

Palestine Polytechnic University

College of administrative Sciences and Informatics

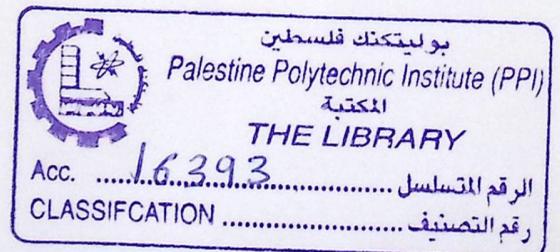
This study is a graduation project for bachelor degree in the major of
Information Systems

LAUNCHING MASTER AND DIPLOMA
PROGRAMS AT PPU IN
COOPERATION WITH MSM

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DEDICATION

We would like to thank the president of the PPU for his extensive support for this project. We also highly appreciate the hard efforts done by our supervisor Mr. Suhail Sultan and his guidance at critical times.

Special thanks go to Dr. Adnan Shihadeh, Mr. Akram Ehshaiysh, Mr. Amjad Natsheh and Mr. Ayman Sultan for their assistance and consultation during this project. We can't forget also the PPU lecturers and students for their responds in our work.

At last but not least we would like to thank our families for their support and patience, especially Mr. Amjad Amro.

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EXECUTIVE SUMMARY

This study was conducted in order to give a clearer vision toward the possibility of opening a master program in E-Business at the Palestine Polytechnic University (PPU) with the collaboration of Maastricht School of Management (MSM) in Holland.

This study is based on the market study of PPU's environment. It is also followed by the PPU's infrastructure study, which is concerned with the PPU's ability to open and run the master program and the IT professional diploma program. In order to have the best results we used three forms of questionnaire.

The first questionnaire targeted the possible customers (students) of the master program. This segment is divided into three smaller segments in our analyses. First the PPU's 3rd and 4th year students of majors such as IS, IT and Contemporary business administration. The second segment is the Hebron university students of management, computer science and the related fields. Only 3rd and 4th year students were targeted.

The third segment is the working graduates, who are willing to continue their study toward a master degree whom is bank employees, employees working at national institutions ... etc.

The second questionnaire targeted the PPU's teachers. This questionnaire was mainly focused on the related majors of the E-Business master. Simply, the teachers who have the ability and possibility to teach that program. Teachers from colleges other than the college of administrative science and informatics were also targeted due to their long knowledge and experience in administrative issues. And they have a very strong background in technology. This questionnaire focused on the PPU's ability to run the master program and the IT professional diploma, highlight any problems and barriers that makes the program difficult to run.

The third questionnaire was targeted only to five teachers at PPU. These teachers are in administrative positions at PPU, they affect the decision making process at the top of the management level.

These teachers hold PhD degrees, more over; they have excellent backgrounds in management and technological fields. The main purpose of this questionnaire is to investigate and quantify the PPU's abilities, strength, weaknesses ... etc.

The research team also conducted a feasibility study for both the master program and the IT professional diploma. This feasibility study shows the yearly cash flow that PPU will earn, and the expenses that will be paid. This study is also backed by a marketing plan that uses the SWOT analyses, Critical Success Factors (CSF's) to analyze the PPU's at different levels.

PREFACE

The idea of our study came after realizing that there is a very good demand on master programs and the IT professional education. This demand is not fulfilled in anyway by the local universities. So it gave us the motivation to try to give some help in opening these programs, and to make the vision a little bit clearer for anyone concerned in these programs.

These programs are very important and demanded by the market. And these \programs have low competence from other universities. This gives the PPU a competitive advantage over these competitors. These programs are very promising, especially from the academic side of the study.

These programs also enhance the students' ability to manage the day to day issues concerning the management of E-Business and information technology, and bridge the gap between the good quality of foreign education, and the local universities. They also enhance the PPU ability and experience in programs other than the bachelor programs. And also can use very good methodologies from the MSM in teaching strategies that can be worked also on the bachelor degree programs at PPU.

PPU PROFILE¹

Palestine Polytechnic University (PPU) is one of the leading polytechnic universities in Palestine. It was founded in 1978 by the University Graduates Union (UGU), which is a non-profit organization in Hebron district.

The primary mission is to emphasize quality vocational and technical engineering education. This is achieved by providing students with practical knowledge to help them acquire an up-to-date experience directly related to their disciplines

In addition to the two-year diploma degree, PPU has been offering a B.Sc. degree in a number of engineering programs since 1990.

PPU is officially recognized by the Palestinian Ministry of Higher Education and it is an active member in the Rector Conference of Palestinian Universities.

There are over 2400 students enrolled in the various areas of specialization at PPU during the academic year 2002-2003.

PPU dedicates particular attention and commitment to enhance its relationship with the local community by identifying potential community priorities and needs. Therefore, it promotes certain diverse services, strategies and programs to meet these priorities and needs.

Mission Statement

“We will strive to achieve excellence in research and education in engineering computing, science and management to support our students to become the leaders of tomorrow.”

Colleges

PPU has four main colleges. These colleges offer the following programs:

- **College of Engineering and Technology:**
Offering five-year programs leading to a B.Sc. degree in engineering.
- **College of Administrative Sciences and Informatics:**
Offering four-year programs leading to a B.Sc. degree in a various areas of administrative science and informatics.
- **College of Applied Science:**
Offering a four-year program leading to a B.Sc. degree in science.
- **College of Applied Professions:**
Offering a two-year program leading to an associate degree in a wide range of areas and specialization.

¹ <http://www.ppu.edu>, 25/4/2003

MSM PROFILE¹

MSM is accredited by the Association of the Collegiate Business School and Programs (ACBSP) accreditation agency and the International Assembly of Collegiate Business Education (IACBE) accreditation agency. MSM is also subject to the Inspection System of the Dutch Ministry of Education, Culture and Science, and the quality standards of the Scientific Advisory Board for International Education of the Netherlands.

Why should you choose to pursue your MBA at the Maastricht School of Management? The global business environment of today needs executives who recognize global trends

And who will be able to respond successfully to them. MSM offers programs that anticipate these ever-changing trends. MSM also gives its participants the opportunity to share their experiences with colleagues and faculty members from all over the world. These factors create a unique and stimulating environment in which the participants' knowledge and skills are enhanced outside as well as inside the classroom.

The MSM MBA provides its participants with:

- State-of-the-art curriculum
- Global network
- International outlook
- Global study potential
- Multicultural environment
- Enhanced career potential

Mission and Objectives

The Maastricht School of Management's mission is to contribute to excellence in global management education and practice. This mission is fulfilled through the design of quality educational programs embodying the needs and aspirations of the respective environment. The coverage is global. Efforts are being made to develop a balanced response between the needs of transition economies and mature market economies.

Applied research is an essential activity in any school that provides management education, particularly at the graduate level. This applied research combined with global Technical assistance and consultancy support enhances the teaching component of the delivery process at MSM. All three activities are essential to

¹ <http://www.msm.nl>, 4/5/2003

enable MSM to be the Center of Excellence in management education and practice. MSM aspires to be the "Center of Excellence" in professional management education through its MBA and PhD/DBA degree granting, executive education, and international consultancy programs.

MSM's programs are directed towards the enhancement of professional competence, the broadening of knowledge in the field of management, and the enrichment of the lives and careers of those involved in the practice of management. The MSM management education programs could lead to a professional or academic recognition.

Professional recognition is translated into the award of an Executive Diploma. Academic and professional recognition is embodied in the award of the Masters in Business Administration (MBA) degree and the Doctor of Business Administration (DBA) degree, while academic recognition is embodied in the Doctor in Philosophy (PhD) degree. Professional and recognized faculty members are the prime building block of MSM's efforts. As such, MSM maintains a work environment where in the academic faculty can develop their professional careers in teaching, research, consultancy and administration.

MSM interacts with business groupings such as Chambers of Commerce and business Development organizations throughout its areas of operations, to promote modern and effective ideas of management practice in local business communities.

Teaching Methodology

The training approach of MSM aims to blend lectures with experiential and active learning. The subjects are made up of a selection of topics with a balanced mix of concepts and theories, which are introduced in a practical manner. The majority of the faculty members of MSM have extensive business experience in their respective specializations.

Since most of the participants have work experience in the business environment, the mutual exchange of these work-related experiences among the participating executives is an important part of the MBA education. Programs and courses are designed to use an adequate mixture of qualitative and quantitative theory and application. MSM's aim is to teach concepts and theories of management, to explore problems within management, and to show that certain techniques can be used to solve them. The general approach is one of lectures, problem-based learning exercises, case study analyses, student participation, and discussions. The majority of the courses taught at MSM include case studies. A case study can be a description of a business situation that has actually occurred or a description of typical problems within businesses. The purpose of using case studies is to simulate decision-making. The case provides a vehicle for identifying problems, analyzing them, deriving solutions and considering how to implement them.

Study Groups

The use of study groups is an integral part of the learning process at MSM, since it enables participants to benefit from the experiences of others. Participants are given the opportunity to share their ideas in a small,

Informal group, which results in a more detailed discussion than is normally possible in a full class session. Study groups enhance participant involvement and group cooperation. Group members are carefully selected to ensure that each member has the maximum opportunity to learn from fellow members of

Different cultures and work environments. The group-study approach is emphasized in the MBA Program because MSM considers the ability to work efficiently and effectively in multicultural groups an invaluable tool for managers coming from both industrialized and industrializing countries. Outcome Assessment of Graduates:

- Analytical competence
- Solid understanding of business
- Excellent communication skills
- Problem-solving skills
- Ability to work in teams
- Multidisciplinary understanding

Faculty

To maintain and guarantee the best possible quality in the different subjects of the MBA Program, MSM draws upon the expertise of persons with national and international recognition in the academic world and in industry. Institutional linkage programs with universities all over the world are established to assure MSM's future as a "Center of Excellence."

Design of the MBA Programs¹

The MBA Programs offered at MSM are dynamic and intensive. They reflect a policy that stresses contemporary specializations, experiential learning, optimum use of time, and industry-relatedness. The content and structure of the programs at MSM are continuously adjusted in response to the ever-changing demands of the global business environment. MSM incorporates novel approaches in management which reflect its training philosophies. MSM believes that good management is not the result of training or

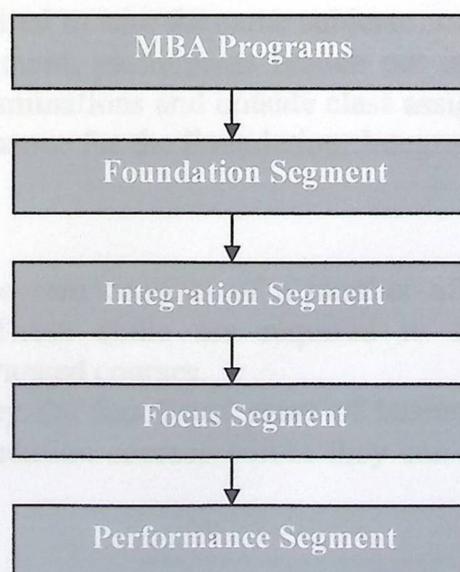


Figure 1. Modular build-up of MBA Programs

¹ MBA Brochure, www.msm.nl, 25/5/2003

experience alone, but uses a dynamic approach to teaching, which relies heavily on the ability of the participants both to discover and to apply. MSM also believes that there is a strong cultural element in management, as well as in the way in which a person gains knowledge.

Distinctive Competencies of MSM:

- International staff
- Multicultural environment
- Outstanding global reputation
- One-year MBA program
- Contemporary curriculum
- Global alliances
- Accredited by ACBSP and IACBE

Figure 1 shows the modular build-up of the MBA Programs offered at MSM. After a short introduction week and a week on interpersonal skills training (report writing, presentation skills, time and stress management, etc.), the Program starts with the Foundation Segment which provides participants with a solid basis for the rest of the Program. The Foundation Segment is followed by the Integration Segment, which consolidates the functional base of the Foundation. During the Focus Segment, the participant develops expertise in a particular specialization. During the Performance Segment, participants are required to prepare and present a project research paper based on a business topic of their own choice.

Structure and Organization

During the Foundation and Integration Segments, courses are conducted in a highly structured manner. All participants are required to take the same subjects and follow the same timetable. During the Focus Segment, participants branch out into their respective specializations. Official tests, examinations and outside class assignments are used for the basis of assessment performance for the Foundation, Integration and Focus Segments.

Foundation Segment

The Foundation Segment of the MBA Program consists of a number of subject courses that develop analytical skills. These skills are required to facilitate absorption of the material in subsequent advanced courses.

In addition, there are subjects which survey the functional areas of business. It is necessary for participants to pass the Foundation courses before they can proceed with the rest of the Program.

Integration Segment

The Integration Segment of the Program provides a framework within which all Foundation subjects are blended into an integrated overall combination of management know-how. The courses focus on Strategic Management, Management

Control Systems, E-commerce, Organizational Behavior and International Business issues that general managers need to have knowledge of in order to be effective in their organizations.

Focus Segment

In the Focus Segment of the Program, participants start to work in their particular specialization. The specializations offered include Accounting and Finance, Globalization, E-Business and Information Technology, Corporate Strategy and Economic Policy, and Management of Government.

