



Philadelphia University

Faculty of Administrative & Financial Sciences

Self-Evaluation Report

2017-2016

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PART A
FRAMEWORK: PROVISION'S PROGRAMME, SCOPE, AND INPUT
RESOURCES

1. Philadelphia University

Philadelphia University (PU) is a Jordanian university established in 1989. It aims to keep abreast of all the latest scientific developments through the great care it shows for its students at various levels. And it cares for their character cultivation to enable them to enter labor market efficiently. Member of the Arab Association of Universities. PU is a member of the International Association of Universities, International Federation of Electronic Libraries, UNESCO Project for E-learning and Local Center for Microsoft Programs (<http://www.philadelphia.edu.jo/>).

1.1 PU Vision

To be one of the most highly recognized Jordanian University well-known educational conglomerates in Jordan in the spheres of teaching and learning, research, and community services according to international standards.

1.2 PU Mission

Prepare graduates who are well-equipped with knowledge, skills and values and who are highly motivated to lifelong learning and capable of fulfilling contemporary requirements. Foster academic research and graduate studies and support innovation plans. Establish a productive partnership with local community.

1.3 PU Values

Fairness: Dealing fairly with all and respecting individual's value, dignity and legitimate freedom.

Transparency: Dealing clearly in all University procedures with students, academic and administrative staff.

Integrity: Full compliance with professional morals and ethics.

Belongingness: Having a sense of responsibility toward the University, local community and nation.

Co-operation: Group work among all University staff and students in all University procedures.

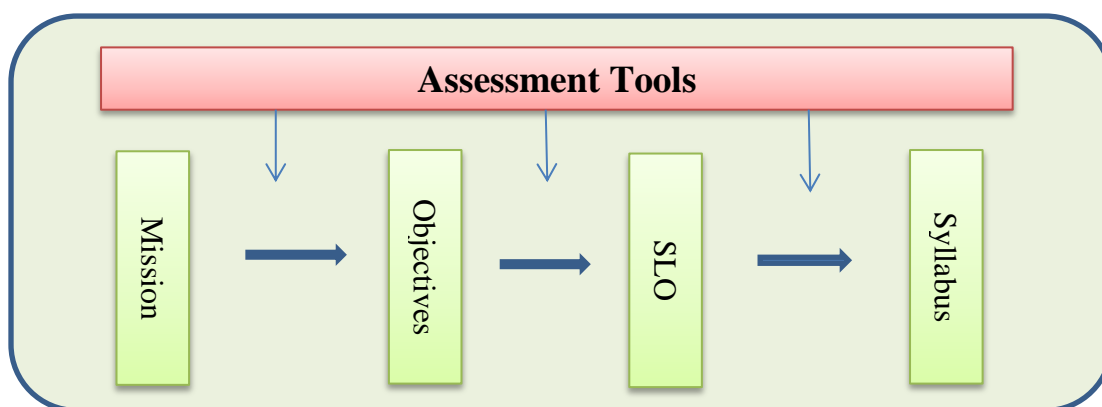
Innovation: Accommodating innovative ideas and solutions in teaching and learning as well as academic research fields.

Professionalism: The ability to demonstrate knowledge, skills and capability in disciplines.

2. Faculty of Administrative and Financial Sciences (FAFS)

Faculty of Administrative & Financial Sciences comprises 7 departments: Business Administration, Accounting, Banking & Finance, Marketing, Business Networking and Systems Management, Hotel & Tourism Management and Hospital Management. In the following the vision, mission and Objectives of FAFS (*Figure 1: Process of development, evaluation and enhancement of organization objectives*):

Figure 1



2.1 FAFS Vision

Our vision is to become a college of business regionally recognized for the high quality of its graduates and excellence in programs and services.

2.2 FAFS Mission

The mission of the business college is to provide students with high quality education that emphasize current knowledge, skills, ethical principles, professional development, and global market place understanding. Our college maintains an environment that encourages research and public services.

2.3 FAFS Objectives

The FAFS strives:

1. To provide an opportunity for suitably qualified students to pursue higher education in the fields of Business Administration, Accounting, Banking & Finance, Marketing, Business Networking and Systems Management, Hotel & Tourism Management and Hospital Management.
2. To provide and maintain management structures which facilitate and encourage the process of learning and teaching.
3. To promote scholarly and research activities in Business Management and other fields of Financial Sciences.

4. To inculcate a spirit of team work and cooperation amongst staff, students and other participants in the Faculty.
5. To set and meet high standards in the provision of education and related activities through formal and systematic Quality Assurance procedures.

2.4 Consistency of The consistency of the Mission with objectives

The consistency of the mission and objectives of FAFS with is showed in Table 1:

Table 1: Consistency of Mission and Objectives

Mission Items	Obj1	Obj2	Obj3	Obj4	Obj5
Provide students with high quality education		√			√
Strengthen the skills and knowledge of students	√			√	
Encourages research and public services			√		

2.5 Process for Completing an Assessment Plan

1. Identify an assessment arena.
2. Select or write explicit learning outcome statements.
3. Develop an assessment strategy.
4. Implement the assessment strategy.
5. Summarize and analyze the results of the assessment.
6. Based on the assessment results, identify a change you will make in the assessment tool, in the curriculum, in pedagogy, or in the program or service to help students achieve the learning outcome more effectively and efficiently.
7. Complete and submit an Assessment Report annually.
8. Implement the change.
9. Begin the process again to determine to what extent the change helped students to achieve the learning outcome more effectively and efficiently.

2.6 FAFS Student Learning Outcomes

Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the general skills and abilities hat students acquire through the program. (*Table 2: Consistency between the Student Outcomes and FAFS Objectives*), (*Table 3: Mapping of the required courses in the Curriculum to the general Student Outcomes*).

- 1. Communication Skills:** Students will be able to demonstrate competence in Written, (English, Arabic), presentation and interpersonal skills.

Competencies:

- 1-1: Explain and present ideas to different groups of people in plain English & Arabic.
- 2-1: Present and interpret data or other scientific information using graphs, tables, figures and symbols.
- 3-1: Demonstrates acceptable use of visual aids (e.g., PowerPoint).

- 2. Self-learning (Continuous Development) Skills:** Students will be able to demonstrate an appreciation for further education and self-improvement.

Competencies:

- 2-1: Identify opportunities for personal and professional development.
- 2-2: Participate in professional and interpersonal development activities.
- 2-3: Demonstrate flexibility in adapting to new situations and dealing with uncertainty.

- 3. Leadership & Teamwork Skills:** Students will be able to work in groups, influence and lead others to complete tasks

Competencies:

- 3-1: Recognize and appreciate how differences among individuals positively impacts business.
- 3-2: Explain the benefits of working with a diverse group
- 3-3: Exhibit collective decision-making skills.
- 3-4: Clearly define the leadership philosophy and style.

- 4. Technology Skills:** Students should demonstrate their ability to use technology to locate, obtain, organize, report and use information from electronic sources.

Competencies:

- 4-1: Explain the basic language and concepts within the field of information technology.
- 4-2: Use an operating system such as Microsoft Windows, including the manipulation of directory and file structures, and modification of basic operating systems parameters (e.g. "Control Panel" functions).
- 4-3: Use electronic communications (e.g., email, instant messenger, discussion groups) to send.

- 5. Critical Thinking & Problem Solving Skills & Research Skills:** Students will be able to apply critical thinking to learning and real-world situations.

Competencies:

5-1: Draw conclusions after weighing evidence, facts and ideas.

5-2: Clarify issues to resolve problems.

5-3: Perform basic analytic tasks - categorizing information, distinguishing between relevant and irrelevant data and predicting outcomes.

- 6. Ethics & Social Responsibility (Community & Volunteer Services):** Students should demonstrate their ability to identify reason and seek resolution of ethical issues, and will understand and value the benefits of service to the community.

Competencies:

6-1: Identify and examine the multiple perspectives of an ethical dilemma

6-2: Analyze and debate multiple solutions to an ethical dilemma, determine the best alternative available, and describe how the decision maximizes the benefit and minimizes the risk for everyone involved.

6-3: Evaluate how stakeholders will be affected by various possible solutions to ethical dilemmas.

6-4: Apply awareness of community issues to a consideration of individual or collective responsibilities within a society.

Table 2: Consistency between the Student Outcomes and FAFS Objectives

Objectives No	Skills And Abilities Outcomes																			
	Communication			Development			Teamwork			Technology				Thinking			Ethics			
	1-1	1-2	1-3	2-1	2-2	2-3	3-1	3-2	3-3	4-1	4-2	4-3	4-4	5-1	5-2	5-3	6-1	6-2	6-3	6-4
1				√	√	√					√	√	√							
2																		√	√	√
3															√	√	√			
4							√	√	√											
5	√	√	√																	

In a perfect planning/implementation cycle, once a department has defined its objectives, all phases of the curriculum and each individual course would almost automatically cover all the bases needed to provide each student the opportunity to learn the essential components of those objectives

Table 3: Mapping of the required courses in the Curriculum to the general Student Outcomes

Course No	Course Title	Skills And Abilities Outcomes																				
		Communication			Development				Teamwork			Technology				Thinking			Ethics			
		1-1	1-2	1-3	2-1	2-2	2-3	3-1	3-2	3-3	4-1	4-2	4-3	4-4	5-1	5-2	5-3	6-1	6-2	6-3	6-4	
0114101	Arabic Language Skills (1)	H	H		L						L	L										
0111100	Military Science																					
0111101	National Education				L																	
0130101	English Skills (1)	H	H								L	L										
0130102	English Skills (2)	H	H		L						L	L										
0250105	Business Mathematics							L							L			L				
0310110	Principles of Accounting (1)																	L				
0320108	Research Methods & Statistics		M		H						L	L		M	M							
0320150	Principles of Microeconomic s														1							
0320211	Financial Management						L		H													
0330110	Introduction to Management				H		M	L	H	H							H	L	H	H		
0350110	Principles of Marketing											L								M		
0310111	Principles of Accounting (2)																					
0330213	Organization Behavior																					
0330317	Human Resource Management				H		H	H	M	M							M	L	L	H		
0350240	Marketing Health													L								
0350321	Supply Chain Management									L					L							
0380481	Graduation Project											M	H			H		H				
0380492	Field Training												L									
L= Low. M= medium. H=High																						

L= Low, M= medium, H=High

3 Student Profile

The Ministry of Higher Education & Research, which has authority over all private universities, issues adequate admission criteria. The fact that the FAFS takes its full capacity of students (regulated by JHEAC) is a good indication of student attraction. An applicant with a 60% average on the Tawjihi exam, upon successful completion of an interview would be a good candidate to join the FAFS.

FAFS attracts students from all regions of the kingdom. This is due to the central location of the University. 8.36% of students come from the North region, 85.1% from the Middle, 1.31% from the South, and 5.22% from outside Jordan.

Distribution by gender for students (last 4 years) is 40% females and 60% males.

Table 4 shows the distribution of students in the PU and FAFS by years.

Table 4. Distribution of Students by Years

<i>Total Number of Students</i>	<i>PU</i>	<i>FAFS</i>
2013-2014	6407	1755
2014-2015	6844	1949
2015-2016	6543	

3.1 Academic Staff Profile

The academic staff members are 44 full-time PhD holders. The academic staff members are aged between 27 and 68 and their experience ranges from 2 to 30 years. Table 5 shows the distribution of academic staff members of FAFS by academic rank (<http://www.philadelphia.edu.jo/academics/>), (Annex 1: Faculty & Staff Profile).

