1, 2, 3, 4, 5	Discussion Final Paper

**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 Assessment/Exam(s) (40%)

Learning Outcomes: 1, 2, 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 can include short answer questions, long answer essays and/or possible case studies of the instructor's choice.

Test content will focus on:

1. Critically analyzing the integrative functions, activities, and ethical roles within the information systems area, including the role of the CIO and technologies managed within the organization.
2. Evaluating how information technology (IT) is aligned with the strategy of the organization, and how to make appropriate choices about architecture in relationship to overall organization goals.
3. Predicting and formulating how to develop reasoned responses to the major forces shaping the role of IT in organizations competing in a global economy.



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

\*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 1<sup>st</sup> day of the course.

**3. Individual Written Assignment (45%)**

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

This paper will draw from a scenario driven exercise provided by the instructor. The student will be required to apply the body of knowledge gained in the degree program to present a solution to the problem. The final paper is an integrative project broken into four parts, completed each week and assembled from final submissions.

Part 1 Project Plan and Business Requirements

Part 2 Database and Data Warehousing Design, Cloud Technology and Virtualization

Part 3 Network Infrastructure and Security

Part 4 Final Project Plan

The submission will be made up of four parts

- Written Project plan
- Revised Business Requirements Documents
- Project Plan PowerPoint Presentation
- Finalized Project Plan in MS Project.

Expectation: Concepts taught in the class should be reflected in the work. The instructor expects creativity in the thoughts for a course paper submission, and 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.

For more details, please refer to the Blackboard site for this course. The evaluation rubric to be used for assessment is also included. Please consult it to know what aspects you are going to be assessed on.

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 and consists of 100% of the Roehampton grade.***

**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





**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

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>Course Assessment</i>	<i>University of Roehampton Assessment</i>
Weekly Discussion-Based Course Activities	15%	
Weekly Assessments/Exam(s)	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.

### 3.16 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* (19<sup>th</sup> ed.). McGraw-Hill. VIBID: 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.

**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

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

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
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.



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

*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 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**

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



Module Handbook  
Study Program

Master of Business Administration Management of Information Technology

## 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 (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.



**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

- 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	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.



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

#### **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





**Module Handbook**  
**Study Program**  
**Master of Business Administration Management of Information Technology**

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



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

## **5. Appendices**



Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology

**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 3<sup>rd</sup> 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.



**Module Handbook  
Study Program**

**Master of Business Administration Management of Information Technology**

- 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 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 Sc



Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology

**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)<sup>2</sup>  
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 \_\_\_\_\_<sup>3</sup> 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 SU1TABLE 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

<sup>2</sup> Campus Location

<sup>3</sup> Name of the program in which the student is enrolled



Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology

**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: _____                  |





Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology

**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: \_\_\_\_\_



Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology

**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



Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology

**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 SIU: \_\_\_\_\_ UoR: \_\_\_\_\_ Name: \_\_\_\_\_  
ID#:

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:



Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology

**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:



**Module Handbook  
Study Program  
Master of Business Administration Management of Information Technology**

**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:	
<b>Alternate Contact (Required)</b> <i>Family member that can receive an important message or document for you.</i>	
Name:	Relationship:
Cell phone:	Email:
Mailing Address:	
Student/Graduate Signature (Type if emailing)	
Do you plan to participate in the Graduation Ceremony:	Campus: Heidelberg
<b>SIU Administration Selection: (Required Signatures)</b>	
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:	