MBA Program

E-Business and Information Technology

E-Business is the buzzword of the late 1990 's. Beyond the hype around E-Business and related e-words lies the real potential of a revolution triggered by the advances in the Information Technology (IT) and the internet. The Focus Segment on E-Business has been designed to provide the new generation executives with the tools, techniques, and insights necessary to make them key players in this revolution.

Foundation Segment	16 credits	Focus Segment	12 credits
<ul style="list-style-type: none"> •Theme: Market Behavior Analysis (Macro-Micro-Managerial) -Marketing Decision-Making -Understanding the Economic Environment •Theme: Management of Resources -Creating, Structuring and Managing Organizations -Manufacturing and Service Operations Management -Financial Resources Management •Theme: Performance Reporting -Financial Accounting -Management Accounting •Theme: Performance Analysis -Decision-Making Tools -Computer Applications and Information Technology (Optional) 		<ul style="list-style-type: none"> •Theme-Business & Information Technology -Transforming to E-Business -E-Business Technology -Managing in E-Business Value Network -E-Business Intelligence 	
Integration Segment	12 credits	Research Paper Segment	8 credits
<ul style="list-style-type: none"> •Theme: Law and Ethics -Business Law -Business Ethics •Theme: Corporate Responsibilities -Management Control Systems -Electronic Commerce •Theme: Strategic Thinking -Strategy, Strategic Design and Strategic Behavior -Competing in the Global Arena 			
		<i>Total</i>	<i>48 credits</i>

Note: see the course descriptions in the appendices page.

Executive Education¹

Throughout the years, MSM has acquired an extensive and diversified experience with regard to management styles and practices. It endeavors to transfer this experience through the development of short-term postgraduate executive training programs.

Based on the mission of PPU and the PPU's vision toward a developed and educated community, the PPU prepared a tailored made executive education course to meet the requirements of the local community. The course has the title of **IT professional diploma** that is at least of 32 units each unit with 10 hours.

The applying students must be holding a high school certificate (TAWJIHI) and have good background in computer applications and skills and good English language.

The courses that will be taught in the program are as follows:

Course	Percent
Computer skills and tools	70%
Marketing	10%
Project management	10%
Small business and accounting	10%

The table shows that 70% percent of the total courses provided in the diploma should be computer related courses dealing with computer issues such as programming, maintenance, operating systems ... etc.

The remaining 30% percent is divided equally between marketing subjects, project management subjects and small business and accounting subjects.

¹ Mr. Ayman Sultan, Continuing education department, 3/6/2003

EVALUATION OF THE PPU CAPABILITIES

In order to have a clear idea about the PPU ability to run these programs, we should study and analyze the PPU capabilities.

The Evaluation of the PPU Capabilities will be categorized of the following three categories:

Lecturers:

In order to evaluate the lecturers capabilities as a part of the PPU infrastructure that will directly contribute to the success of the new programs, the Research team targeted a 26 Lecturers at the PPU, 6 of them have a PhD Degree and 14 have Master Degree and 6 have Bachelor Degree. And their results were as shown in the figures (see the questionnaire in the appendices page: 65).

Figure (1): Lecturers Published Papers & Workshops (Degree)

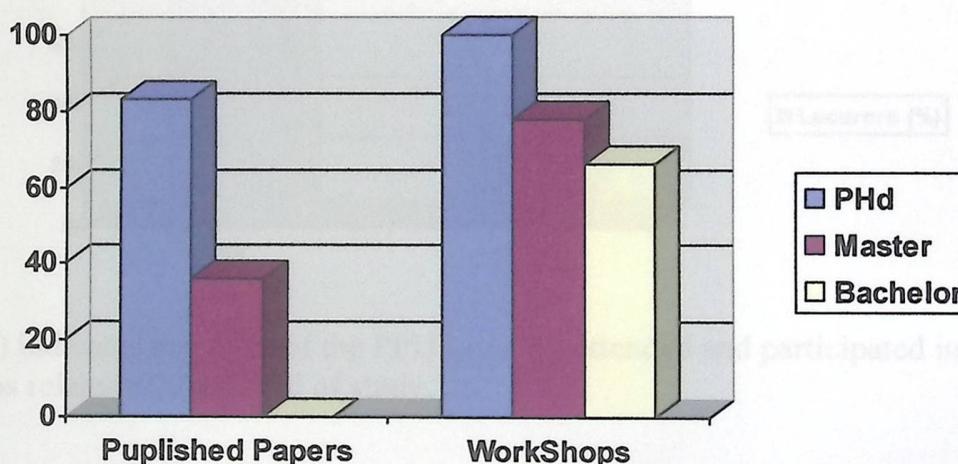
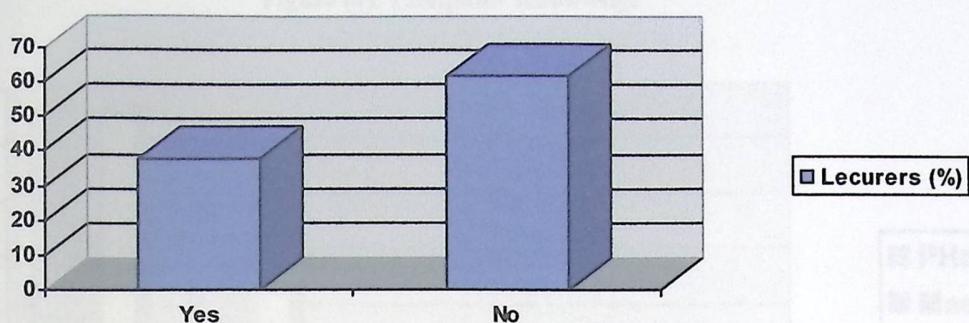


Figure (1) Indicates that 83% of the Lecturers have PhD Degree have published papers, while 36% of the lecturers have Master Degree have published papers. As Also figure (1) shows that 100% of the lecturers have PhD and 78% of the lecturers have Master Degree and 68% of the Lecturers have Bachelor Degree participated in workshops and conferences related to their major. That indicates that 80% of the lecturers did participate in a workshops or conferences related to their major.

Figure (2): Lecturers Published Papers



As figure (2) shows that 38% of the lecturers have a published papers where 62% of them don't have any published papers.

Figure (3): Lecturers Workshops

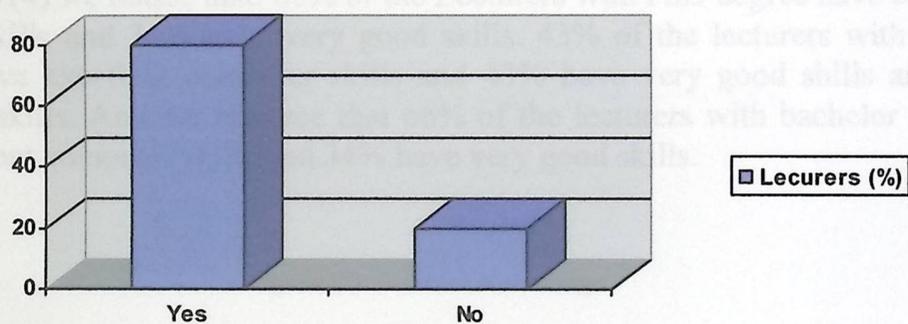
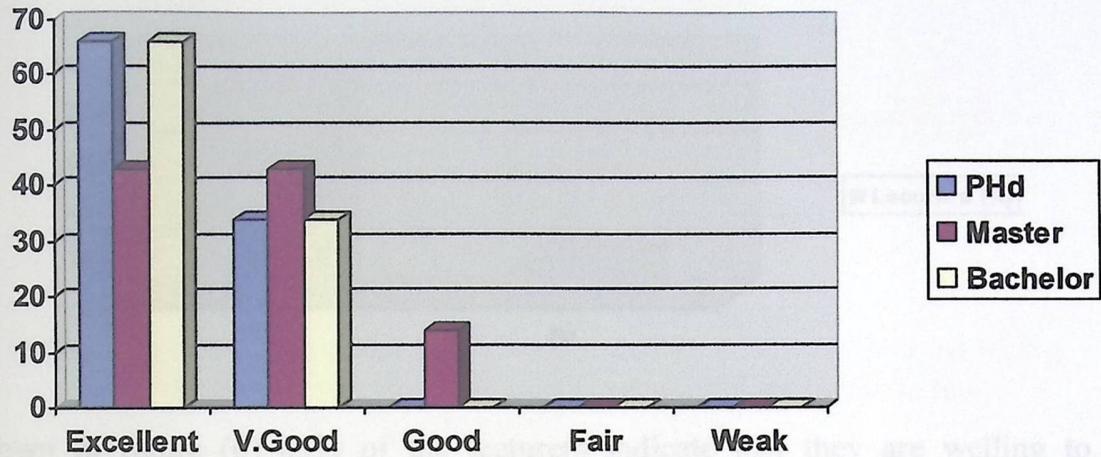


Figure (3) indicates that 80% of the PPU lecturers attended and participated in workshops related to their field of study.

Figure (4): Computer Knowledge



From figure (4) we notice that: 66% of the Lecturers with PhD degree have excellent computer skills and 34% have very good skills. 43% of the lecturers with Master Degrees have excellent computer skills and 43% have very good skills and 14% have good skills. And we also see that 66% of the lecturers with bachelor degrees have excellent computer skills and 34% have very good skills.

Figure (5): Internet Knowledge

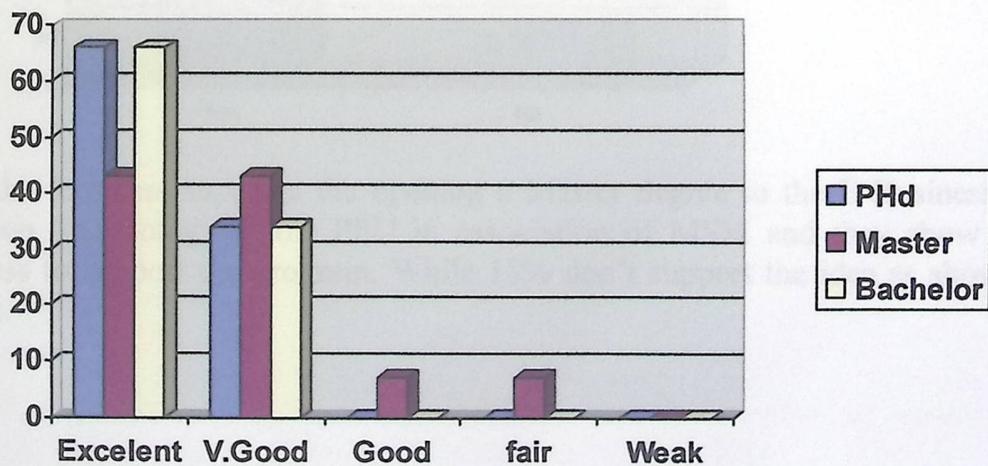
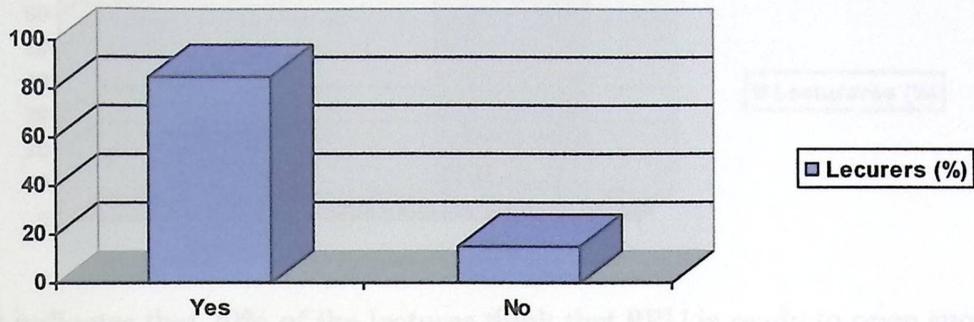


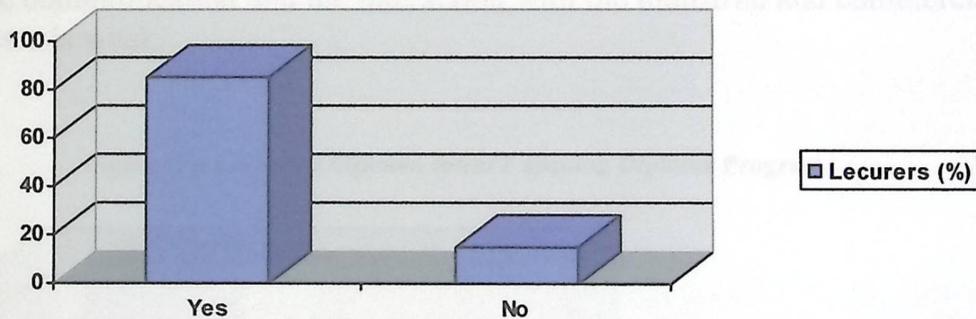
Figure (5) shows that 66% of the lecturers who have PhD Degrees have Excellent Internet Knowledge and skills and 34% have very good knowledge. 43% of the Master Degrees lecturers have excellent skills and 43% have very good skills and 7% have good knowledge and 7% have fair Internet skills.