Table 5. Qualifications of Academic Staff Members

<i>Academic Rank</i>		<i>Qualifications</i>			<i>Total</i>
		<i>Full time (FT)</i>		<i>Part time (PT)</i>	
		<i>PhD</i>	<i>Master</i>	<i>Ph.D.</i>	
FAFS	Professor	4		-	4
	Associate professor	8		-	12
	Assistant professor	32		-	44
	Lecturer		8	-	52
Total					52

3.4.1 Research Activity of the Academic Staff

The research profile of the staff is varied and covers a reasonable spectrum. In general the subject specialization is aligned to individual research interests. Although staffs are encouraged to join a research group, individual research is not discouraged, (<http://www.philadelphia.edu.jo/research-portal>).

3.2 Non-academic Staff

Besides the academic staff, the FAFS has 4 full-time technicians, who hold B.Sc. degrees in Computer Science. All the non-academic staff members are qualified as laboratory tutors and assist lecturers in the laboratory classes. Some of them are responsible for maintenance of computer hardware and software in the laboratories. The FAFS has 10 full-time secretaries who assist the academic staff & students in day to day work. In addition, there is a full time courier who helps in transport, photocopying, etc.

3.3 Academic and Nonacademic Resources

3.3.1 Administrative & Physical Resources

There are 31 offices at the Faculty of FAFS used for administrative functions as follows: Dean, Assistant Dean, Dean's Secretary, 7 Department Heads, 7 Department Head Secretaries, 7 rooms for student advisory services, and 4 general meeting rooms. All are equipped with the usual office furniture and relevant computer systems.

3.3.2 Teaching Staff & Physical Resources

There are 45 offices provided for the staff of FAFS equipped with the usual office furniture and the occupancy is generally one office per member. Each member is supplied with a suitable PC, which is networked and connected to the Internet. In addition, there is one room used for staff meetings and another for the Examination Working Groups.

3.3.3 Academic & Physical Resources

There are 38 fully equipped classrooms in FAFS. The FAFS also has a 300-seat auditorium. Laboratory of FAFS is equipped with 189 PCs in addition to 5 printers. The Faculty Learning Resource Centre (LRC) adds a further support in learning resources such as IT facilities, textbooks & advisory services.

The physical resources are designed for reasonable student comfort and convenience. The occupancy of 20-30 students for the lecturing situation is much better than similar measures in other Jordanian Universities. The purchase of equipment is driven by policy and by need. The University is proud of its record in this area and invests considerable resources to enhance the educational process. In general, the Learning Resources Committee is an instrument which collates feedback from concerned parties and makes recommendations for purchase of equipment.

An active effort is made to recruit new staff according to requirements, for example, four new staff has been appointed recently. Training, induction & staff development are well established in the FAFS. Since the resources have to be well matched to educational objectives, the Learning Resources Handbook is a useful guide for staff and students. It lists all the available equipment and procedures to utilize the facilities.

3.3.4. Self-Study Facilities

The self-study facilities include the following:

- The Faculty Learning Resource Centre (as mentioned before).
- The Faculty Web/Intranet provides the students with all relevant information such as (1) The Undergraduate Handbook, (2) Programme Specifications, (3) Lecture and module notes and (4) Bulletin boards for messages and general use.

- Avicenna Centre for E-Learning, for establishing awareness of electronic learning and the need to apply it at the University.

3.3.5 Business Incubator

In response to industrial sector needs, a business incubator scheme has been formed. Hence staff, students and industry can share a dedicated physical area for meeting & developing ideas.

3.3.6 Special Help Tutorial Room

Students having problems in some modules meet lecturers in this room. Specific and directed tutorials help them overcome their difficulties.

3.3.7 Lecture Support facilities

10 overhead projectors and 14 data shows are used to support modules and seminar presentations.

3.3.8 Disabled student facilities

The Faculty has facilities for disabled students and has appointed a Disabilities Officer to provide support and guidance to students with a disability throughout their time at the University.

3.3.9 Training Facilities

The University has signed a number of agreements with local & international training centres. These agreements will also strengthen the training activities.

3.3.10 Library Facilities

At the University level, a mixture of learning resources are available to staff and students through a fully equipped and sophisticated library. IT and other learning and teaching resources, up-to-date module textbooks are available in the library with five different texts for each module. Resources are updated regularly to meet current and projected module requirements. In addition, library resources are continuously monitored to assure availability and currency. The electronic library is also a part of the main University library.

3.3.11 University Health Centre Facilities

The University clinic is staffed with a medical team consisting of male and female general practitioners, a dentist, and a registered nurse.

3.3.12 Computer Centre

In the University there is a modern computer centre work to provide the faculty with training and maintenance facilities and services.

3.3.13 Networking Facilities

In the University the PCs in each laboratory are connected to an Ethernet platform of 10/100 Mbps. All computing facilities of the University are connected through a Gigabit Intranet backbone. The University is connected to the Internet by 2 Mbps.

3.3.14 Bookshops

This service offer books, exercises with solutions, solutions to previous examinations and other relevant materials for sale at reasonable prices.

3.3.15 Career Advisory Service

This service provides career information for students and opportunity for direct contact with many potential employers.

3.3.16 Extracurricular Activities

The University provides recreation facilities for students to enrich their talents. This includes:

- A Deanship of Student Affairs which organizes the social, cultural and sports events at the University. It also has an alumni office to keep track of graduates.
- Several spaces for cultural activities e.g. celebration of festivals, etc.
- Several common rooms for meetings, snacks, and cafeterias.
- One Student Club.

PART B

EVALUATION OF THE QUALITY OF EDUCATION

Introduction

The experience of the staff, relevant data from graduates over the past years and other records indicate that, in general, the program has been successful. The modules are designed to have a suitable balance of subject matter, and the assessment methods vary according to the expected learning.

1. Curriculum

It is the total learning experience provided by the faculty. It includes the content of courses (the syllabus), the methods employed (strategies), and other aspects, like norms and values, which relate to the way the faculty is organized.

1.1 Curriculum Design

The curriculum design is a product of staff experience, research and other related factors. Its design has been informed by:

- University Teaching and Learning policies.
- Input from the Jordanian industry.
- Qualification framework approved by (JHEAC).
- QAA Code of Practice.
- Similar programmers from UK, US, and Australia.
- The Association to Advance Collegiate Schools of Business (AACSB).

The curriculum is designed to utilize the knowledge of the new entrants to build a strong foundation and a knowledge base through fundamental modules such as economics, accounting, marketing, etc. The University requirements help the students to improve their communication skills in English, Arabic, and social issues.

However, a general program such as Business Networking & systems management demands a study at a relatively wide front. The First and the Second year modules therefore, serve the dual purpose of broadening the subject area while building on some of the concepts learnt earlier. In order to sustain this strategy, the First and Second Year modules require only a few prerequisites, for example subjects such as principles of statistics, principles of finance, general mathematics do not require formal prerequisites.

By the time the students' progress into Third year, a greater integration and application of the material is required. In order to maintain the coherence and development of the curriculum, suitable prerequisites are demanded. For example Operations Research/1 needs knowledge of mathematics. Also, by this time the students are well informed to choose suitable

electives. The curriculum lays importance on integration of theory & practice. Hence all the students are required to obtain work experience through the Training Module in the 4th year of the program. The aim is to expose students to real life situations in the world of work.

1.2 Curriculum Design Analysis

In a perfect planning/implementation cycle, once a faculty has defined its objectives, all phases of the curriculum and each individual course would almost automatically cover all the bases needed to provide each student the opportunity to learn the essential components of those objectives. It doesn't happen that way, however, because departmental personnel change over the years and the higher education tradition of freedom within the classroom often leaves course content almost totally to individual instructors.

In any case, not every course needs to attempt to cover all the objectives for the major. As one technique to keep a focus on the agreed-upon objectives, curriculum analysis provides a means to chart just which courses will cover which objectives. The chart then provides assurance to the faculty that, assuming certain sequences are taken by the student candidates for that major, they will in fact have the opportunity to learn those objectives.

Syllabus analysis is an especially useful technique when multiple sections of a faculty course are offered by a variety of instructors. It provides assurance that each section will cover essential points without prescribing the specific teaching methods to be used in helping the students learn those objectives.

2. Assessment of Learning Opportunities

The Faculty aims to use adequate physical & human resources to support the educational process so that various aspects of the curriculum are serviced in the best possible manner. The faculty is therefore mindful that delivery of the curriculum and the provision of learning resources are linked. The participation of staff in resource planning is hence encouraged.

The teaching methods are supportive in the earlier years and use most traditional methods. However, for the third and fourth years, the experience is widened through field visits, case studies, workshops, and visits by experienced business people.

While the primary function of any educational faculty is to produce educated citizens, career and job prospects are important. The Business Networking & systems management Degree is seen as an example of a good general qualification suited to a range of careers in Industry and commerce. Effectively, from the graduates with whom the University has contact, 81% are in employment and over 8% proceed to postgraduate work. Efforts are made to ensure that the staff expertise matches the requirements of the curriculum. The QA procedures provide suitable tools for self-assessment, peer review, student feedback etc. In this respect

most students express satisfaction with the operation of the programme. Industry feedback achieved through industrial visit and past students is in general positive.