Figure (6): Lecturers Welling to Participate in E-Learning



As shown in figure (6) 85% of the lecturers indicate that they are willing to participate in the E-Learning if needed in either of the two programs while 15% don't want to participate.

Figure (7): Lecturers Opinion toward opening Master Program



85% of the lecturers supports the opening a Master degree in the E-Business and information Technology in the PPU in association of MSM and they show their willingness to support the program. While 15% don't support the idea as shown in figure (7).

Figure (8): Lecturers opinion Toward PPU readiness to open Master Program

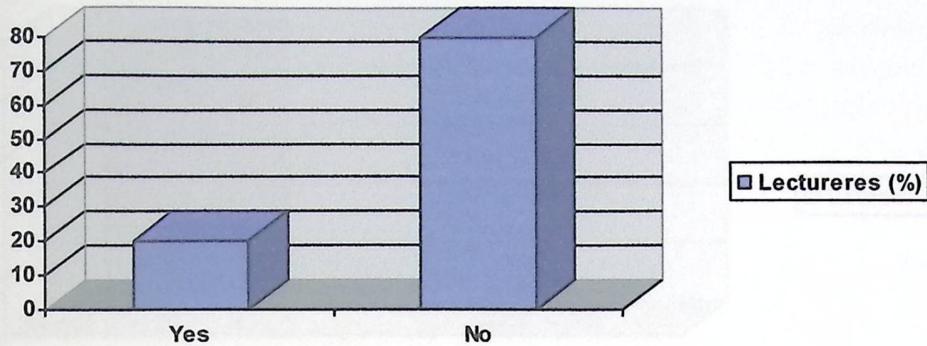


Figure (8) indicates that 20% of the lectures think that PPU is ready to open such a program while 80% of them don't think that PPU is ready. That is due to the following reasons:

- The shortage in the lecturers that holds PhD degrees related to the Master program.
- The PPU's library is good and suitable for the bachelor degree programs but not for the master programs that needs the scientific research work ground.
- The infrastructure needs improvements.
- The communication and the interaction with the industrial and commercial sector is week.

Figure (9): Lecturers Opinion toward opening Diploma Program

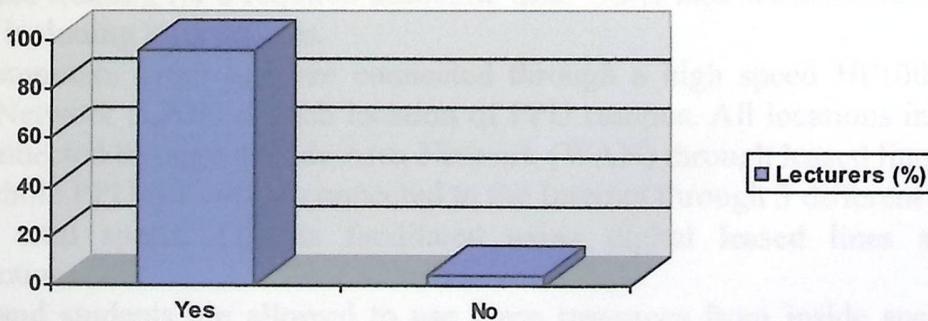


Figure (9) clarifies that 96% of the lecturers support the idea of opening IT professional Diploma in the PPU. And 4% does not support that..

Figure (10): Lecturers opinion Toward PPU readiness to open Diploma Program

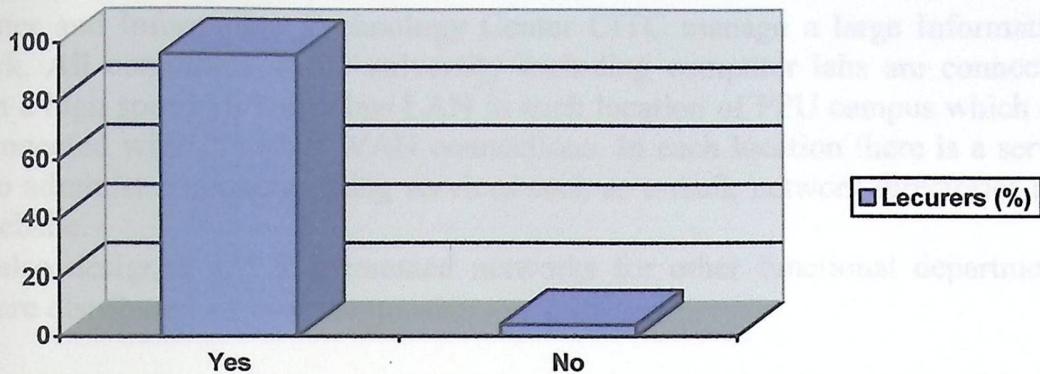


Figure (10) shows that 96% of the lecturers think that PPU is ready and well equipped to open the IT professional Diploma. And 4% of them don't think so.

The Information Technology Structure and Laboratories:

In order to have a better knowledge and a clear vision about the PPU's ability, the research team studied the IT infrastructure of the PPU.

The Information Technology Center networks, equipment and computing resources are owned by the PPU and are provided primarily to support the academic and administrative functions of the University.

Different computer Labs are available for the academic programs and courses offered by different colleges and departments at PPU. One computer for each student in each lab session is the strategy of the center. This guarantees a highly qualified training for a required academic task. Other labs are also available for free usage including Internet labs.

All computers in all labs are connected through a high speed 10/100 Mps Local Area Network (LAN) in each location of PPU campus. All locations in the campus are connected through a Wide Area Network (WAN) through leased lines.

The whole PPU network is connected to the Internet through 3 different sources of 1 Mbps total speed. This is facilitated using digital leased lines and satellite connections.

Staff and students are allowed to use these resources from inside special internet labs in each location of PPU campus. Also a dedicated Dial-up system of 4 E1 lines (120 Analog/ISDN telephone channels) capacity can be accessed by all PPU clients. (Only 60 of them are active currently).

And many other hardware and software resources are available to be accessed by PPU users.

Internet and Information Network

Computer and Information Technology Center CITC manage a large Information Network. All computers at the university including computer labs are connected through a high speed 10/100 Mbps LAN in each location of PPU campus which are also connected with 256 kbps WAN connections. In each location there is a server room to administer the networking services such as e-mail, network directories and PPU website.

CITC also designed and implemented networks for other functional departments which are distributed all over campuses.

PPU have three lines of internet connections through leased lines each with 512 kbps with a total of 1.5 Mbps. The three sites as explained in the figure below are connected via private leased lines used to form a backbone ring of connections to access resources internally from any site to another which helps us in replicating information between sites and servers.

So staff and students are allowed to use these internet resources from inside special internet labs in each location of PPU campus. Also a dedicated Dial-up system of 4 E1 lines (120 Analog/ISDN telephone channels).

Each employee and student has a private account used to log to the network, access internet, and use e-mail. The employee username could be any name of his chosen, but the username for students is the university number given by the Registration Office.

Computer and Internet Labs:

CITC manages and maintains more than 400 computers distributed over ten labs and offices. These computers are connected through a high speed 10/100 Mbps Local Area Network (LAN) in each location of PPU campus.

Distribution by user type

	Number	Available PCs
Students	2300	345
Faculty Members	130	30
Administrative Staff and special units	30	45

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Distribution of computers by geographical location

Location	Number of users	Number of PCs
Main building	250	50
Abu qtela	1000	210
Wadi Elhariyya	400	150
UGU	20	10

Student Laboratories:

All Labs are networked and have internet access

Lab name	College	# of PCs	Purpose	Printers
Staff	ALL	75	Personal computer	13
PC 1	CAP	25	PC Applications & Programming	1
PC 2	CAP	25	PC Applications & Programming	1
PC 3	CAP	35	PC Applications & Programming	1
AL-BAYRONI	CET	40	PC Applications & Programming	1
AL-KHAWARIZMI	CET	40	PC Applications & Programming	1
PC4	CASI	35	PC Applications & Programming	1
Multimedia lab	CASI	45	PC Applications & Multimedia	1
Microprocessor	CET	10	PC-Board & Projects	2
Free Lab (1)	CASI	25	Internet/email/applications	2
Free Lab (2)	CET	25	Internet/email/applications	2
G.I.S.	CET	15	GIS Applications	1/plotter
Cisco		10	CISCO Applications	1
Professional Education		15	Professional Training	2

Library:

The University Graduates Union (UGU) established the first public library in Hebron in 1955. This library became the major PPU library in 1978, when PPU was first established.

The PPU library is located in Wadi-Abu Ktailah area, where it occupies about 470m². It includes two main halls; one as a reading hall and the other is used for references and periodicals.

There is a small branch for this library at Wadi-il-Harria campus. This branch serves the students and staff of the college of Administrative Science and Informatics

The administration of the university gives considerable attention to provide the library with the latest books and printed material, especially those to be used as textbooks. The library contains more than 22000 books and references in the fields of engineering, hi-tech, administration and technology. About 16000 of the references are in English and 6000 in Arabic.

Estimated Number of Books according to the subject¹

Category	Number of Books
Computer and Computer Engineering	2500
Management and Economy	2000
Electrical and Electronic and Communication	2200
Mechanical Engineering	1600
Civil Engineering and Construction	700
Construction Engineering and Decorations	1200
Fashion	200
Medicine, nursing and Health Care	450

¹ Mr. Wahib Shreef, his office, 15/4/2003

Additionally, the library has more than 100 subscriptions in specialized scientific and engineering magazines and journals published in English and Arabic. The availability of all specialized CD's in the technical fields is a privilege to our library and distinguishes it from other libraries in the region.

PPU's Library serves more than 2500 students; in addition to the staff members. Its services include:

- Loan.
- Reference Services.
- Periodicals.
- Computer Services.
- Current Awareness Service.
- Electrical Library Service.

The library is actively involved in the national and international activities related to library work and organization. These activities are:

- Participating in annual book fairs, such as the Palestine Book Fair and the Cairo International Book Fair.
- Coordinating with the Palestinian Library & Information Association (PLIA).
- Organizing a workshop on the role of the libraries in conjunction with EDINBURGH's TELFORD COLLEGE in Scotland, based on a twin ship agreement between this college and PPU.
- Attending relevant national and international workshops and seminars; i.e. a workshop on using the German Electronic Library, which was hold in Germany, and Bier-Zeit.
- Establishing the PPU bookstore

The PPU library is an active member in the following:

- The academic libraries of the Ministry of Higher Education.
- Hebron Libraries Committee.
- The Palestinian Library and Information Association (PLIA).

PPU is planning to establish a new set up for the library using international standards. Future plans involve establishing:

- An independent location for a well-equipped library.
- An electronic library with linked to the local and international libraries.
- New sections with a large volume of reference books and periodicals.

MARKET STUDIES:

The research team conducted a market study for each of the master degree program and the diploma program.

This market study is described and analyzed in the following part.

Market Study for the master program

In order to study the market of the targeted master program we distributed 50 copies of the questionnaire to various students from local universities studying related bachelor major or individuals graduated from related bachelor majors in the city of Hebron. And the results were as follows (see the questionnaire in the appendices page: 67)

Figure (1): The Gender of the sample

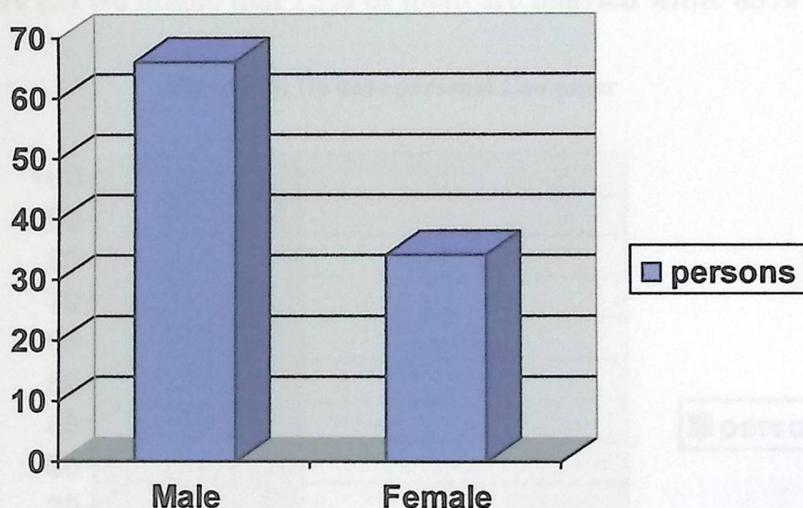
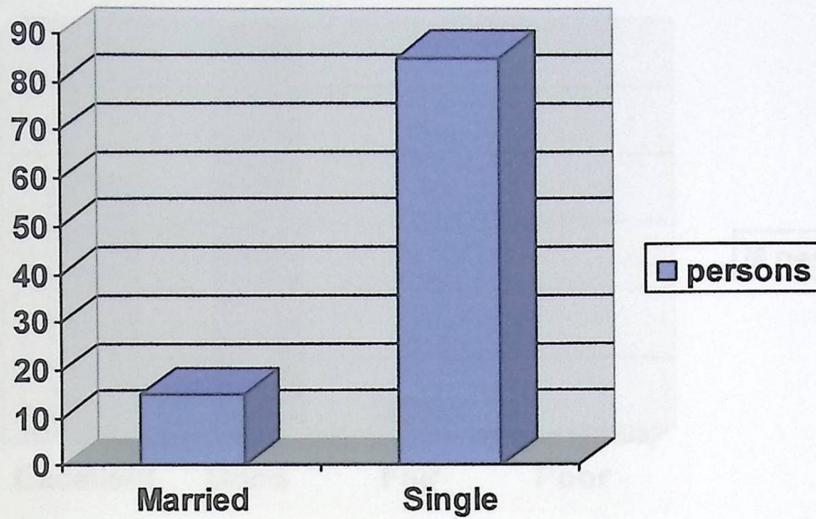


Figure (1) shows that 66% of the samples are males and 34% are females.

Figure (2): the martial status



And from figure (2) we notice that 15% of them are married while 85% are singles.

Figure (3): Do have personal Computer

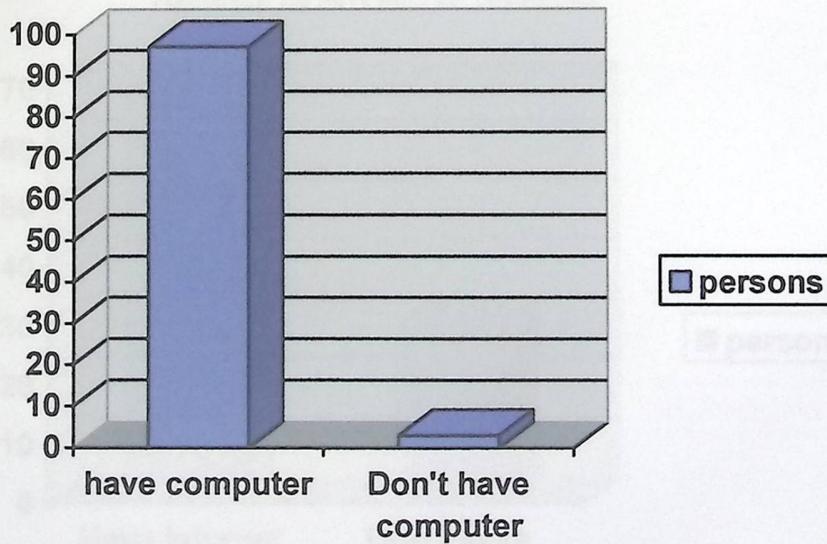
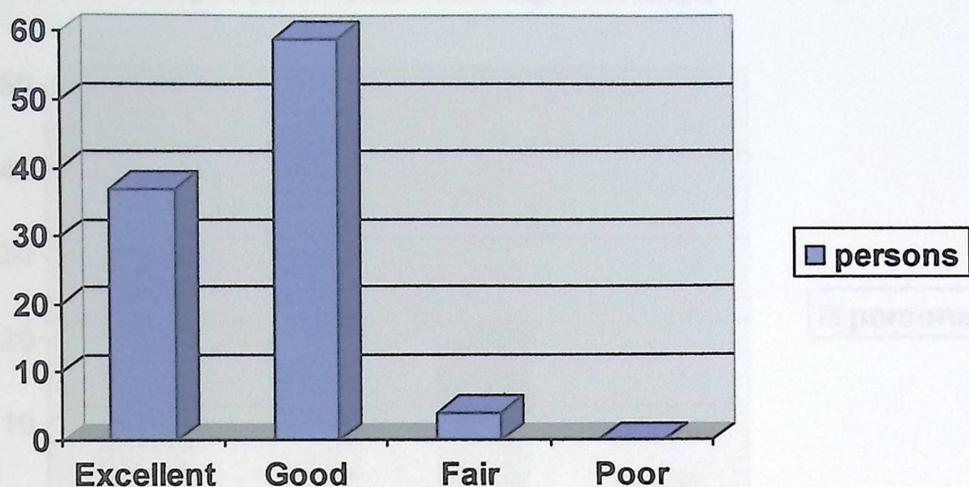


Figure (3) clarifies that 97% of that the sample do have personal computer for their personal use either in the home or at work, and 3% of them don't have computer.

Figure (4): The computer skills of the sample



From figure (4) we see that 37% of the sample have excellent computer skills and 59% of them have good skills and 4% have fair skills and none of them have poor skills.

Figure (5): Do have internet connection

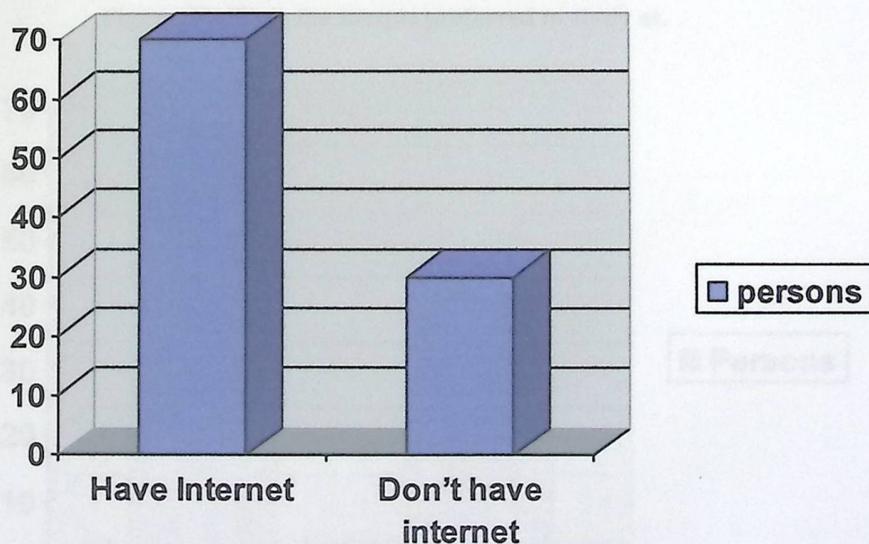
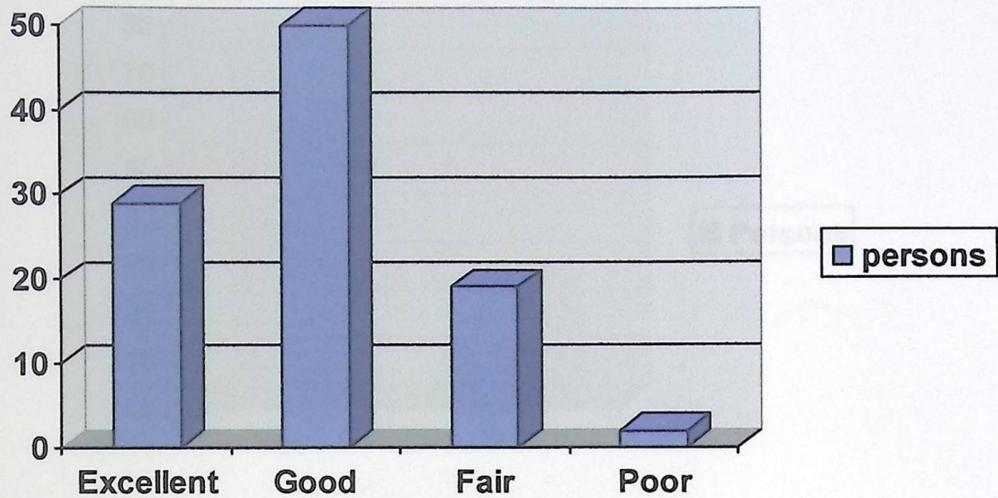


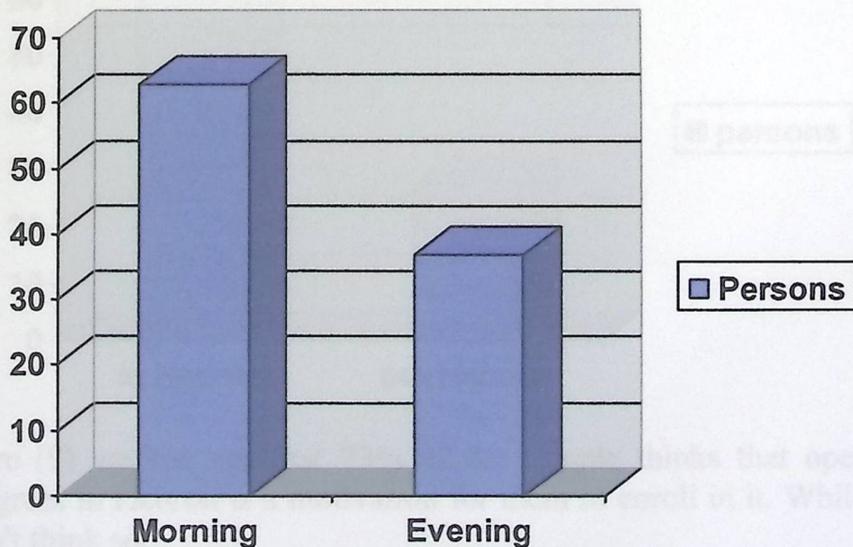
Figure (5) shows that 70% of the sample has an internet connection for their personal use in their home or work, while 30% don't have internet connection.

Figure (6): the internet knowledge of the sample



29% of the sample has excellent internet knowledge and skills and 50% of them have good skill, and 19% have fair skills while 2% have poor skills, as we can see from figure (6).

Figure (7): Time the sample preferred to study at.



From figure (7) we can see that 63% of the targeted samples prefer to study in morning while 37% of them prefer to study in the evening because of the work circumstances.

Figure (8): If you have the opportunity to enroll in the master program, will you do?

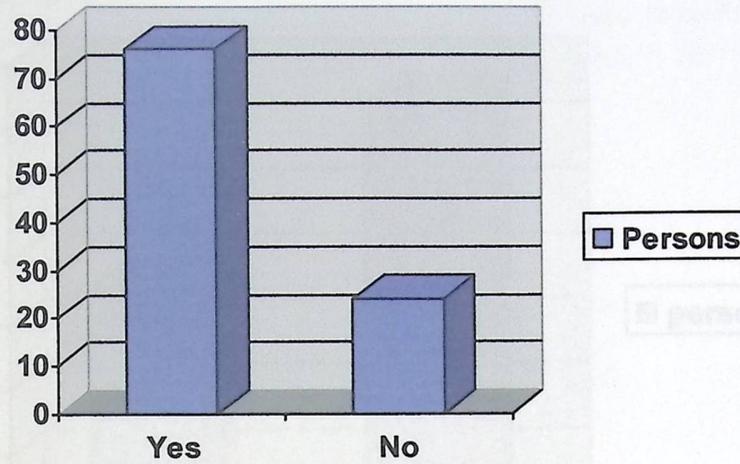
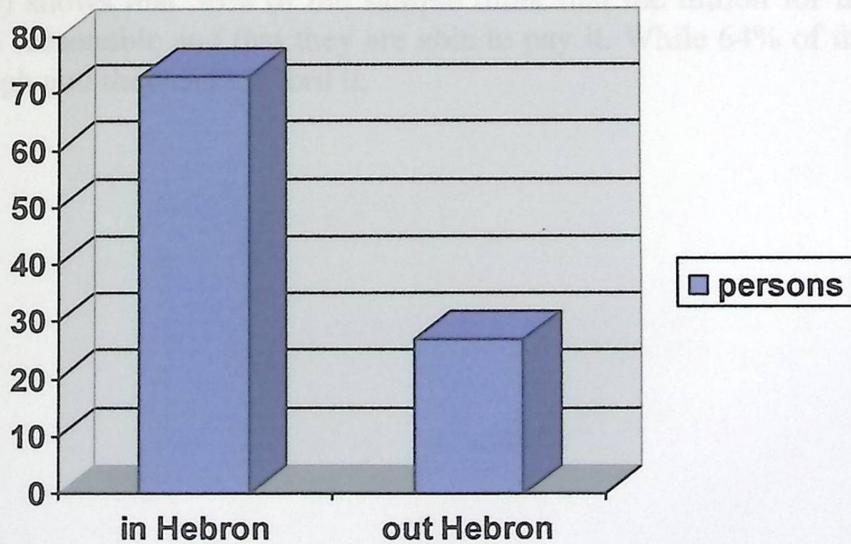


Figure (8) clarifies that 76% of the sample supports the opening of the master program in E-Business and IT and want to join it, while 24% of them do not.

Figure (9): the place where they prefer to study



From figure (9) we can see that 73% of the sample thinks that opening this master program in Hebron is a motivation for them to enroll in it. While 27% of them doesn't think so.