3. Currency and Innovation

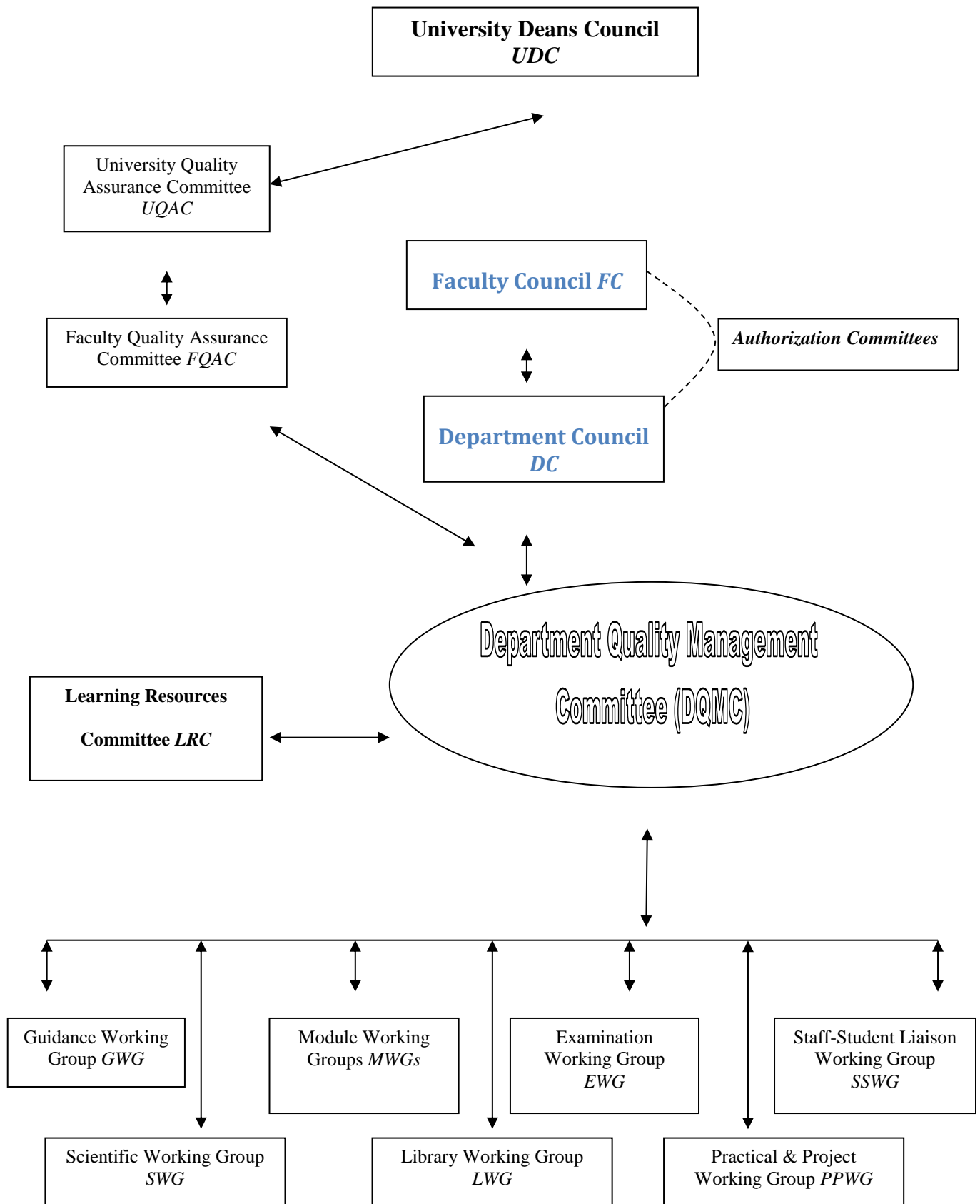
The curriculum is constantly evolving to cope with new technologies and rapidly developing topics. The curriculum has been revised in 2008, 2012 and 2014. For example, internal processes, industrial feedback, various benchmarks, and information from other institutions have led to many improvements in the curriculum. The evaluation of the module is also performed through workshops in curriculum design, typically attended by representatives from industry and some ex-students. The faculty is particularly mindful of the fast technological development and its likely effect on curriculum development. In addition, the faculty policies and operations ensure that the staff appraisals are used to identify strengths and weaknesses so that appropriate action can be taken.

4. Teaching, Learning and Assessment

4.1 Teaching, Learning and Assessment Strategies

A suitable mixture of theoretical, practical, tutorial and group work strategies are used depending on the nature of the subject. Strategies are informed by experience and skills of the staff. The faculty Quality Management Committee (DQMC) regularly monitors these strategies (Figure1: Quality Management Structure of FAFS).

Figure 1
Quality Management Structure



4.2 Levels of Assessment

4.2.1 Assessment of Modes

The overall subject matter requires a wide variety of approaches applied to teaching and learning. Essential core knowledge is covered through formal lectures, textbooks, and guided reading material. However, to exemplify the work better, students will encounter case studies, simulations, visits, and lectures by professionals etc. The communication between students and staff is encouraged by the provision of organized tutorial support. However, informal contact with staff is valuable as the students can enjoy the added flexibility.

Self-learning opportunities through use of the Electronic library and other media are encouraged. A special effort is made to ensure that the students have a working knowledge of IT and similar facilities. A qualified Technician is available to students so that they can use computers, CDs, videos, etc. Self-study skills assume added importance as students' progress to higher levels. Student feedback on teaching and learning, peer observation, external examiner response, and student achievements are evidence of satisfactory standards of teaching.

The influence of new technologies is rapid and its influence on educational practice can be profound. The University has been responsive in providing access to this technology. For example it is now practical for students to communicate with staff electronically and send assignments via Email. Curriculum information is available on the University's Web site.

4.2.2 Student Assessment

Student assessment may be diagnostic, formative and summative. All modules, except the Training, Graduation Project, and Special Topics Modules have two components:

First component: Exam 1, Exam 2, and suitable course work/assignments =60%

Second component: Final exam (unseen) =40%

To pass, students must score at least 50%.

Students must maintain a cumulative average of 60% in their BA modules.

The assessment criteria are published so that students are aware of the expectations from them. The internal examiner sets suitable examination papers which are internally moderated & externally monitored through an established procedure. A minimum of 10% sample of the exam papers for individual assessment is subject to double-checking.

The 3 phases of assessment over each semester allow the opportunity to recognize weaknesses & correct them without loss of time. The assessment weightings reflect the nature of the subject. The relative quality and standards of the exam papers can be readily assessed by the provision of model answers and clear marking schemes.

At the end of each semester, the Examination Working Group (EWG) issues a statistical report for all modules and submits it to the faculty Quality Management Committee

(DQMC) for study and analysis to identify irregular cases especially for multi section modules. The (DQMC) resolves any inconsistency in the work.

5. Student Support and Guidance

5.1 General

All students at Philadelphia University have access to the general counseling and guidance services, as well as a good campus environment. The faculty has a Student Guidance Working Group (GWG), which is responsible for designing and implementing the overall strategy for student guidance. This strategy is reviewed and amended as necessary from time to time. In order to improve quality, the faculty is implementing a new induction procedure, where in addition to the one-day tour of the University facilities, senior staff members meet the new students and introduce them to key resources and discuss any issues raised by them. The faculty provides an up to date undergraduate Handbook, which is available in book form and on the Web. All other relevant information is also made available.

5.2 Induction Arrangements

Induction takes place at the beginning of every semester. Students receive the University calendar, student charter and information about all the support services e.g. health & safety.

5.3 Academic Guidance and Tutorial Support

All students have an academic advisor who also is a personal tutor. The students are grouped into 20-30 students, and each group is assigned to an academic staff member for the duration of the whole program.

5.4 Staff-Student Liaison Committee

This committee discusses all the issues concerning the staff and the student reports findings and makes recommendations to the DQMC in order to improve performance.

The faculty is committed to respond to feedback from students. A variety of channels are used to obtain student feedback. The process of gathering information, its analysis, and its contribution in improvement is subsumed by various working groups where GWG is the main hub.

5.5 Pastoral and Welfare Support

The University provides a range of student activities in addition to the academic programmes to enrich their educational and social experience. It also provides services and a variety of recreational activities and encourages programmes aimed at creating relationships with other institutions in the Arab World and abroad such as art festivals and travel programmes.

Students participate in University decision making through their Student Council representative in the University Council. The academic infrastructure includes campus-wide computer facilities with free access to the University Intranet and the Internet as well as scientific laboratories for all academic disciplines.

The University offers needy students an array of financial services to help them continue their education. The fully equipped Medical Centre with the emergency section, two ambulances for emergency cases, dental services, the pharmacy and the medical lab, provide medical services that are complemented by good referral systems. The University provides the type of support that students with special needs require. The University provides free and adequate transportation to all students from major cities and neighboring areas.

5.6 Career Information and Guidance

The faculty organizes meetings with graduates and their employers to discuss market needs and to explore job opportunities for prospective graduates, and specific industry requirements. The Deanship of Student Affairs in cooperation with the University Management establishes links with employers, arranges one-day meetings with graduates and invites representatives from public and private sectors to advise graduates about employment opportunities. The Alumni office provides an open channel for the University to keep in touch with its graduates and get feedback on market conditions, employment opportunities, employers' views and evaluation of any curriculum changes that may become necessary.

6. Learning Resources

6.1 Learning Resources Strategy

The major instrument for dealing with Learning Resources is the Faculty Learning Resources Committee, which consists of a faculty Quality Assurance member, the Lab Manager, the Chief librarian, and student representatives. At least once a year, this committee reviews the full range of resources, formulates plans and agendas, and validates various requirements.

There are well-documented guidelines that describe learning resources and services. A convenient Resources Handbook describing how to obtain and make use of resources is freely available in hard copy form and on the Web. It contains information regarding:

- Availability of all types of equipment,
- Laboratories and other spaces,
- Teaching materials,
- Access to books, CDs, etc.
- E-learning resources,
- Self-learning resources.

6.2 Library Services

The University houses a modern Main Library provided with multiple copies of textbooks, reference books, journals and CD-ROMs, and has links to two well-known online electronic service providers (DIALOG & Ebscohost Web).

The Conventional Library opens daily Sunday through Thursday from 8 A.M to 7 P.M. and half a day Saturday. The library holds 72000 Arabic and English books and references, of which 1500 English titles deal with Business Administration of these titles, 30% are publications of the years 2011-2016.

The library holds 300 journals, 15 of these are Business Administration journals. They provide the latest literature for research and teaching. The number of CD-ROMs available in the library is 1150, of which 124 CDs are business-related. All library services including lending, cataloguing etc. are automated through the use of the MINISIS system. The Electronic Library, recently established, holds about 50 PC's connected to the Internet, and to popular databases (<http://library.philadelphia.edu.jo/>).

6.3 Teaching, Learning and Social Accommodation

The classrooms and labs are sufficient to meet the number of students. The campus is situated in pleasant surroundings among hills and which is appreciated by the students. Moving from one building to another is facilitated by a convenient shuttle bus service. There are well-equipped free of charge sports, and cultural facilities. Every building has facilities where students can socialize and get refreshments.

6.4 Strategy for the Development of Learning Resources

The utilization of the rooms and labs is principally driven by scheduled time-tables. The curriculum is developed in order to provide students with a lifelong learning attitude. So, generally for each hour in the classroom, the student is expected to spend 2 hours in self-learning, which is supported by the overall resources package.

7. Quality Management and Enhancement

7.1 Quality Management and Monitoring

The faculty strongly believes that a quality management system is a practical vehicle to collect and analyze data and bring about meaningful improvements unhindered by the bureaucratic load. This can only be achieved if staff members fully understand the system and participate in it. Although academic credibility has always been a priority for the University, formal quality systems are relatively new and demand high overheads. The faculty has developed a fully operational quality management structure . The eventual

authorizing agency for all academic work at the University is the University Deans Council (UDC), chaired by the President.

The University Quality Assurance Committee (UQAC) is a specialist committee responsible for quality issues at the University level. For each Faculty, there is a Faculty Quality Assurance Committee (FQAC), which acts as an interface with the University system. Similarly, the Faculty Council (FC) and the faculty Council are the authorizing agencies at the Faculty and Department levels respectively. Their main roles are intended to be more as overseers with a global capacity while the detailed work is done at other levels.

At the Department level, the main nucleus of quality issues is the Department Quality Management Committee (DQMC). Various small “working groups” collect and monitor data and pass them to the DQMC, where information is fully discussed and analyzed and recommendations made. The DQMC will report to the DC and obtain final authorization. Various minor matters can be reviewed at the DQMC, which has a central role in collecting information from various sources.

At the beginning of each semester, the FQAC provides the DQMC with the quality management and monitoring agendas of relevant tasks. These agendas are distributed to all staff members.

The two major processes for quality control are Module Review and Programme Review (*Table 6*):

- Module Review is achieved through the operation of the MWGs, with a continuous process to monitor the progress of a particular module, although major changes are likely to be rare. If, however, a syllabus change is needed, then the normal procedure through the DQMC takes place. The SWG considers the proposal and finally the changes are made.
- Programme Review is achieved through:
 - Module reviews,
 - External examiner comments
 - External reviewer reports, and
 - Internal observations.