Figure (10): the ability to pay the program tuition

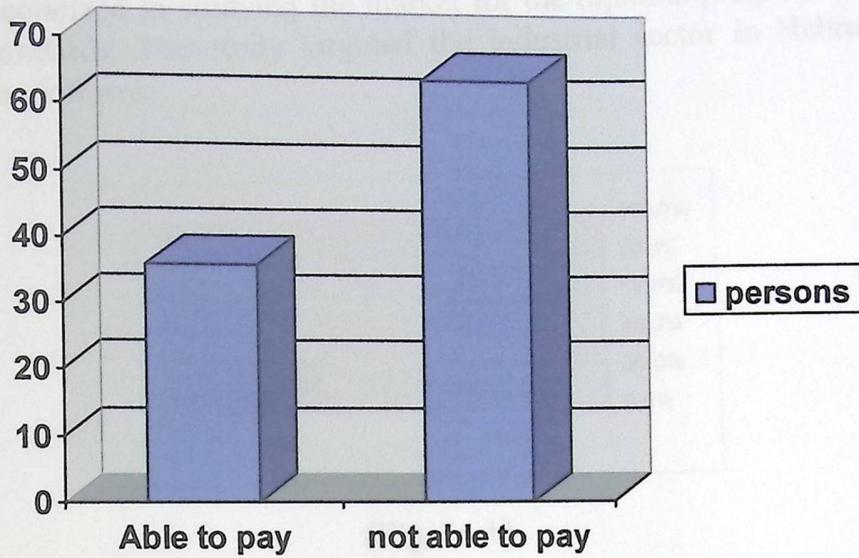
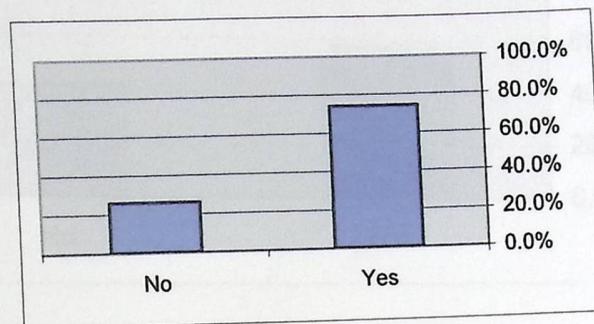


Figure (10) shows that 36% of the sample think that the tuition for the master program is reasonable and that they are able to pay it. While 64% of them think that it is high and they can't afford it.

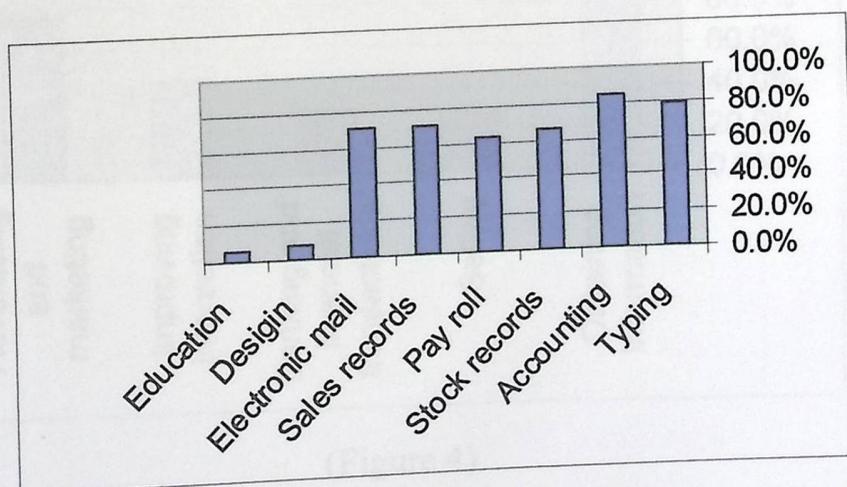
Market Study for the Diploma program¹

This market study was quoted from previous study done by an official firm. This study was specialized in studying the market for the diploma program that matches the MSM standards. The study targeted the industrial sector in Hebron and the results were as follows:



(Figure 1)

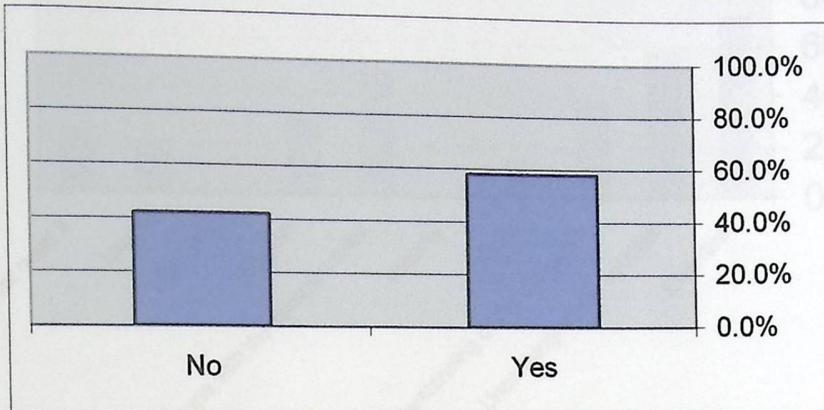
Figure 1 shows that 74% of the respondents have computers, while 26% do not have.



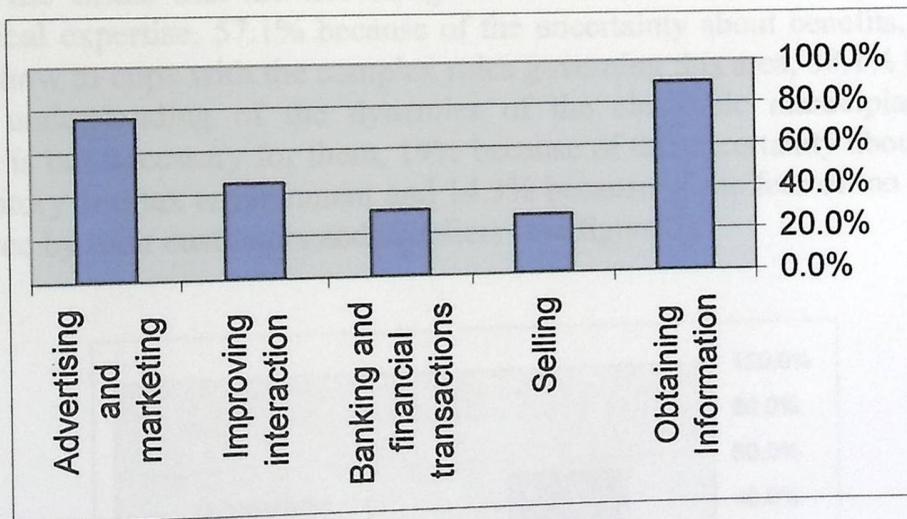
(Figure 2)

84.2% of the firms are using the computers for accounting, 78.9% for typing, 65.8% for Stock records, 71.1% Sales records, 71.1% Electronic mail, 63.2% for Pay rolls and 7.9% for design and 5.3% for education (see figure 2).

¹ Applying E-Learning in the Palestinian industries, MSM, July 2003

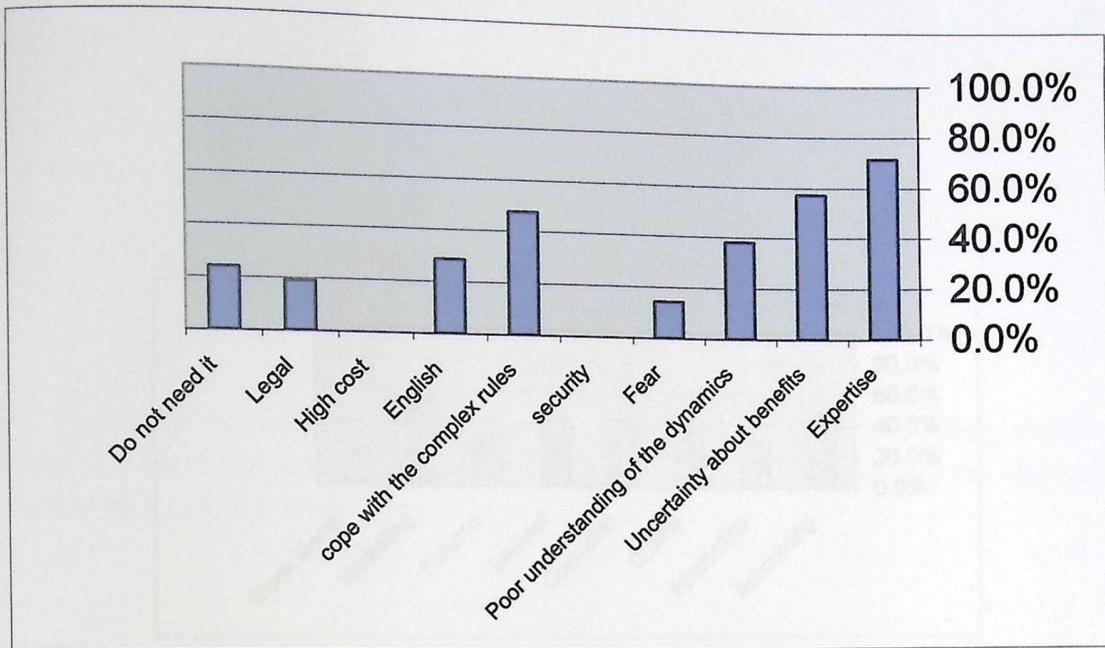


(Figure 3)



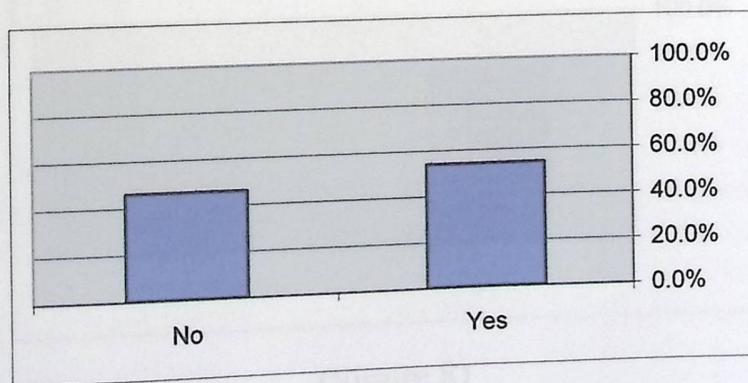
(Figure 4)

58% of the firms are using the internet, while 42% do not. 89.7% of the firms are using the internet for obtaining information, 75.9% for advertising, and 44.8% for improving interaction, 44.8% for buying, 31% for banking and 27.6% for selling as shown in figure 3 and 4.



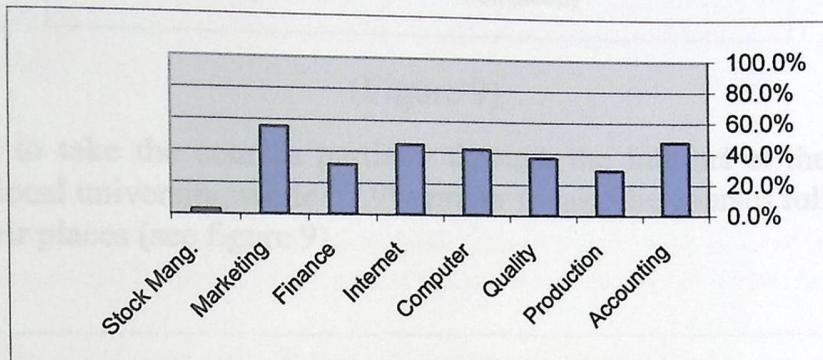
(Figure 5)

71.4% of the firms, that are not using the internet, are due to the low level of technological expertise, 57.1% because of the uncertainty about benefits, 47.6% do not know how to cope with the complex rules governing this area, 38.1% because of the poor understanding of the dynamics of the electronic marketplace, 23.8% because it is not necessary for them, 19% because of the uncertainty about the legal and regulatory and tax environment and 14.3% because of the fear of too low use of e-commerce by their customers and suppliers (see figure 5).



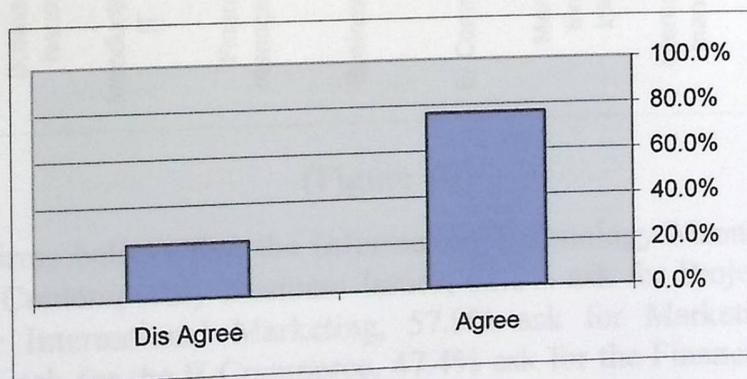
(Figure 6)

54% of the firms have an experience or an idea about the Electronic learning, while 46% have not as shown in figure 6.



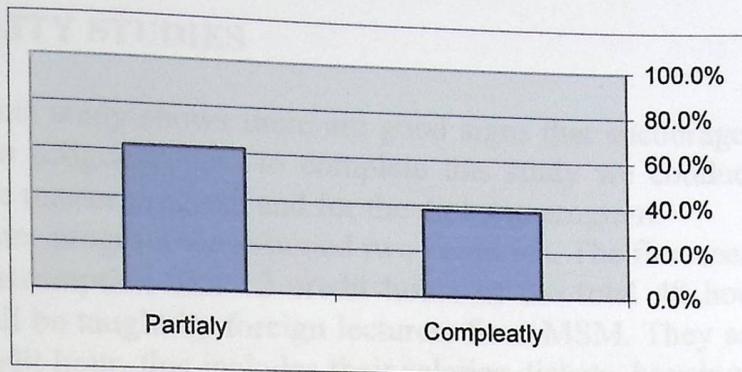
(Figure 7)

55.3% asked for training courses in marketing, 47.4% in accounting, 44.7% in the internet, 42.1% in computer, and 36.8% in quality management, 31.6% in finance and 2.6% in stock management (see figure 7).