Table 6

QUALITY MANAGEMENT AGENDA
1st semester 2016-2017

<p><u>1st week</u></p> <ul style="list-style-type: none"> • The FQAC provides the DQMC with the Quality Management and Monitoring Agenda. • The DQMC nominates the module coordinators and internal examiners for each module. • Each Module Coordinator must: <ul style="list-style-type: none"> - distribute a complete module description to his Module Working Group. - submit a copy of the module description to the DQMC, • The EWG sends, according to the external examination plan, samples of Final exams and coursework of the previous semester to external examiners and provides the DQMC with a summary of the review report.
<p><u>2nd week</u></p> <ul style="list-style-type: none"> • The LWG provides the DQMC with a report of the required textbooks, reference books, journals, Electronic Library, etc. for all modules. • The LRC updates the Learning Resources Handbook • Each module coordinator provides the DQMC with a list of the Module Working Group members (staff + students) and the scheduled plan of exams and working group meetings. • Each Module Coordinator provides the EWG with the exams timetable. • The DQMC updates the module handbook and the Web page of the module. • The DQMC plans the schedule for: <ul style="list-style-type: none"> - Peer reviews (5th - 6th week) - New staff members induction (academic and non-academic) (2nd - 10th week) - Monitoring tasks (Summer: 2nd - 7th week; first semester: 2nd - 7th week of the Second Semester).
<p>The GWG plans the schedule for :</p> <ul style="list-style-type: none"> - Student questionnaires on the programmer (Final year students: 6th week) - Student questionnaires on modules (all students: 6th week) - Student meetings: administrative, staff, extra infrastructure and submits it to the DQAC. • The EWG draws up the external examination plan (after 7th week, 12th week, 17th week), and submits it to the DQMC.
<p><u>3rd week</u></p> <ul style="list-style-type: none"> • The EWG distributes the examination schedule to all faculty members.

- The DQMC distributes the schedule of Module Working Group meetings, Peer Reviews, the new staff induction programme, and the student meetings plan to all faculty members.
- Each module coordinator submits the Web materials (Slides, Tutorials, coursework, previous exam papers with their marking scheme, recommended references, etc.) of his module to the DQMC.
- The DQMC updates the Department Web site.
- Each lecturer provides the LWG with the proposed library work for each class.
- The LWG submits the Library Usage Forms to the library and Self-learning Centre.

6th week

- The GWG launches the student questionnaire process, and process the collected responses.
- Each coordinator submits to the DQMC minutes of the first Meeting of the Module Working Group.
- Each lecturer (for single section modules) or group of lecturers (for multiple section modules) must prepare the first exam paper, to be checked by the respective Internal Examiner.
- Each Peer Reviewer must provide the DQMC with a Peer Review Report for each reviewed staff member (and a copy should be sent to the concerned lecturer).

7th week

- First Exam

8th week

- Each staff member and group of staff members (for multiple section modules) must provide the EWG with:
 - The First Exam Report
 - A sample of 20% of corrected students answer papers
 - The First Exam question paper
 - The marking scheme of the first exam.
- A sample of 20% of corrected coursework (projects, seminars, workshops, practical work).
- The First Coursework Report
 - Each lecturer must inform tutors of students with difficulties for advising and guidance.

9th week

- The EWG sends, according to the external examination plan, samples of first exams and coursework to external examiners and provides the DQMC with a summary of the review report.

<ul style="list-style-type: none"> Each tutor advises his student on his difficulties in some modules, and sends a report to the corresponding lecturer and a copy to the Guidance working Group.
<u>11th Week</u>
<ul style="list-style-type: none"> Report of the minutes of the second meeting of the Module Working Group, to be submitted to the DQMC. Each lecturer (for single section module) or group of lecturers (for multiple section modules) must prepare the second exam paper, to be checked by the concerned Internal Examiner.
<u>12th Week</u>
<ul style="list-style-type: none"> Second Exam
<u>13th week</u>
<ul style="list-style-type: none"> Each staff member and group of staff members (for multiple section modules) must provide the EWG with: <ul style="list-style-type: none"> - The Second Exam Report - A sample of 20% of corrected student answer papers - The Second Exam question paper - The marking scheme of the Second Exam. - A sample of 20% of corrected coursework (projects, seminars, workshops, practical work). - The Second Coursework Report Each lecturer must inform tutors of students with difficulties for advising and guidance.
<u>14th week</u>
<ul style="list-style-type: none"> The EWG sends, according to the external examination plan, samples of Second Exams and coursework to external examiners and provides the DQMC with a summary of the review reports. Each tutor advises his students on their difficulties in some modules, and sends the report to the corresponding lecturer and a copy to the Guidance Working Group
<u>15th Week</u>
<ul style="list-style-type: none"> Each coordinator submits to the DQMC minutes of the Final Meeting of the Module Working Group. Each lecturer (for single section modules) or group of lecturers (for multiple section modules) must prepare the Final Exam paper, to be checked by the concerned Internal Examiner. The exam paper should be submitted to the EWG, 48 hours before the exam.
<u>16th Week</u>
<ul style="list-style-type: none"> Final Exam

17th week

- Each staff member and group of staff members (for multiple section modules) must provide the EWG with:
 - The Final Exam Report
 - Student answer papers
 - The Final Exam question paper
 - The marking scheme of the Final Exam.

7.2 Staff Development and Training

Every new staff member goes through the new staff induction process, which operates at two levels: the University level, and the faculty level.

In order to maintain good teaching standards, each lecturer must be peer observed at the beginning of the semester by a senior colleague. He/she receives a copy of the peer review report made and help from the reviewer, who directs the report to the DQMC. Staff evaluation is an annual exercise, where each staff member's activities are evaluated by the Dean, through an established annual Performance Appraisal procedure. Based on this appraisal, decisions such as promotions, renewal of contracts, recruitment of manpower, etc. are taken. The Scientific Working Group organizes seminars, teaching method workshops, and international conferences. The University confers the Best Lecturer Award on a deserving staff member, and confers the Best Researcher Award on another deserving staff member (<http://www.philadelphia.edu.jo/university-centers/development-and-academic-training-center>).

7.3 The Examination Process

The faculty examination process is clearly established and closely documented and monitored. Students with poor results are referred to their respective academic advisors/personal tutors who give them advice and report their status to the DQMC. A sample of papers is scrutinized by external examiners who then provide their comments via the EWG.

7.4 Student Feedback and Monitoring

The GWG collects the students completed questionnaires for every module each semester and passes the analysis to the DQMC, which, in cooperation with MWGs and other committees, takes necessary action. The DQMC, after collecting reports from various MWGs and committees, produces a set of output reports, providing an overall summary with appropriate recommendations to be finally ratified by the Faculty Council (FC) and Department Council (DC). As a result of student feedback regarding weakness in English, a Drop-in Centre has been established, and other measures have been taken.

7.5 Main Outcomes of the Quality Management Process

During the past year, application of the Quality Management Process has resulted in the following:

1. Revision and updating of the aims and objectives of the modules.
2. Redesigning the curriculum content, and introduction of new teaching modes (such as seminars and workshops) and improvement of existing ones (such as tutorials), and introduction of the final year graduation project.
3. Introduction of additional assessment methods and intensification of others in order to reflect the module content.

7.6 Evidence of Successful Enhancements

Awareness of the Quality Assurance Process and its application is very recent in Jordanian Universities. Its full outcome on successful quality enhancement will take some time to be fully realized. However, some positive results are listed below:

1. A rigorous process to recruit staff has been developed as part of the quality management process.
2. The quality system has provided a logical mechanism to install and operate a peer review procedure. In addition, a new staff appraisal and review system is in place.
3. All processes related to exam preparation, marking papers, and assessment strategies have been reviewed and refined.
4. Students have been given a greater voice in University affairs.
5. Recommendations from various working groups have resulted in suitable actions taken to implement the recommendations.

7.8 Sustainability of Quality Enhancement

The faculty is fully committed to the maintenance of vigorous QA procedures through the University QA system and the faculty has now appointed a Faculty Quality Manager (University Quality Assurance Handbook).

At this stage we believe that we have a strong foundation and the mechanism to bring about sustained future development by:

1. Regular reviews of our degree programmers in line with 'informed opinion', derived particularly from external examiners, accrediting bodies, and widely respected reports from business specialists.
2. Filling vacant academic posts with candidates who have the qualifications and the ability to deliver our curriculum while contributing to our research effort.
3. Monitoring closely scrutiny of all quality mechanisms and insisting on their implementation by all staff members in the faculty.

4. Providing encouragement and practical help in raising the profile of teaching activities e.g. educational research.
5. Improving the quality of research and, where possible, encouraging scholarly activity e.g. through small research initiatives.
6. Closely maintaining development of resources to ensure that none of the planned activities lack sufficient resources.

8. Conclusions, Strengths, Weaknesses, Opportunities, and Concerns

8.1 Strengths

Philadelphia University has set an example by participating in virtually all significant academic, cultural and community issues at the highest levels and beyond national boundaries. Upper management, through its significant investment programme, has demonstrated its vision to play a leading role in the higher education of future generations of students. Indeed, unlike many profit-making institutions, upper management is convinced that only through high quality education and research can the University make real progress. The high caliber educators who are recruited from all over the world exemplify this. Another example of this commitment is the number of prestigious centers established at the University.

We believe that our quality procedures work reasonably well but we do not hesitate to seek independent advice and bring about improvements, if necessary. The faculty is committed to an Equal Opportunity Policy and transparency of decision-making in all its activities. Staff posts in the faculty are open to all applicants without restriction, apart from that of having the required job qualifications. The faculty has both male and female staff members. The university is taking steps to cater for special needs. The University and the faculty commitment to excellent resources and modern buildings is an indication of their confidence in the capabilities of the entire staff.

8.2 Weaknesses

The University operates in an Arabic environment & hence most students are deficient in the use of the English language. Efforts are being made to address this problem through a variety of ways as mentioned elsewhere. Also rapid growth in many other disciplines has caused student numbers to decline. This issue has to be addressed through a more attractive curriculum and vigorous marketing etc.

8.3 Opportunities

Our research effort should increase our capacity to compete and attract additional external funding attract external funding. The success of our graduates in finding jobs (81 %) gives us self-confidence and encourages us to maintain our quality teaching and preparation of students to compete successfully in the business world. Our unique location, half way between Amman and the ancient Roman City of Jerash, allows us to serve populations from rural areas that would have difficulty in reaching Amman. We will continue to capitalize on this opportunity to expand our programmers.

8.4 Concerns

Although many students have a positive view of our location outside the capital, Amman, some do not share this view. These students continue to seek admission at universities located within the Greater Amman area. As a private University, this institution is regularly reviewed and assessed by the Ministry of Higher Education & Research. We feel that such regulations are very beneficial to raise the quality of teaching at our University. However, regulation standards are stricter than those applied to public universities. Also many public universities launch special programmers such as the parallel programme, the evening programme and the international programme where they charge higher fees comparable to fees of private universities. Moreover, these public universities receive significant financial subsidies from the Jordanian Government. This provides a definite advantage to public universities. The Department strives to improve research facilities. However, this puts extra pressure on resources which have to be managed efficiently.

PART C
DEPARTMENTS OF FAFS
Department of Accounting

Students Learning Outcomes (ILOs) and their presentation and assessment:

It is our expectation that graduates of the Accounting Department will be able to:

(SLO-1)Demonstrate an understanding of accounting principles and practices that will allow them to record, analyze and communicate financial information useful to owners, managers and other stakeholders.

(SLO-2)Identify the roles played by accountants in society providing and ensuring the integrity of financial and other information.

(SLO-3)Prepare financial statements that comply with IAS & IFRS.

(SLO-4)Uses computerized accounting software and understand the role of AIS in value creation in a business organization.

(SLO-5)Demonstrate proficiency in tax policy and Jordanian income tax law and able to explain the importance of compliance for individuals and enterprises.

(SLO-6)Conduct a thorough financial analysis and provide appropriate recommendations.

(SLO-7)Understand generally accepted auditing standards and apply the knowledge in an audit simulation.

Table 1: Mapping of the required courses in the Curriculum to Students Learning Outcomes

Students Learning Outcomes (Knowledge Outcomes)								
Course No	Course Title	SLO						
		SLO1	SLO2	SLO3	SLO4	SLO5	SLO6	SLO7
0310110	Principles of Accounting (1)	3	3	3	1	1	1	1
0310111	Principles of Accounting (2)	3	3	3	1	1	1	1
0310210	Corporate Accounting	2	3	1	1	1	1	1
0310230	Intermediate Accounting (1)	3	3	3	1	1	1	1
0310231	Intermediate Accounting (2)	3	3	3	1	1	1	1
0310232	Auditing	1	2	3	2	1	3	3
0310233	Cost Accounting	1	2	1	1	1	3	1
0310240	Tax Accounting	1	1	1	1	3	1	1
0310242	Accounting For financial institutions	3	3	2	1	1	1	1
0310314	Advanced Accounting	3	3	3	1	1	1	1
0310332	Managerial Accounting	2	3	1	1	1	3	1
0310333	International Auditing Standards	1	2	3	1	1	1	3
0310341	Government and Not-for-Profit Accounting	1	1	1	1	3	1	1
0310421	Accounting Theory	3	1	1	1	1	1	1
0310422	Financial Reporting Analysis	2	1	1	1	1	3	1
0310435	International Accounting and standards	3	2	3	1	1	1	1
0310443	Accounting Information Systems	3	3	1	3	1	2	1
0310450	Field Training in Accounting	3	1	3	1	1	2	1
0310452	Graduation Project in Accounting	1	1	1	1	1	1	1
0310471	Computer application in accounting	3	1	3	3	1	1	1
1= Low, 2= medium, 3=High								

Banking& Finance Program

Goals and Student Learning Outcomes of Banking& Finance Program

▪ **Goals of the Program:**

G1: To introduce operations of various financial institutions formats including Commercial, Islamic, and Investment Banks as well as Insurance and financial corporations.

G2: To demonstrate the impact of various economic indicators, and the central bank regulations and actions on the financial decision making.

G3: To make a suitable credit decisions by applying a techniques used by banks when evaluating the credit applications, risks assessment, credit pricing in view of risks and tools of credit mitigation.

G4: To manage the performance of an investment portfolio.

G5: To demonstrate of the fundamental relationship between risk and return and its impact on financial decisions.

G6: To make appropriate decision regarding sources and uses of funds and to make recommendations regarding the optimal capital structure.

G7: To prepare a feasibility study and project evaluation.

▪ **Student Learning Outcomes of the Program:**

Upon completion of the Banking and Finance program, the student will be able to:

• **Knowledge and Understanding (K):**

K1: Discuss types of financial performance and credit evaluation techniques.

K2: Identify bond characteristics, such as bond indentures, sinking funds, serial bonds, and sequence bonds

K3: Understand determinants of investors and borrower behavior.

K4: Understand goals and operations of different financial institutions.

K5: Identify the current systems used by various countries.

K6: Predict future currency movements based on models such as interest rate parity, purchasing power parity, and the international Fisher effect.

- **Intellectual Skills (I):**

I1: Solve different problems of time value of money.

I2: Interpret the factors underlying the changes of interest rates.

I3: Solve capital budgeting problems, using various evaluation techniques.

I4: Interpret the use of financial derivatives in managing financial risks.

I5: Assess different types of financial risk.

I6: Derive bond and stock values and returns.

I7: Determine the optimal portfolio using diversification strategies.

- **Professional and Practical Skills (P):**

P1: Analyze financial strength ratios to evaluate the financial status of a firm.

P2: Investigate the optimal capital structure of the firm.

P3: Summarize various types of stocks and bonds.

P4: Investigate capital asset pricing model and arbitrage pricing theory.

P5: Compare theories of behavioral finance and their applications.

P6: Judge financial performance using different analysis methods.

- **General and Transferable Skills (T):**

T1: Use the traditional and emerging technologies to improve quality of business solutions and increase productivity.

T2: Communicate effectively in a professional manner both orally and in writing, and with emphasis on teamwork skills.

T3: Be conscientious, risk oriented, and ready to accommodate rapid changes in real business environments.

T4: Recognize continuous learning and training as an integral part of professional practice.

T5: Develop the ability and willingness to deal with competition in an unstable global banking and finance environment.

T6: Collaborate effectively with diverse organizations to achieve common financial goals.

Mapping of the Program's Goals to the Program's Student Learning Outcomes

	G1	G2	G3	G4	G5	G6	G7
K1		√	√			√	
K2				√			√
K3	√			√			√
K4			√		√		
K5	√					√	
K6		√			√		
I ₁			√		√		√
I ₂		√		√		√	
I ₃	√				√		
I ₄		√				√	
I ₅			√				√
I ₆				√	√		
I ₇	√	√		√			
P1			√	√		√	
P2		√			√		√
P3		√			√		√
P4	√		√	√		√	
P5	√			√			
P6		√			√		√
T1	√			√		√	
T2		√			√		√
T3			√			√	
T4			√		√		
T5		√		√			√
T6	√				√		

Mapping the Program's Courses to the Program's Student Learning Outcomes

Course Title	Student Learning Outcomes (SLOs)																								
	Knowledge (K)						Intellectual Skills (I)							Practical Skills (P)						Transferable Skills (T)					
	K 1	K 2	K 3	K 4	K 5	K 6	I 1	I 2	I 3	I 4	I 5	I 6	I 7	P 1	P 2	P 3	P 4	P 5	P 6	T 1	T 2	T 3	T 4	T 5	T 6
Financial Management				√			√									√									√
Bank Management				√			√												√	√				√	
Money & Banking					√			√								√								√	
Real Estate Finance	√						√							√								√			

Intern ationa l Finan ce					√		√								√			√				
Behav ioral financ e			√						√						√		√					
Princi ples of Insur ance				√					√						√				√			
Islami c Banks				√					√						√							√
Corpo rate financ e		√						√					√				√					
Invest ment Mana geme nt		√						√		√					√				√			
Finan cial Mark ets				√					√				√								√	
Credi t Risk Mana geme nt			√						√			√							√			
Finan cial Analy sis	√								√			√									√	
Finan cial Deriv atives			√						√					√							√	
Portfo lio Mana geme nt			√							√				√						√		
Intern ship																	√					
Resea rch Proje ct																		√				√

Department of Hospital management

The Department of Hospital management currently offers one undergraduate programme leading to the BA degree in Hospital management. This programme and its related learning resources is accredited and reviewed periodically by the Jordanian Higher Education Accreditation Council (JHEAC). The last review was in March, 2013. The programme normally takes four years to complete, but allows students to shorten or extend its duration to accommodate their individual needs.

The Programme of study started in 1999, with the first batch graduating in 2003 (<http://www.philadelphia.edu.jo/faculties/faculty-of-administrative-and-financial-sciences/hospital-management>).

1. Department Mission

Consistent with the mission of the Faculty of Administrative and Financial Sciences and the Philadelphia University, the Department of Hospital Management is committed to quality in its educational programs, and service to the community. Education is a vital objective of the department. The department will deliver the quality hospital management education in Jordan and region. Undergraduate students will be well prepared for professional careers. Students will be encouraged to complete all degree requirements in a timely fashion through a coordinated program of faculty advising and staff counseling.

2. Department Objectives & Learning Outcomes

The Hospital management programme at Philadelphia University has approved and implemented the use of the term “objectives” as defined by Association to Advance Collegiate Schools of Business (AACSB) standards for 2016-2017: “Program educational objectives are statements that describe what graduates are estimated to achieve within a few years next graduation.

3.2.1 Hospital management programme Objectives

The Hospital management programme has adopted the following Program Educational Objectives:

1. Demonstrate an understanding of healthcare management concepts and theories, and apply them appropriately.
2. Apply and practice principles of Total Quality Management and Safety procedures in healthcare organizations.
3. Use basic health economics, and financial information to review, analyze, and make recommendations regarding the performance of units and healthcare organizations.

4. Employ principles of supply chain management and logistics to assure efficiency and effectiveness of operation.
5. Apply human resource best practices for management of human capital in healthcare organizations.

3.2.2 Students Learning Outcomes (Table 3: Mapping of the required courses in the Curriculum to department Students Learning Outcomes)

SLO1: The core knowledge base including the essential facts, concepts, principles and theories relevant to the specialization.

SLO2: The key drivers for change in the macro-environments of health systems.

SLO3: The theory and principles of economics, in particular micro-economics and health economics.

SLO4: Organizational behavior and models of organizational change and key people management processes.

SLO5: The strategic skills needed to create health organizations, institutions and services that are customer-focused.

SLO6: The principles of effective information systems management including an understanding of the role of information and systems in healthcare and an awareness of pertinent technologies and a vision of the future.

SLO7: Know and apply the basic principles of the supply management & logistics in health care organizations.

SLO8: Use basic financial tools, principles and practices to review and analyze financial performance of organizations and implement decision-making and control as required.

SLO9: Use statistical and other quantitative analysis tools and techniques to understand issues and problems in health care organizations and systems.

Table 1: Mapping of the required courses in the Curriculum to Students Learning Outcomes

Students Learning Outcomes (Knowledge Outcomes)										
Course No	Course Title	SLO								
		SLO1	SLO2	SLO3	SLO4	SLO5	SLO6	SLO7	SLO8	SLO9
0111100	Military Science									
0111101	National Education									
0130101	English Skills (1)									
0130102	English Skills (2)									
0250105	Business Mathematics									
0310110	Principles of Accounting (1)								1	
0320108	Research Methods & Statistics									2
0320150	Principles of Microeconomics			2						
0320211	Financial Management								2	
0330110	Introduction to Management				1	1				
0350110	Principles of Marketing									
0380111	Healthcare Organization Management	3	1		3	1	1	1		
0380129	Demography & Biostatistics									3
0380230	Financial Management of Healthcare Institutions								3	
0380245	Pharmaceutical Management	1			1					
0380246	Supply & Inventory Management							3		
0380315	Healthcare Laws & Ethics				1					
0380325	Information Management & Medical Records						3			
0380332	Health Economics	1		3						
0380343	Accreditation & Quality Management									
0380360	Applications in Healthcare Quality									
0380414	Hospital Management	3	1					1		
0380418	Healthcare Systems Management		3							
0380419	Health Policies & Strategies	1				3				
0380420	Accommodation & Support Services									
0380432	E-Health & Computer Applications						2			
0380445	Health Resources Management (Applied Topics)									
0380463	Applications in Health Management	1								
0380481	Graduation Project									3
0380492	Field Training									
0310111	Principles of Accounting (2)								1	
0330213	Organization Behavior				3					
0330317	Human Resource Management									
0350240	Marketing Health									
0350321	Supply Chain Management							2		
1= Low, 2= medium, 3=High										

3. Department Data

Name of Department: Hospital Management

Name of Faculty: Administrative & Financial Sciences

Name of University: Philadelphia

Name of Department Head: Dr. Naser Saif

Contact details: Address: P.O. Box 1, Philadelphia University 19392, Jordan

Tel: 00962 2 6374444 – Ext. 2307

Fax: 00962 2 6374422

Email: nsaif@philadelphia.edu.jo

Web Site: www.philadelphia.edu.jo

Department of Business Networking & Systems Management

The Department of Business Networking & Systems Management currently offers one undergraduate programme leading to the BA degree in Business Networking & Systems Management. This programme and its related learning resources is accredited and reviewed periodically by the Jordanian Higher Education Accreditation Council (JHEAC). The last review was in March, 2015. The programme normally takes four years to complete, but allows students to shorten or extend its duration to accommodate their individual needs.