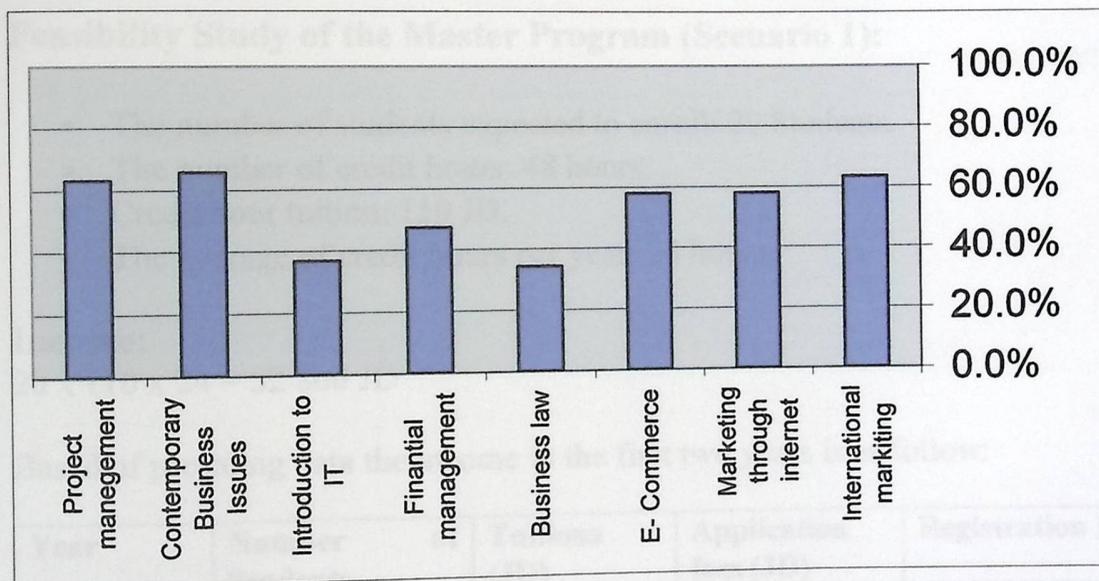
(Figure 8)

76.3% agree to participate in getting a diploma in Information Technology Management through the E-Learning, but 23.7% do not agree as shown in figure 8.



(Figure 9)

62.1% prefer to take the courses partially through the Internet at their places and partially at a local university, while 37.9% prefer to take the courses fully through the Internet at their places (see figure 9).



(Figure 10)

65.8% of the firms believe that the Information Technology Management program should consist Contemporary Business Issues, 63.2% ask for Project Management, 63.2% ask for International Marketing, 57.9% ask for Marketing through the Internet, 57.9% ask for the E-Commerce, 47.4% ask for the Financial Management, 36.8% ask for the Introduction to IT, and 34.2% ask for the Business Law (see figure 10).

FEASIBILITY STUDIES

As the market study shows there are good signs that encourage opening master and diploma programs, and to complete this study we conducted a feasibility study for the master program and for the diploma program.

For the master program we assumed two scenarios. The first scenario is analyzed under the assumption that 12 credit hours of the total 48 hours of the entire program will be taught by foreign lecturers from MSM. They acquire 5000 euro for each credit hour, this includes their salaries, tickets, housing, living expenses in Hebron and etc. The remaining 36 hours will be taught by PPU lecturers.

The second scenario is analyzed under the assumption of that the MSM will acquire around half the amount that is asked for in the first scenario, this means teaching these courses on-line through the Internet and a master degree PPU lecturer in related fields will be in the class supervising the video conference.

Feasibility Study of the Master Program (Scenario 1):

- The number of students expected to enroll: 20 Students.
- The number of credit hours: 48 hours.
- Credit hour tuition: 110 JD.
- The average of credit hours per year: 24 hours.

Income:

$$20 \times 110 \times 24 = 52\,800 \text{ JD}$$

Based of presiding data the income in the first two years is as follow:

Year	Number of Students	Tuitions (JD)	Application fees (JD)	Registration Fees
First	20	52 800	600	1 200
Second	40	105 600	600	1 200
Total:		158 400	1 200	2 400

Expenses:

The expected expenses are as follows:

Administrative salaries for the first two years: $1000 \times 12 \times 2 = 24\,000 \text{ JD}$

The lecturers' salaries:

PPU lecturers teach an average of 18 credit hours per year
The ratio of the lecturer assigned for the course is 25%

Average number of courses in the year taught by PPU lecturers is $18/3 = 6$ courses

The average of lecturers (have PhD) for one year: $0.25 * 6 = 1.5$

The average salary 1 200 JD

The PPU's lecturers' expenses

Year	Number of lecturers	Salaries (JD)
First	1.5	21 600
Second	3	43 200
Total:		64 800

The MSM's lecturers' expenses

Year	Credit hours required	Expenses
First	0	0
Second	12	49 800
Total		49 800

Rooms:

The expenses of one room in the PPU is 120 JD

Year	Number of rooms	Expenses (JD)
First	1	120
Second	2	240
Total		360

Other expenses:

Year	Expenses (JD)
First	1500
Second	3000
Total	4500

The income and expenses during the first two year:

Total income: $158\ 400 + 1\ 200 + 2\ 400 = 162\ 000$ JD

Total expenses: $24\ 000 + 64\ 800 + 49\ 800 + 360 + 4500 = 143\ 460$ JD

The net income in the end of the first two years: **18 540 JD**

Cash follow after the first two years:

1. Annual expenses:

- Administrative salaries: 12 000 JD
- PPU's lecturers' salaries: 43 200 JD
- MSM's lecturers' expenses: 49 800 JD
- Rooms: 240 JD
- Other expenses: 3 000 JD
- Total: 108 240 JD

2. Annual income:

- Tuition: 105 600 JD
- App. Fees: 600 JD
- Reg. Fees: 1 200 JD
- Total: 107 400 JD

Net income per year: - 840 JD

Feasibility Study of the Master Program (Scenario 2):

In this Scenario 00000 we will cut the money paid to MSM down by making the lectures that they should give through a conference where a Master lecturer is in the class room and the MSM lecturer is his home land without traveling to Palestine.

- The number of students expected to enroll: 20 Students.
- The number of credit hours: 48 hours.
- Credit hour tuition: 110 JD.
- The average of credit hours per year: 24 hours.

Income:

$$20 \times 110 \times 24 = 52\,800 \text{ JD}$$

Based on presiding data the income in the first two years is as follows:

Year	Number of Students	Tuitions (JD)	Application fees (JD)	Registration Fees
First	20	52 800	600	1 200
Second	40	105 600	600	1 200
Total:		158 400	1 200	2 400

Expenses:

The expected expenses are as follows:

Administrative salaries for the first two years: $1000 \times 12 \times 2 = 24\,000 \text{ JD}$

The lecturers' salaries:

PPU's lecturers teach an average of 18 credit hours per year

The ratio of the lecturer assigned for the course is 25%

Average number of courses in the year taught by PPU's lecturers is $18/3 = 6$ courses

The average of lecturers (have PhD) for one year: $0.25 \times 6 = 1.5$

The average salary 1 200 JD

The PPU's lecturers' expenses (PhD)

Year	Number of lecturers	Salaries (JD)
First	1.5	21 600
Second	3	43 200
Total:		64 800

The PPU lecturers' expenses (Master)

The ration of the lecturer assigned for the course is 25%.

The number of courses in the second year to be taught online is $12/3 = 4$ courses.

The average lecturers (have Master) number is: $0.25 * 4 = 1$

The average salary is 500 JD

Year	Number of lecturers	Salaries (JD)
First	0	0
Second	1	500
Total:		500

The MSM's lecturers' expenses

Year	Credit hours required	Expenses
First	0	0
Second	12	20 000
Total		20 000

Rooms:

The expenses of one room in the PPU is 120 JD

Year	Number of rooms	Expenses (JD)
First	1	120
Second	2	240
Total		360

Other expenses:

Year	Expenses (JD)	
First	1500	
Second	3000	
Total		4500

The income and expenses during the first two year:

Total income: $158\ 400 + 1\ 200 + 2\ 400 = 162\ 000$ JD

Total expenses: $24\ 000 + 64\ 800 + 500 + 20\ 000 + 360 + 4500 = 114\ 160$ JD

The net income in the end of the first two years: $47\ 840$ JD

Cash follow after the first two years:

3. Annual expenses:

- Administrative salaries: 12 000 JD
- PPU's lecturers' salaries: 43 700 JD (43 200 + 500)
- MSM's lecturers' expenses: 20 000 JD
- Rooms: 240 JD
- Other expenses: 3 000 JD
- **Total:** 78 940 JD

4. Annual income:

- Tuition: 105 600 JD
- App. Fees: 600 JD
- Reg. Fees: 1 200 JD
- **Total** 107 400 JD

Net income .per year: 28 460 JD

Feasibility Study for the Diploma Program:

- The number of students expected to enroll: 20 Students.
- The number of hours: 320 hours.
- Course fees: 1250 \$.

Income:

$20 \times 1250 = 25\ 000\ \$$

Expenses:

The expected expenses are as follows:

Administrative salaries for the course: $5 \times 320 = 1\ 600\ \$$

The lecturers' salaries:

The average salary for the lecturer for 1 hour: 25 \$

Lecturers salaries (have Master) for the course: $25 \times 320 = 8\ 000\ \$$

The MSM's expenses

5 000 \$ per course

Rooms:

The expense of one room for every meeting is 15 \$

The average hours per meeting is: 3 hours

The room expenses for the course is $(320/3) \times 15 = 1\ 600\ \$$

Other expenses:

Hosting and soft drinks: $5 \times 320 = 1\ 600\ \$$

The income and expenses during the course:

Total income: $1\ 250 \times 20 = 25\ 000\ \$$

Total expenses: $1\ 600 + 8\ 000 + 5\ 000 + 1\ 600 + 1\ 600 = 17\ 800\ \$$

The net income in the end of the first two years: 7 200 \$

NON MONITARY FLOW (COST TO BENEFIT ANALYSIS)

Because of the academic nature of the PPU and because PPU is a non-profitable organization, we should take in consideration the non-monetary benefits that the PPU would gain from these programs, which are:

- PPU will improve its image and position in the market among the competitors of other universities.
- PPU will increase its market share in the educational market by opening these two new programs which will target new segment in that market.
- opening these programs will expand the areas that PPU covers by its bachelor programs to new areas of the graduate programs while keeping on the PPU focus on the management and IT related fields.

● MARKETING PLAN

In order to gain the benefits projected by these programs we formed a marketing plan which is essential in any structured plan.

The marketing plan first begins with the objectives which verify the importance of the plan. The marketing plan also uses the SWOT analyses methodology in structuring the PPU's strength and weakness; this is what is called the internal analysis. This analysis is followed by the situational analysis which focuses on the PPU environment.

The plan focuses on critical success factors, and then it moves to the threshold features. Then we discuss the 4 P's for the plan.

Objectives

1. To attract new students through opening new department and new program to its departments and programs.
2. Identify new segment and targeting our available resources toward this new segment of the market.
3. Improve the PPU's position and image in the market.
4. Working toward being the first in the market and be a market leader in Palestine.

The SWOT Analysis Table for the Master Program

Strength	Weakness
<ul style="list-style-type: none"> ▪ Related undergraduate programs offered at PPU. ▪ Differentiated programs due to focusing on niche market. ▪ High quality in educational teaching. ▪ The graduation certificate is approved by an international and well known university world wide. ▪ Elimination of transportation costs and living costs in the foreign countries. ▪ Strong technological background due to long and successful history in management and IT education. ▪ High level of experience in teaching methodologies. ▪ Center of Excellence provides a very strong support in enhancing the IT projects. ▪ Good number of teachers studying abroad enrolled in the Doctorate program with high skills and technological knowledge. 	<ul style="list-style-type: none"> ▪ Shortage in number of PhD holders to teach the master program. ▪ Weakness in infrastructure (Buildings, Libraries, etc). ▪ Lack of the scientific research work ground. ▪ High credit hour tuition. ▪ Poor communication and interaction between PPU and Economical and Industrial sector.
Opportunity	Threats
<ul style="list-style-type: none"> ▪ Low level of competition with other universities due to scarcity of the master program offered by the competitors. ▪ Easy entry in the market. ▪ The economical and industrial sectors are in deep lack of E-Business specialists. ▪ The Peace process holds different opportunities to consider. 	<ul style="list-style-type: none"> ▪ Hard economical situation. ▪ Unstable political situation (for the time being). ▪ MSM control over PPU because it certifies the programs. ▪ High Fixed Cost (HFC).

Note: The SWOT analyses was based on the results of the questionnaire in the appendices section, page 69

Internal Analysis (Strategic Capabilities):

Strengths:

The PPU has bachelor programs that are close and related to the MBA program offered (Master in E-Business and IT) such as: information systems, information Technology, modern management and Engineering. And that gives the PPU a very good environment to run such program and that also make it easy to its students to involve in this program.

The PPU from its early start has focused on the IT related field of education. and the opening of the college of administrative science powered that IT focus with the management principles which make it be one of the leaders of this market through the focus on this areas of education.

The PPU offered a high quality educational teaching to its students coming from their lecturers' long and successful experience in good education.

The association with the MSM for the master program gives the PPU a good position against competitors by using the name of an international and well known university. And offering the graduate the certificate with that name.

The PPU technological background of the IT and management is a solid one coming from its successful and long history in related fields, and that is applied to its lecturers, administration and supporting departments.

Most of the lecturers at PPU has a relatively very long experience in education and teaching methodologies, some of them exceeds 20 years of experience, and that is supported by a very good CVs filled of published papers and workshops.

The center of excellence is providing a very strong support to the master program through its services and IT structure.

Weaknesses:

The number of lecturers at the PPU who have PhD degrees is below what is needed to open and run such program.

There should be some improvements to be applied to some areas of the infrastructure of the PPU like the library and buildings and scientific research environment.

The credit hour tuition is relatively high for this program considering the current situation in the region. And that is mainly because of the high fees that should be paid to MSM.

The communication and interaction between the PPU and the industrial and economical sector is poor, which would make harder for it to promote the program.

Situational Analysis:

Opportunities:

There is a low level in competition with other universities in Palestine that offered such master programs in MBA which will give us the opportunity to gain bigger market share.

The low level of competition and the scarcity of the master programs in MBA from other universities make it easy for PPU enter the market without much barriers.

The economical and industrial sector is in deep lack and need for the IT specialists especially because they move toward using IT widely in their firms.

There are many opportunities coming with the peace process in the area, and these opportunities should be considered.

There is a very promising future for the IT in Palestine as we can project from tracking the information coming from the market.

Threats:

The hard and unstable economical situation forms a threat to this program from moving a head.

The unstable political situation reflects to the master program and its environment in a bad way.

In exchange for the certificate that the student take from MSM, it may control over the PPU actions and activates which will make it harder to operate in many restricted conditions.

There is a very high fixed cost in this program from the money that should be paid to MSM for the master program. If the number of students enrolled to the program are below the expected number of students. That will make it hard to cover costs in this situation.

Critical Success Factors (CSF)

1. The program of E-Business and information technology has the quality needed to meet high level of standards.
2. The master program is powered by the reputation of MSM in the foreign country market and the reputation of PPU in domestic market.
3. The master program needs infrastructure and some capabilities needed to run the program.

Threshold product features

- The program needs a number of lecturers who have PhD in order to be run by, and to meet the standards of such program.
- The program needs a good research environment and infrastructure to be run on them.

Target segment

The targeted segment is the segment of the bachelor degree holders and they are willing to go on completing their education, this willingness must be backed by the buying power of the program to pay its fees.

We can look to the segments from different angles. One is the segment of fresh bachelor degree holders. These people are willing to study full time courses. And the second is the one which has prospective students who are working and have their day jobs, some of these could be managers who work in an institution and want to continue their education while still working. Each of these two segments is different than the other and need to be targeted differently.

Marketing mix

Product:

It is the master program in E-Business and information technology, it is a 48 credit hours program. The program has the name of the universities from where they will get their certificates from which they are a very well known names in teaching methodologies.

This master is a high quality program because of its structure and the good quality of MSM programs and the well known PPU quality in teaching.

Place:

The master program is provided by PPU. This program is a joint venture between MSM and PPU.

Due to the nature of the master program, PPU don't need any distributors for this service. This service is provided by PPU in the Hebron city in the southern part of the west bank in Palestine.

Price:

The enrolled students will pay about 110 JD per credit hour and the registration fees of each semester. This price is based on the competitor's prices to the product quality.

Promotion:

To promote this program, PPU should use a combination of online advertisements and announcements in a well known local newspapers and radio stations.

The online advertisement will be through the PPU web site which is well known for most of the prospective students. PPU will supply detailed information about the program through the web site.

Announcements in the radio will focus on general features of the program and the local newspapers will focus on the program specifications by announcing some information such as the credit hours fees, application deadlines and the admission requirements.

The SWOT Analysis Table for the Diploma Program

Strength	Weakness
<ul style="list-style-type: none"> ▪ Differentiated programs due to focusing on niche market. ▪ High quality in educational teaching. ▪ The graduation certificate is approved by an international and well known university world wide. ▪ Short educational program. ▪ Relatively high profit. ▪ Elimination of transportation costs and living costs in the foreign countries. ▪ Strong technological background due to long and successful history in management and IT education. ▪ High level of experience in teaching methodologies. ▪ Center of Excellence provides a very strong support in enhancing the IT projects. ▪ Continuing education Department has a very good and strong experience in such program. 	<ul style="list-style-type: none"> ▪ More communication and interaction between PPU and Economical an Industrial sector.
Opportunity	Threats
<ul style="list-style-type: none"> ▪ Low level of competition with other universities due to scarcity of such program in the market. ▪ Easy entry to the market. ▪ The economical and industrial sector needs this program. ▪ Support form government and public institution for this program.. ▪ The Peace process holds different opportunities to consider. 	<ul style="list-style-type: none"> ▪ Hard economical situation. ▪ Unstable political situation (for the time being). ▪ MSM control over PPU because it certifies the programs.

Note: The SWOT analyses was based on the results of the questionnaire in the appendices section, page 70

Internal Analysis (Strategic Capabilities): Strength:

The PPU from its early start has focused on the IT related field of education and the 2 years diploma programs and the courses of the Continuing education department make it easy to open this program.

The PPU offered a high quality of educational teaching to its students coming from their lecturers' long and successful experience and good education.

The association with the MSM for the diploma program gives the PPU a good position against competitors in using the name of an international and well known university, and offering the certificate with that name.

The duration of the program is relatively short that makes it tempting to targeted people to enroll in the program.

This program is profitable because of its short time and low cost of managing it.

The PPU technological background of the IT and management is a solid one coming from its successful and long history in related fields, and that is applied to its lecturers, administration and supporting departments.

Most of the lecturers teaching in the PPU have a relatively very long experience in education and teaching methodologies, some of them exceed the 20 years of experience, and that is support of very good CVs filled of published papers and workshops.

The center of excellence is providing a very strong support to the diploma program through its services and IT structure.

The continuing education department is the backbone of this program and it is well prepared and experienced in such programs.

Weakness:

The course fees are relatively high for this program considering the current situation in the region. And that is mainly because of the high fees that should be paid to MSM.

The communication and interaction between the PPU and the industrial and economical sector is poor, which would make harder for it to market the program.

Situational Analysis:

Opportunities:

There is a low level in competition with other universities in Palestine that offered such professional diploma programs in IT which will give us the opportunity to gain bigger market share.

The low level of completion and the scarcity of such programs from other universities make it easy for PPU to enter the market without many barriers.

The economical and industrial are in deep lack and need for the IT specialists especially because they move toward using IT widely in their firms.

The government and public firms indicated that they will support such programs that will help the industrial and economical sector to improve.

There are many opportunities coming with the peace process in the area, and these opportunities should be considered.

There is a very promising future for the IT in Palestine as we can project from tracking the information coming from the market.

Threats:

The hard and unstable economical situation forms a threat to this program from moving ahead.

The unstable political situation reflects to the master program and its environment in a bad way.

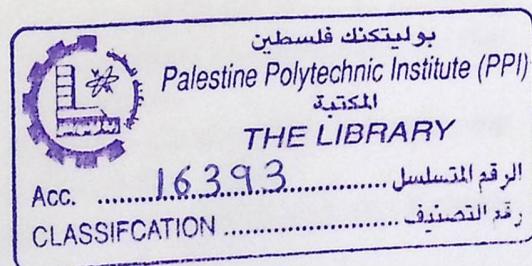
In exchange for the certificate that the student takes from MSM, it may control over the PPU actions and activities which will make it harder to operate in many restricted conditions.

CONCLUSIONS

At the end of our study, we can see that the market is ready for opening the master and IT professional diploma programs. There is a strong need toward opening these programs. We should focus our efforts toward improving our capabilities to come over the shortages in resources such as the staff training.

This study shows that the two programs are very good from the financial side, which is shown by the feasibility study in our work. Also it is very essential in enhancing the PPU capabilities toward better and more enhanced higher education.

The market plan shows the PPU weaknesses and strengths through applying the SWOT analysis and the Critical Success Factors. This plan provides the guide line for any future implementation of these programs.



RECOMMENDATIONS

From this work we have the following recommendations which should contribute to the success of this project for the benefit of PPU:

- PPU should come over the shortage in the number of lecturers having PhD degrees in related majors to the master program subjects, and that can be done by:
 - Attracting and hiring new lecturers who have PhD degree. This will be effective but may be very costly because of the high salaries they will be paid. this will affect the feasibility of the program especially in the first two years.
 - Using the out sourcing to cover this shortage, that would be by the cooperation with other universities which their lecturers have PhD in related majors.
 - If the master program opening will be late, the problem will be much smaller than what it is now, because PPU has a good number of its lecturers studying PhD in related fields at foreign universities.
- Despite the fact that PPU infrastructure is good, it should be improved to match the master program requirements and standards such as the library and the research work ground, buildings ... etc.
- We recommend that PPU should try to implement the second scenario in the feasibility study of the master program in order to cut costs, without affecting the credit hour price. And it should take the necessary arrangements for that with the MSM and the Ministry of Higher Education.
- In order to assure the program's success. The PPU should work on improving the communication with the industrial and economical sector.
- Working on the market plan for these programs in order to gain the benefits projected by this study.
- Continuing the market plan for the diploma program.
- Studying the market of other areas than the city of Hebron, such as Bethlehem.

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Palestine Polytechnic University

College of Engineering and Technology

Mission:

The College of Engineering and Technology (CET) is a recognized leading engineering school in Palestine. Its mission is to offer well-selected educational engineering programs of the highest standard, to promote research and creative activities by its faculty and students, and to provide services to the community at large. To this end, CET offers a wide range of genuine programs that do not duplicate other programs available elsewhere in the region. These programs, along with their curricula, are carefully designed to address the current and future needs of the Palestinian community. In terms of methodology, CET prepares its students in a challenging and intellectually stimulating environment which empowers them for a richer personal and professional life. Such an environment undergoes continuous improvement to help students acquire and develop effective strategies for lifelong learning, innovation, and leadership in their chosen careers.

APPENDICES

Vision:

Our vision is to enhance the professional status of our college and to attract eminently qualified faculty of international caliber and outstanding students from the region. In this way, CET will contribute to the development of Palestine by providing quality education and promoting basic and applied research of international standing by its faculty and students. We believe, it is our role and duty to attract the private and governmental sectors to collaborate with CET so as to achieve mutual benefit of economic and professional fulfillment.

The CET programs emphasize teaching the effective use of technology, innovative solutions, engineering tools, and reasoning. We believe that the most important characteristics of the CET graduates include:

- Analytic, synthesis and design skills.
- Mastery of technology.
- Communication skills - written and oral.
- Diversity of interests and breadth of background.
- Easy integration with the local work market and to enroll in international higher education programs.
- Leadership qualities, management and team skills.

Education at CET relies on key features:

- Emphasis on hands-on laboratory work.
- Emphasis on computer and information technology applications.
- Practical training covering 2 full consecutive semesters.
- Current and group based active learning.
- Close cooperation and interaction with professional engineering faculty.

Currently, about 1000 students are enrolled in the CET departments.

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- Emphasis on computer and information technology applications
- Practical training covering 2 full consecutive summers
- Project and group based active learning
- Close supervision and interaction with professional engineering faculty

Currently, about 1000 students are enrolled in the CET departments:

Electrical and Computer Engineering Department.
Mechanical Engineering Department.
Civil Engineering and Architecture Department.

At the end of the freshman year, students at CET are advised to choose one of the following seven programs:

- Computer Systems Engineering.
- Industrial Automation Engineering.
- Biomedical Engineering.
- Buildings Engineering.
- Surveying Engineering.
- Automotives Engineering.
- Mechatronics Engineering.

To make a wise and a mature selection, the college arranges for the freshmen to visit the CET labs and workshops, to consult with senior students, to inspect graduate projects of former years, and to attend a semester-long "introduction to engineering" course. In this course, senior faculty members and prominent guest speakers present facts and prospects about the different programs and induce open discussions. It is believed that, through this novel articulated process, freshmen can discover their own interests and abilities and thus have a better chance of success and distinction in their studies and future careers.

College of Administrative Sciences and Informatics

This college provides three B.Sc. programs:

- Information Systems.
- Contemporary Business Administration.
- Information Technology.

These programs, which are the first to be offered in Palestine, integrate and complete each other. These programs came out as a result of a vision of what is needed in order to serve the local community. We believe that these programs will equip the Palestinian economy with unique qualified individuals. Students are expected to work on practical issues and cases, which emphasize the international dimensions of business and IT.

Mission

- The collage of administrative science and informatics is one of the collages of Palestine polytechnic university, its main focus is on providing higher education in the majors of administrative science and informatics, research and consultation and training for other colleges and local community.
- The college is continuing its outstanding roll in fulfilling technological needs of institution managers by providing unique that meets the emerging needs of local community.
- The college keeps on fulfilling and meeting the special quality standards of the higher education institution by using Total Quality Management approaches and by attracting and choosing a staff that has good scientific humanitarian abilities and good knowledge in using modern teaching for educational purposes. The college

provides the suitable environment for developing and enhancing the scientific humanitarian capabilities of its staff.