The Programme of study started in 1999, with the first batch graduating in 2003 (<http://www.philadelphia.edu.jo/faculties/faculty-of-administrative-and-financial-sciences/hospital-management>).

1. Department Mission

The Department of Business Networking & systems management aims to provide students with the opportunity to engage in an enjoyable and supportive learning experience which prepares them for careers in information and communication technologies (ICT) related fields and leads to a well-recognized graduate qualification.

2. Department Objectives & Learning Outcomes

The Business Networking & Systems Management programme at Philadelphia University has approved and implemented the use of the term “objectives” as defined by Association to Advance Collegiate Schools of Business (AACSB) standards for 2016-2017: “Program educational objectives are statements that describe what graduates are estimated to achieve within a few years next graduation.

3.2.1 Networking & Systems Management programme Objectives

The Networking & Systems Management programme has adopted the following Student Learning Outcomes , upon the completion of the program, the students will be able to (*Table 1: Mapping of the required courses in the Curriculum to department Students Learning Outcomes*):

1. Communicate effectively at a spectrum of different levels and set up suitable channels of communication between various parts of an organization.
2. Perform and evaluate research with a view to acquire new knowledge and to utilize it in practice where possible.
3. Use theoretical concepts and practical network design tools to design and demonstrate typical business cases.
4. Gain a coherent understanding of networking and information systems theories and develop entrepreneurial skills through analysis and synthesis of large volumes of information.

- 5 Be multidisciplinary in approach, understand the competitive nature of ICT business and foster attitudes of tenacity which help to succeed in demanding circumstances.
6. Ability to design and applying software engineering principles and standards to the process.
7. Be able to understand operating systems concepts and the ability to install, use, configure, and troubleshoot different operating systems and network programs, used to manage today's business environments.
8. Communicate effectively with peer groups about professional and business networking and information systems matters.
9. Self-develop, self-learn, and engage in life-long learning.
10. Demonstrate knowledge and problem solving skills in the areas of data communications, concepts of internetworking, routing and switching, etc, in order to design, setup, administer, and configure different types of networks.
11. Understand the network security issues and apply the related concepts for network protection and communication privacy.
12. Acquire the knowledge of the latest network technologies and future trends.

3. Department Data

Name of Department: Business Networking & systems management

Name of Faculty: Administrative & Financial Sciences

Name of University: Philadelphia

Name of Department Head: Dr. Naser Saif

Contact details: Address: P.O. Box 1, Philadelphia University 19392, Jordan

Tel: 00962 2 6374444 – Ext. 2307

Fax: 00962 2 6374422

Email: nsaif@philadelphia.edu.jo

Web Site: www.philadelphia.edu.jo

Table 1: Mapping of Program Learning Outcomes with Courses

No. Course No. Course Name			Student Learning Outcome											
			1	2	3	4	5	6	7	8	9	10	11	12
1	0114101	Arabic Language Skills (1)												
2	0130101	English Language Skills (1)												
3	0130102	English Language Skills (2)												
4	0250105	Business mathematic												
5	0310110	Principles of Accounting(1)												
6	0320108	Research methods & Statistics												
7	0320150	Principles of Microeconomics												
8	0320211	Financial Management												
9	0350110	Principles of Marketing												
10	0330110	Introduction to Management												
11	0320208	Administrative statistics												
1	0330223	Operation management & Production												
13	0371248	Management Information Systems	M	L		L	H				M		L	L
14	0371350	E- Commerce	M	L		L	H				M		L	L
15	0410322	Business Ethics												
16	0761111	Computer skill												
17	0371110	Programming Language	L	L	M			M			M	M		
18	0371120	Communication System & Computer Networks	L	L	L						M			M
19	0371211	Advanced Programming(1)		L	M			M			M			
20	0371212	Advanced Programming(2)	L	L	M			M			M	L		
21	0371214	Computer Operating Systems	L						H		M			
22	0371224	Computer Networks(1)	L		L						M	M		L
23	0371225	Computer Structure									M			
24	0371231	Database			M	L					L			
25	0371313	Data Structure		L	L	L					L			
26	0371326	Computer Networks(2)		L	M						L	H		L
27	0371327	Information Security & Confidentiality	L	L			L				M	M	H	L
28	0371332	Analysis & Design of Systems	M	L	L	M	L		H		M	L		
29	0371426	Networks Management	L	L	L				M		L	H	L	L
30	0371427	Wireless computer Networks		L	L						L	H	L	L
31	0371432	Software engineering	L	L		M		H			L	L		
32	0371452	Internet Technology		L	M	L	L	M			M			
33	0371435	Research Project 1		H	H	L	M			H	H	M	L	L
34	0371436	Research Project 2		H	H	L	M			H	H	M	L	L
35	0371491	Field Training in Networks		H		H	M			M	H	M	L	L
36	0330221	Projects Management												
37	0330325	Total quality management												
38	0371105	Fundamental Concepts of Computer	L								L	L		M

High: H

Medium: M

Low: L

Department of Hotel and Tourism Management

Vision Statement

To create a bright future for the department of tourism and hotel management in which the students, faculty and staff thrive, and the local community, the nation, and the region benefit.

A future in which the department of tourism and hotel management at Philadelphia University is recognised as a leader among local and regional universities in:

- Teaching and research
- Engagement and public service
- Global reach

Mission Statement

The mission of the department is to prepare undergraduate students for challenging careers in the hotel and tourism industry, and to provide excellence in instruction and academic environment in the development of managers and leaders in the rapidly growing hospitality management industry, such as hotel management; restaurant and foodservice management; conventions, meetings and event management, travel agencies management, international tourism development and other areas of significance. the department is also committed to providing students with a programme of study and an exit qualification that will enable them to progress in higher education should they wish to.

The mission of the department of hotel and tourism management therefore, is threefold:

- To educate undergraduate students to successfully assume leadership positions in the hotel and tourism industry;
- To advance the state of knowledge by conducting meaningful research to assist leaders of hospitality and tourism organisations to successfully manage in a dynamic environment;
- To actively serve the local community, the regional and worldwide hospitality and tourism industry;

General Educational Goals

- To offer opportunities to students who wish to pursue managerial careers in the hotel and tourism industries.
- To prompt in students the ability to understand and evaluate tourism in society, and using this knowledge to develop and apply the skills necessary for success in business as managers within the public and private sectors.
- To provide students with a programme of study and an exit qualification that will enable them to progress in higher education should they wish to.
- To enable students to develop those intellectual, vocational and personal skills relevant to further learning challenges and to management careers in the hotel and tourism sectors.

General Learning Outcomes and Criteria

Upon completion of the degree, students will be able:

L.O1: To understand the functions and operations of hotel departments and the importance of interdepartmental cooperation and communication:

Criteria: Students to express and reveal vocationally relevant management skills and knowledge in food and beverages operations, front office and housekeeping operations and apply knowledge in analyzing and forecasting room revenue, menu pricing and cost control, the planning, organizing and production of exhibitions, conferences and events and other concepts related to operational departments within the hotel.

L.O2: To define, analyze and execute core principles of tourism management:

Criteria: Students to be able to identify and describe the basic concepts of tourism demand and supply theories, and appreciate the complexity of tourism, the concept of sustainability and understand the process of tourism history and planning. Students are able to evaluate the components of tourism at a destination, their relative importance, theories of motivation and holiday taking within the context of national and international tourism. Students are also expected to demonstrate the contribution and impacts of international tourism in social, economic, environmental, political and cultural terms.

L.O3: To apply appropriate management skills and techniques related to the travel and tourism industry operations:

Criteria: Students to be able to define the key elements of tour planning and operations and evaluate key management issues at operational stages when running a business of travel agency and tour operation.

L.O4: To provide high quality hospitality services in a professional manner:

Criteria: Students to be able to provide hospitality services in a professional manner by making a good impression, anticipating customer needs and ensuring a high degree of customer satisfaction. Students are able to understand the universal principles of protocols, etiquette, courtesy and manners.

L.O5: To show knowledge and awareness of the moral, ethical, environmental, safety and legal issues which underpin best practice in the hotel and tourism industry:

Criteria: Students to be able to recognise the potential hazards that could give rise to a negligent breach of duty within the hospitality and tourism industry. Students are able to identify measures/procedures that will reduce or eliminate accidents and contamination in food preparation and other service areas. Students are expected to illustrate an ability to use ethics as a basis for decision making within the context of hospitality and tourism management.

L.O6: To communicate effectively in standard written and spoken English:

Criteria: Students to be able to communicate effectively in English using a variety of written, oral and other modes to express ideas in a professional business environment in fields related to hospitality management and international tourism.

Mapping of the required courses in the Curriculum to the general Student Outcomes

Course No.	Course	College learning outcomes						Department learning outcomes					
		CO1	CO2	CO3	CO4	CO5	CO6	DO1	DO2	DO3	DO4	DO5	DO6
0110101	Arabic Language Skills (1)		***										
0111100	Military Science				***		***						
9111101	National Education				***								
0130101	English Language Skills (1)		***										***
0130102	English Language Skills (2)		***										***
0130103	English Language Skills(3)		***										***
0750111	Computer Skills					***							
0250105	Business mathematics			**						*			
0310110	Principles of Accounting(1)	***						*		*			
0320108	Research methods & Statistics			***		*						*	
0320150	Principles of Microeconomics			**					*				
0320211	Financial Management	***						*					
0330110	Introduction to Management	***			**		***		*				
0330250	Managerial Communication Skills		***				**	*			*		***
0350110	Principles of Marketing	***			*								
0381130	History and Archeology of Jordan			*	**				***				
0381141	Principles of Tourism and Hotel Management							*	***	*		*	*
0381211	Basics of Food Preparation and Production							**			**	**	
0381251	Tourism Information Systems	*				***			*	***		*	
0381222	Exhibition and Conference Management	*	**				*	*	*	**	**		
0381223	Hotel Security and Control				**			*			*	***	
0381231	Sustainable Tourism			**	**				**			***	
0381242	Tourism and Hotel Knowledge in Italian Language		***								***		
0381243	Special English Language Hotel and for Tourism Management Students		**						**		*		***
0381312	Hotel Operation Management 1	**					*	***	*	*	*	*	
0381313	Travel Agency and Tour Operation Management	**				**			**	***	**		
0381314	Resort and Hotel Management	**		**				**	*		*		
0381331	Tourism and Hotel Legislations and Law			**	***					*	*	***	
0381332	Tourism Guidance		**	*					*	**	**	**	
0381411	Food and Beverage Management	*			*		*	**			**	**	
0381412	Hotel Operation Management 2	**			*		*	***			**	*	
0381450	Tourism and Hotel Computer Applications					***		**		**			
0381460	Internship (1)	*	*	*	*		**	**			**	*	
0381461	Internship (2)	*	*	*	*		**		*	**	**	*	
0381465	Research Project	*	**	***		*		*	*	*		*	
0320208	Managerial Statistics			***		*				**			
0330223	Operation management & Production	***		**				**		**			
0330317	Human Resource Management	**			**		**	*		*		**	

0350245	Tourism And Hotel Marketing	*	**	*	*			*	*	*	**	**	
0350220	E- Marketing					***		*	*	*	**	**	
0371350	E- Commerce	**				***		**					

Coverage: * low (10-20%) ** Moderate (20-50%) *** High (50% and higher)

Name of Department: Hotel and Tourism Management

Name of Faculty: Administrative & Financial Sciences

Name of University: Philadelphia

Contact details: Address: P.O. Box 1, Philadelphia University 19392, Jordan

Tel: 00962 2 6374444 – Ext. 276

Fax: 00962 2 6374422

Email: administration@philadelphia.edu.jo

Web Site: www.philadelphia.edu.jo

Name of Department Head: Dr. Rami Tawil

Address: As in (2) above

Email: rtawil@philadelphia.edu.jo

Department of Marketing

Mission Statement

The Marketing Department aims to grant students an enriching academic experience – one that allows them to develop deep theoretical knowledge in a mode that links theory to practice through applying real life examples. This opportunity should qualify students for careers in marketing and business related fields.

Objectives:

1. Develop the capacity to learn and practice as competent professionals and make a positive contribution to society.
2. Build self-confidence and problem solving abilities in a variety of work situations.
3. Develop awareness of the social, organizational, and professional context in which they will be working and be sensitive to cultural, moral, and political issues.
4. Contribute to and take an active part in a range of commercial, industrial, and academic activities.
5. Exhibit a broad range of skills and activities related to the management and operation of typical business concerns.
6. Recognize the potential of emerging technologies and the globalization aspects in the context of modern day business practice and acquire a spirit of lifelong learning.
7. Meet and maintain standards set by professional bodies and understand the terminology, practices, tools and techniques in the operation of typical business ventures.
8. Inculcate a spirit of research and enquiry through suitable mechanisms: such as the Department research and staff development activities.
9. Cultivate transferable skills such as verbal and written communication, teamwork, leadership, etc.

Learning Outcomes:

Successful completion of the Marketing programme should lead to the following learning outcomes:

A- Knowledge and understanding of:

- A1) Planning, executing, and managing the marketing operations and the elements of the marketing mix in different domains.
- A2) Responding to the technological development in marketing through the ability of utilizing and managing e-marketing means.
- A3) The ability to predict, examine, and analyze matters through employing scientific and statistical approaches, in addition to the most recent automated systems designated for such purpose.
- A4) The ability to outline suitable and effective marketing strategies to counter dynamic changes in customers' needs and wants.
- A) Developing sales approaches through innovation and creativity, in addition to the appropriate employment of communication means and skills.

B- Intellectual skills-with the ability to:

- B1) Analyze a wide range of marketing problems, provide a suitable rationale of the analysis, and provide solutions through suitable text, diagrams, quantitative illustrations, simulations etc;
 B2) Perform and evaluate research with a view to acquire new knowledge and to utilize it in practice where possible;
 B3) Use theoretical concepts and practical marketing tactics to design and demonstrate typical marketing cases;
 B4) Gain a coherent understanding of various marketing theories and develop creative skills through analysis and synthesis of large volumes of information;
 B5) Communicate effectively with peer groups about professional and business matters.

C- Practical Skills-with the ability to:

- C1) Plan, organize, and operate marketing management projects ranging over a wide scale of complexity;
 C2) Prepare and deliver coherent and well structured reports which meet professional standards;
 C3) Utilize modern technology, i.e. e-marketing techniques to produce and launch contemporary campaigns
 C4) Gain competence in the use of new technologies to search for and retrieve suitable materials and make discriminating use of various available resources including the Electronic Library;
 C5) Communicate effectively at a spectrum of different levels and set up suitable channels of communication between various parts of an organisation;
 C6) Be fully aware of and adapt to the rapidly changing and risk oriented nature of real life business;
 C7) Gain competence in the use of special tools which are necessary in business decision making situations.

D- Transferable skills –with the ability to:

- D1) Understand the importance of communication skills;
 D2) Work effectively with and for others;
 D3) Strike a balance between self-reliance and seeking help when necessary in new situations;
 D4) Manage time, prioritize workloads, recognize and manage emotion and stress levels;
 D5) Utilize information management skills e.g. use of IT , office automation and new communication technologies as they become available;
 D6) Be responsive to appraisal and recognize continuous learning and training as an integral part of professional practice;
 D7) Be multidisciplinary in approach, understand the competitive nature of business and foster attitudes of tenacity which help to succeed in demanding circumstances.

Mapping of the required courses in the Curriculum to the general Student Outcomes

Course No.	Course	College learning outcomes						Department learning outcomes					
		CO1	CO2	CO3	CO4	CO5	CO6	DO1	DO2	DO3	DO4	DO5	DO6
0110101	Arabic Language Skills (1)		***										
0111100	Military Science				***		***						
9111101	National Education				***								
0130101	English Language Skills (1)		***										***

013010 2	English Language Skills (2)		***										***
02501 05	Business Calculus		***										***
031011 0	Principles of Accounting/1					***							
032010 8	Research methods & Statistics			**						*			
032015 0	Principles of Microeconomics	***						*		*			
032021 1	Financial Management			***		*						*	
033011 0	Introduction to Management			**					*				
035011 0	Principles of Marketing	***						*					
031011 1	Principles of Accounting(2)	**			**		**	*	*			*	
031033 2	Managerial Accounting		***				**	*			*		**
032020 8	Administrative statistics	***			*								
033022 4	Production & Operations Management			*	**				**	*			
037124 8	Management Information Systems		***					*	***	*		*	*
038122 2	Exhibition and Conference Management			*			***	**			**	**	
041032 2	Business Law and Ethics	*				***			*	**		*	**
035021 1	Sales Management	*	**				*	*	*	**	**		
035022 0	E-Marketing				**	***		*			*	***	
035024 0	Health Marketing			***	**				**			***	
035024 5	Hotel and Tourism Marketing		***				**				***	**	
035031 2	Consumer Behavior		***						**		*		***
035031 3	Marketing Communications	**					*	***	*	*	*	*	
035032 0	Marketing Management					**			**	***	**		
035032 1	Distribution Channel Management	**		**				**	*		*		
035033 2	Customer Relations Management	**		**		**	*			*	*	*	**
035034 1	Services Marketing		**	*					*	**	**	**	

035034 2	Industrial Marketing	*				*	*	**			**	**	
035034 3	Bank Marketing	**		*			*	***			**	*	
035037 1	Pricing Policies				***			**		**			
035042 1	Marketing Strategies	*	*	*	*		**	**			**	*	
035042 3	Global Marketing	*	*	*	*		**		*	**	**	*	
035043 3	Current Marketing Issues	*	**		***	*		*	*	*		*	
035045 2	Research Project			***		*				**			
035045 4	Practical Training	***		**				**		**			

Coverage: * low (10-20%) ** Moderate (20-50%) *** High (50% and higher)

Name of Department: Marketing

Name of Faculty: Administrative & Financial Sciences

Name of University: Philadelphia

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Email: administration@philadelphia.edu.jo

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Name of Department Head: Dr. Rami Tawil

Address: As above

Email: rtawil@philadelphia.edu.jo

Business Administration Program

Mission of the Department

The Department of Business Administration aims to provide students with the opportunity to engage in an enjoyable and supportive learning experience which prepares them for careers in management and business related fields and leads to a well recognized graduate qualification.

Objectives :

The Business Administration program produces students who will be able to:

10. Develop the capacity to learn and practice as competent professionals and make a positive contribution to society.
11. Build self-confidence and problem solving abilities in a variety of work situations.
12. Develop awareness of the social, organizational, and professional context in which they will be working and be sensitive to cultural, moral, and political issues.
13. Contribute to and take an active part in a range of commercial, industrial, and academic activities .
14. Exhibit a broad range of skills and activities related to the management and operation of typical business concerns .
15. Recognize the potential of emerging technologies and the globalization aspects in the context of modern day business practice and acquire a spirit of lifelong learning .
16. Meet and maintain standards set by professional bodies and understand the terminology, practices, tools and techniques in the operation of typical business ventures .
17. Inculcate a spirit of research and enquiry through suitable mechanisms: such as the Department research and staff development activities .
18. Cultivate transferable skills such as verbal and written communication, teamwork, leadership, etc (**Course Catalogue**).

Practical Skills- with the ability to :

Successful completion of the Business Administration program should lead to the following learning outcomes:

A- Knowledge and understanding of:

- A1) Fundamental Business Administration concepts derived from core subject areas such as economics, human resources, marketing, management and accounting;
- A2) Application of established business methodologies typically through the subject areas of Production and Operations Management, Quantitative Methods, Management Information Systems, Financial Management, Banking, Sales, Electronic Media, Business Strategy, Business Law & Ethics, and Total Quality Management etc;
- A3) Concepts, processes, and institutions in the provision and management of services which are essentially global;
- A4) Issues relating to professional, ethical, social, political and environmental factors;
- A5) Quality assurance, enhancement, and processes which require a suitable balance between efficiency, customer service, and stakeholder interests.

B- Intellectual skills-with the ability to:

- B1) Analyze a wide range of business problems, provide a suitable rationale of the analysis, and provide solutions through suitable text, diagrams, quantitative illustrations, simulations etc;
- B2) Perform and evaluate research with a view to acquire new knowledge and to utilize it in practice where possible;
- B3) Use theoretical concepts and practical business design tools to design and demonstrate typical business cases;
- B4) Gain a coherent understanding of business theory and develop entrepreneurial skills through analysis and synthesis of large volumes of information;
- B5) Communicate effectively with peer groups about professional and business matters.

C- Practical Skills-with the ability to:

- C1) Plan, organize, and operate business management projects ranging over a wide scale of complexity;
- C2) Prepare and deliver coherent and well structured reports which meet professional standards;
- C3) Utilize traditional methods and modern technology to present material and data at a professional level;
- C4) Gain competence in the use of new technologies to search for and retrieve suitable materials and make discriminating use of various available resources including the Electronic Library ;
- C5) Communicate effectively at a spectrum of different levels and set up suitable channels of communication between various parts of an organization;
- C6) Be fully aware of and adapt to the rapidly changing and risk oriented nature of real life business;
- C7) Gain competence in the use of special tools which are necessary in business decision making situations.

D- Transferable skills –with the ability to:

- D1) Understand the importance of communication skills;
- D2) Work effectively with and for others;
- D3) Strike a balance between self-reliance and seeking help when necessary in new situations;

- D4) Manage time, prioritize work loads, recognize and manage emotion and stress levels;
D5) Utilize information management skills e.g. use of IT , office automation and new communication technologies as they become available;
D6) Be responsive to appraisal and recognize continuous learning and training as an integral part of professional practice;
D7) Be multidisciplinary in approach, understand the competitive nature of business and foster attitudes of tenacity which help to succeed in demanding circumstances.

Learning Outcomes Matrix

Module Number and Module Title	Knowledge and Understanding				Intellectual Skills						Practical Skills								Transferable Skills									
	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
33110, Introduction to Management	√				√					√																		
330213, Organization Behaviour	√			√	√					√			√		√					√								
330241, Organization Theory	√				√					√																		
330317, Human Resources Management	√	√		√	√					√		√																
330332, Operations Research		√	√		√				√	√							√					√						
330133, Methods of Scientific Research			√		√	√			√	√	√	√	√															
0371248, Management Information Systems		√			√	√	√			√														√				
330324, Computer Applications in Management			√		√		√			√	√					√								√	√			
330223, Production & Operations Management	√				√		√	√		√		√		√								√						
330221, Project Management					√	√		√		√	√	√		√				√				√						√
330325, Total Quality Management				√	√			√		√	√			√								√					√	
350211, Sales Management					√					√					√				√									
330416, Strategic Management					√					√	√	√	√	√											√	√	√	√

330440, Entrepreneurship and Small Business	√				√		√			√	√	√						√										
	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
330456, Training					√			√		√			√	√					√	√			√		√	√	√	
330452, Graduation Project				√	√	√	√	√	√	√			√	√						√	√	√	√				√	√
330403, Crises Management					√			√		√			√	√			√											
320211, Finance Management	√	√			√					√																		
350110, Principles of Marketing	√	√			√					√																		
330316, Knowledge Management			√		√			√	√	√	√	√	√	√		√								√			√	√
310110, Principles of Accounting /1	√		√			√				√							√											
310111, Principles of Accounting /2	√		√		√	√				√							√											
320150, Principles of Macroeconomics	√		√			√			√	√							√								√			
320151, Principles of Microeconomics	√		√			√			√								√											

Name of Department: Business Administration

Name of Faculty: Administrative & Financial Sciences

Name of University: Philadelphia

2. **Contact details:** Address: P.O. Box 1, Philadelphia University 19392, Jordan

Tel: 00962 2 6374444 – Ext. 276

Fax: 00962 2 6374422

Email: administration@philadelphia.edu.jo

Web Site: www.philadelphia.edu.jo

3. **Name of Department Head:** Dr. Samir Al-Abbadi

Address: As in (2) above

Email: s_abadi@philadelphia.edu.jo

Annex 1

FACULTY & STAFF PROFILE 2016 – 2017 (First Semester)

#	Name	Mobile	Ext.	Email	Qualification	Occupation	Specialization
Office of the Dean							
1.	Prof.. Isam Najib Al Fugaha	0799005850	2500	isam.najib@philadelphia.edu.jo	Professor	Dean	Education
2.	Dr. Samir Al Abbadi	0795420445	2561	s-abadi@philadelphia.edu.jo	Assistant Prof.	Deputy Dean	Operations Management
Department of Accounting							
3.	Dr. Mahmoud Sohimat	0799104047	2280	Msohaimat@philadelphia.edu.jo	Assistant Prof.	Chairman of the Department	Accounting
4.	Prof.. Talal Jrairah	٠٧٧٧٤٨٦٦١٣	٢٦٢ ٣	tjrairah@philadelphia.edu.jo	Professor		
5.	Dr. Daas Katrib	0797036772	2342	Dkatrib@philadelphia.edu.jo	Associate Prof.	Faculty Member	Accounting
6.	Dr. Afaf Abu Zerr	0795529191		aabuzerr@philadelphia.edu.jo	Associate Prof.	Faculty Member	Accounting
7.	Dr. Kasim Al-Awaqleh	٠٧٩٩٥٩٣٩٨٢	٢٤٨ ٠		Associate Professor	Faculty Member	
8.	Dr. Basman Mazahrih	0796613802	2607	Bmazahrih@philadelphia.edu.jo	Assistant Prof.	Faculty Member	Accounting
9.	Dr .Mohammad Saadat	0777373681	2272	msaadat@philadelphia.edu.jo	Assistant Prof.	Faculty Member	Accounting
10.	Dr. Ali Masadeh	0799055921	2611	AMasadeh@philadelphia.edu.jo	Assistant Prof.	Faculty Member	Accounting
11.	Dr. Abeer Samara	0796578953	2562	asamara@philadelphia.edu.jo	Assistant Prof.	Faculty Member	Accounting
12.	Samia Alenazi	0772493308	2580	salenazi@philadelphia.edu.jo	Lecturer	Faculty Member	Accounting
13.	Dr.Dina Adel	0799230062	2578	DAdel@philadelphia.edu.jo	Lecturer	Faculty Member	Accounting
14.	Dr . Mohammad Hamdan		٢٢٧ ٢	mhamdan@philadelphia.edu.jo	Assistant Prof.	Faculty Member	Accounting
15.	Dr. Jafar Al-Sawalhah	٠٧٩٩٠٥٤٩٧٦	٢٦٠ ٧	jsawalhah@philadelphia.edu.jo	Assistant Prof.	Faculty Member	Accounting
16.	Dr .Zaidoon Al-Hatabat			zhatabat@philadelphia.edu.jo	Assistant Prof.	Faculty Member	Accounting
17.	Dr .Rana Ayrout	٠٧٩٥٨٧٠٣٤٠	2314	rairout@philadelphia.edu.jo	Assistant Prof.	Faculty Member	Accounting
Department of Banking & Financial Sciences							
18.	Dr. Abed El-Nafea Zarari	0795510621	2268	aalzarari@philadelphia.edu.jo	Associate Prof.	Chairman of the Department	Finance
19.	Dr. Mohammed Othman	0796686383	2498	m-othman@philadelphia.edu.jo	Assistant Prof.	Faculty Member	Finance
20.	Dr. Ahmad Al-Jayousi	0772479090	2435	Ajayousi@philadelphia.edu.jo	Assistant Prof.	Faculty Member	Finance

21.	Dr. Abdullah Aljayyosi	0777204222	2429	ajayyosi@ philadelphia.edu.jo	Assistant Prof.	Faculty Member	Finance
22.	Dr. Ali Al-Shatti	0795630502	2270	aalshatti@ philadelphia.edu.jo	Assistant Prof.	Faculty Member	Finance
23.	Dr. Atif Batarseh	0777763380	2549	abatarseh@ philadelphia.edu.jo	Assistant Prof.	Faculty Member	Finance
24.	Dr. Izzedien Ananzeh	0777770904	2647	izzedien@ philadelphia.edu.jo	Assistant Prof.	Faculty Member	Finance
25.	Dr.Mahamad Al-Smadi	٠٧٧٩٩٢٢٠٩ ٧	٢٥٦٢	malasmadi@philadelphia.edu.jo	Assistant Prof.	Faculty Member	
26.	Dr. Lubna Khalaf	0785703094	2306	lkhalaf@ philadelphia.edu.jo	Lecturer	Faculty Member	Finance
Department of Business							
27.	Dr. Samir Al Abbadi	0795420445	2561	S_abadi@philadelphia.edu.jo	Assistant Prof.	Chairman of the Department	Operations Management
28.	Prof. Marwa Ahmed	0795553285	2560	mar-ahmed@philadelphia.edu.jo	Professor	Faculty Member	Business Administration
29.	Dr. Abdul Al Rahman Al-Mashhadani	0795689910	2516	A_ Mashhadani@ philadelphia.edu.jo	Assistant Prof.	Faculty Member	Organizational Financial
30.	Dr. Naser Al- Khdour	0798400860	2554	N khdour@philadelphia.edu.jo	Assistant Prof.	Faculty Member	Organizational Behavior
31.	Mrs. Heba Al-Jalabneh	0797381426	2569	hjalabneh@philadelphia.edu.jo	Lecturer	Faculty Member	International Business
32.	Mrs. Wedad Al Aqrabawi	0796669155	2499	waqrabawi@philadelphia.edu.jo	Lecturer	Faculty Member	Business
Department of Marketing							
33.	Dr. Rami Tawil	0790791411	2552	rtawil@philadelphia.edu.jo	Assistant Prof.	Chairman of the Department	Management
34.	Prof. Mamdouh Alziadat	٠٧٩٥٨٦٣٦٤٠		malziadat@philadelphia.edu.jo>	Prof.	Faculty Member	
35.	D.Mohammad Mansour Abu Jalil	٠٧٧٧٢٥٦٣٩٩	٢٥٥ ١	mabujalil@philadelphia.edu.jo	Assistant Prof.	Faculty Member	International Marketing
36.	Dr. Basem Yousef Al-Sadi	0796812111	2564	balsadi@philadelphia.edu.jo	Assistant Prof.	Faculty Member	International Marketing
37.	D. Musa Esbaih	٠٧٩٥٨٤٤٤٨٥	٢٥٦ ٩	messbaih@philadelphia.edu.jo	Assistant Prof.	Faculty Member	International Marketing
Department of Business Networking & Systems Management							
38.	Dr. Naser Saif	0799942042	2307	n.saif@philadelphia.edu.jo	Assistant Prof.	Chairman of the Department	Management
39.	Dr. Mahmoud Abu Arra	0795760380	2408	a_abuarra@philadelphia.edu.jo	Assistant Prof.	Faculty Member	Computer, Systems Complexes and Networks
40.	Dr. Khaldoun Batiha	0772359677	2318	kh_batiha@philadelphia.edu.jo	Associate Prof.	Faculty Member	Computer Engineering : Computer Networks

41.	Dr. Sundus Hamoodi	0796995983	2441	sundushamodi@yahoo. com	Assistant Prof.	Faculty Member	Computer Information Systems
42.	Miss. Sara Al-Aqra	0796916624	2282	saqra@philadelphia.edu.jo	Lecturer	Faculty Member	Computer Information Systems
43.	Mr. Ahmad Al-Ghoul	0796344479	----	aghool@philadelphia.edu.jo	Lecturer	Faculty Member	IT
Department of Hotel Management							
44.	Dr. Rami Tawil	0790791411	2552	rtawil@philadephia.edu.jo	Assistant Prof.	Chairman of the Department	Management
45.	Dr..Mwaffak AlHimiari	0776697590	2464	Mhamiary@philadephia.edu.jo	Associate Prof.	Faculty Member	Management
46.	Dr. Ahmed AlTamimi	0797497811	2459	Atamimi@philadephia.edu.jo	Assistant Prof.	Faculty Member	Management
47.	D. Rafah Haddad	٠٧٩٧٧٣٧٤٢١	٢٥٦ ٦	rhaddad@philadelphia.edu.jo	Assistant Prof.	Faculty Member	Management
Department of Hospital Management							
48.	Dr. Naser Saif	0799942042	2307	n.saif@philadelphia.edu.jo	Associate Professor	Chairman of the Department	Health Management
49.	Dr..Musa Ajlouni	0777414146	2559	Ajluni1@gmail.com	Assistant Prof.	Faculty Member	Health Management
50.	D. Ashraf Abu A'aqoulah	٠٧٩٨٥٧٠٣٣٢	٢٢٤ ١	aabuaaqoulah@philadelphia.edu.jo	Assistant Prof.	Faculty Member	Health Management
51.	D. Atef Al-Raoush	٠٧٩٩٩٢١٠١١	٢٥٧ .	aalraoush@philadelphia.edu.jo	Assistant Prof.	Faculty Member	Health Management