- The college attracts its students in well studied scientific standard keeps on developing them through using the latest concepts related to informatics and management by providing the most modern scientific labs and the qualified staff and practical education insuring the latest books and periodicals.
- The college provides friendly environment for its students ensuring on the standard and regulation and laws of the university during studying period and its also keep tracking its students after graduation and work on affording jobs for them.
- The college works within the frame of the ethical standards of such institutions.

Vision

We can't be offered to be the second in leading informatics and administrative sciences in Palestine.

Continuing Education Department

These programs, which are the first to be offered in Palestine, integrate and complete each other. These programs came out as a result of a vision of what is needed in order to serve the local community. We believe that these programs will equip the Palestinian economy with unique qualified individuals. Students are expected to work on practical issues and cases, which emphasize the international dimensions of business and IT. CED is committed to the principle that learning is a life long process. CED also believes that its activities make a direct contribution to the economic will being of Palestinian people, particularly, in Hebron district.

Depending on the infrastructure of Palestine Polytechnic University (PPU), and the professional staff available in PPU, CED offers opportunities for all ages to participate in credit and non-credit professional training courses and personal enhancement programs. The Palestine Polytechnic premises in Hebron offer a wide variety of training sites including, seminar rooms, workshops, computer lab, and a fully – equipped training laboratory. CED co-operates with local NGOs and the Palestinian national Authority and its public institutes to provide services and professional training for local community. Activities of the CED range from seminars, workshops, short and long training courses, to special application diploma programs consisting of number of modules in specific fields targeting the development and upgrading of specific skills. These programs are designed on the basis of ongoing needs assessments within the community. CED improves its programs through a continuous process of monitoring and evaluation of its training activities and their graduates.

Programs

CED instructional activities are grouped in six programmers: technical program, languages program, computer program, women program, transport program, and public activities program. CED develops the training materials and chooses the instructors, based on the needs and the ability of the participants and needs of the community. In addition, participants in CED activities may choose the timing and the location for training either at

Palestine Polytechnic training facilities or at their premises. Tutorials are offered to provide flexible, customized learning on an instructor to – student basis.

- **Technical program:**

The technical program strives to meet the diverse needs of the local community. It offers professional certificate courses and certificate of attendance courses. These programs are designed to provide a participant with occupational skills at all levels. Courses offered include automation.

The technical program delivers its services in a variety of formats such as tutorials, workshops, seminars and interactive courses. Which are tailored to meet participants needs and unique preference for time, duration and location.

- **Languages program:**

The language program offers courses in 6 languages. Arabic (for foreigners), English, Hebrew, French, German And Spanish. English courses take the lion's share of the language program. The main focus is on General courses Languages and language skills courses at all level of proficiency, as well as specialized courses for members. Of various professions of particular note are English for physicians, English for Politicians, English for Lawyer, English foretamiuation preparation including TOFEL. Language classes are normally given at the elementary, intermediate and advanced levels. New participations are given an English proficiency test to determent the appropriate level of instruction. Students use communicative course materials including special textbooks & video language tapes, as assigned. Evaluation and promotion are based on both continual assessment and achievement tests.

- **Computer program:**

The computer program offers courses for lay people and professionals. Courses for lay people enable participation to understand basic computer concepts and architecture, to identify problems amenable to computer solution and learn how to use tools necessary for solving such problems. The computer courses offered include: DOS and Windows, programming languages, introduction to computers, computer graphics, internet and E-mail.

The advanced courses for professionals in computer are designed for those who are requiring fairly sophisticated knowledge and skills, such as: Study and analyze different computer systems and computer networks, determine how to solve software and hardware problems, to write program in different computer languages; to use data bases and different software packages; and to design software applications.

- **Women Program:**

The women program offers a variety of specific courses for women. Such as:

- Public awareness activities (women right, reproductive health).
- Flower decoration courses.
- Silk screen-printing courses.
- Cooking courses.
- Beauty courses.

- **Transport program:**

The transport program offers a variety of specific courses related to driving and transport areas. Its offerings span the following activities:

- Training of trainers and lectures for transport and driving courses.
- Preparation courses for driving instructors.
- Preparation courses for Taxi drivers.

- **Public Activities Program:**

The public activity program specializes in arranging for seminars, workshops, and conferences to increase the public awareness in the following areas:

- Political issues.
- Environmental affairs.
- Social and cultural aspect.
- Laws and legislation's.

Computer and Information Technology Center

The Palestine Polytechnic University's "Computer and Information Technology Center" (CITC) is tasked to provide our staff, students and the local community, with computing and networking services

Although computing facilities cover the several locations of the university, CITC is committed to improve the university's information technology productivity. This is achieved by enabling users to get their work done with a minimum difficulty due to the tools and technologies we provide and support through this center.

The CITC networks, equipment and computing resources are provided primarily to support the academic and administrative functions of the University. Training and increasing awareness of the community, staff, and students is one of the most important tasks of CITC. This has been achieved by establishing high professional training centers like the Information Technology Center (ITC), Cisco Local Academy and Geographical Information Systems (GIS).

CIT Mission

Palestine Polytechnic University Computer and Information Technology Center (CITC) is a service unit which provides computing facilities in support of research, education, Training, and administration. One of its main tasks is to run a smoothly functioning campus network spread over several locations for 24 hours every day, providing access to computational services and to worldwide academic communications through Internet. Another important task is to manage a highly qualified training and business centers like Information Technology Center and Cisco Local Academy to promote the growth of the IT industry in Palestine.

CITC Goals

The CITC aims at promoting IT industry in Palestine. This goal will be achieved through a number of strategies that include:

- Provide PPU colleges with access to the latest computer technologies. These will be maintained and developed in a sustainable manner according to the needs of these colleges.
- Developing IT labs to be utilized in research and design, using the latest IT techniques.
- Create and enhance an appropriate infrastructure space, equipment, software, staff for technology-enhanced teaching and learning.
- Provide academic information services for students and faculty.
- Providing students by a learning environment that ensures their attainment of "technology literacy" upon graduation from PPU.
- Developing appropriate operating systems to meet the requirements of the academic, financial, and administrative departments of the university.
- Provide internet services to the administration, academics, staff, students, as well as the public.
- Setting up internet pages and websites for the academic, public and private sectors, including educational institutions and independent businesses.
- Provide greater access to web-enabled information services through the internet allowing students to access huge information resources from inside the university network, and through remote dial-up access to the university information systems and internet.
- Training and increasing awareness of the community, staff, and students through establishing high professional training and business centers like the Information Technology Center, Geographical Information Systems GIS, and Cisco Local Academy.
- Maintain the ever changing and expanding PPU web page and online information systems.
- Analyze, Design, and implement stable, quality central information systems which support institutional and administrative functionality and decision-making.

Future Plans

- Creating an information bank containing all relevant information about PPU, its employees, students, and its educational programs.
- Setting up a database that includes research conducting by PPU students and staff. This database would be accessible by other research centers in Palestine and the world.
- Establishing a database that includes all books, journals, and other educational materials currently available at PPU's library.
- Subscribing to professional magazines and newsletters to keep students and instructors abreast with the latest developments in the IT field.
- Forming a highly qualified team of instructors as to provide training courses to the employees and students of the university in the IT field. Such training would be provided in coordination with the Continuing Education Department.

Units

The CITC consists of the following six interrelated units:

1- Lab Supervisors and Academic Services:

This unit is one of the core units of the CITC since it controls and supervises all computer labs in all building and locations of PPU. This unit consists of two basic subunits: the academic services and the computer labs administration.

2- Internet and Information Network:

This unit is considered as the backbone of the CITC and all other IT related facilities and services at PPU. Four subunits are found in this core unit: information networks services, servers maintaining, dialup and client's services, and web hosting and publishing.

3- Information Systems and Training Services:

The purpose of this unit is to support a network of University Information Technology Centers that together will create a pool of skilled IT graduates.

This is done through the establishment of specialized IT centers or academies that provide comprehensive training courses in specified areas to experienced people.

Currently, two main subunits are functional in this unit: the Information Technology Center (partially funded by ANERA organization), and the Cisco Local Academy PPUCLA (in cooperation with Welfare Association). Within the PPU's strategic plan, two other units will be established: Educational Multimedia and GIS academies.

4- Software-Hardware Maintenance:

The basic function of this unit is to solve the hardware and software problems faced by the user. Most of the repair tasks are done at our maintenance and service workshops. Other problems are dealt with by private companies and electronics shop.

5- Software Analysis and Development:

As this is one of the most important IT units in any IT related center, we are in the process of creating this unit, which will be provided by a qualified team. However we have managed to implement different software projects and applications for the university and the private sector.

6- Procurements Unit:

This unit assists in budget forecasting, tender preparation, sales purchasing, and inspecting purchased equipment.

Services

CITC provides the following services to the PPU and local community:

- Inter net Services
- Networking
- Software and Hardware maintenance

- IT Training
- Computer labs
- Community Services and Consultation

The Information Technology Center of Excellence Project

Purpose of the Project

The purpose of this Center is to support a network of Centers University Information Technology Center of Excellence that together will create a pool of skilled IT graduates. This is done through comprehensive training courses in specified areas to experienced people. Later on, the trained group will be responsible of training other groups. This project is partially funded by ANERA organization which has started supporting such projects in Palestine so as to reflect cooperation between the academic institutions and the IT private sector.

PPU in partnership with ATS Company has started the execution of the first phase (Training of Trainers TOT) of this center. Different training tracks will be offered during the next few months. This includes ORACLE (160 Hrs), MCSD (200Hrs), JAVA (80 Hrs), and DATA SECURITY.

Upon completion of supporting this center, the participants (Administrative sciences and informatics, engineering students, and graduates from different universities and organizations) will be prepared to be familiar and qualified to deal with IT skills, which is needed in dealing with the huge potential for IT-oriented industries in the region.

The Challenges

Computer center and continuing education department at PPU purposes to support center of excellence (CE) at the Palestine Polytechnic University (PPU). Upon completion of supporting this center, the participant (administrative science and informatics, engineering students and graduates) will be prepared to be familiar and qualified to deal with IT skills, which is needed in dealing with the huge potential for IT - oriented industries in the region. The purpose identifies the objectives of supporting this center that would bring to improve the graduate students and staff members performance of PPU training in IT skills. The proposal president the activities to take advantage of the existing recourse. The activities include a series of session /workshops that will lead to full acquaintance and mastering of IT skills.

ITCE Objective

- Upgrade the skills of PPU students and graduates by introducing state-of-the art training courses in IT that reflect on the core courses of the computer curriculum, and enhance graduates job opportunities in the IT market.
- Create a professional IT training environment, which may involve providing different levels of training needs before and after graduation, in cooperation with the IT private sector.
- Provide the trainees with the valuable opportunity of interacting and possibly participating in pilot real development experiences in conjunction with the courses they are attending.

- Provide training venues for potential beneficiaries in other educational institutions in the southern part of Palestine.

Target Groups

Technical staff, lecturers, and fresh graduates of computer related faculties at the PPU and candidates from the partner private companies and organizations. At later stages the program will be extended to other beneficiaries from community.

Training:

The center will organize extracurricular training courses in areas, which would enrich the university curriculum and provide the trainees with know and how skills conducive to market needs. Hence the course will cater for the needs of the software development industry on one hand and those of the trainees themselves on the other.

in this part of the document, we propose a plan for implementing phase one; train the trainers program.

PPU's Cisco Local Academy (PPUCLA)

The Cisco Networking Academy Program CNAP is a comprehensive e-learning program, which provides students with the Internet technology skills essential in a global economy. The Networking Academy program delivers Web-based content, online assessment, student performance tracking, hands-on labs, instructor training and support, and preparation for industry-standard certifications.

Launched in 1997, there are now over 7500 Networking Academies in over 130 countries and in all 50 U.S. states. Over 160,000 students are enrolled in Academies in high schools, colleges and universities, technical schools, community-based organizations, and other educational programs around the world.

PPU has a local academy that offers training courses to achieve Cisco certifications in computer networking and internetworking to PPU students and the community in the southern part of the west bank.

PPU Cisco Local Academy (PPCLA) is a part of a group of academies established in the universities of West Bank and Gaza and supervised by Welfare Association to teach topics in computer networking and other Information technologies through certified instructors.

The Regional Academy in West Bank is in Birzeit University, this academy trained the local academies instructors and it is monitoring and evaluating the local academies performance.

Cisco certification ensures high standards of technical expertise. Achieving Cisco certification—at any level—means joining the ranks of skilled network professionals who have earned recognition and respect in the industry.

Cisco provides three levels of general certifications for IT professionals with several different tracks to meet individual needs. Cisco also provides focused certifications for designated areas such as cable communications and security. There are many paths to Cisco certification, but only one requirement—passing one or more exams demonstrating knowledge and skill.

Master Program Course Descriptions

Foundation Segment

Marketing Decision-Making 2 credits

This course provides a management-oriented discussion of the decision areas surrounding the marketing mix in an organization, given its goals and the constraints and demands of market segments. The course relies heavily on the development of analytical skills through case study analyses, and provides the participants with a sound appreciation of the core concepts and techniques of marketing management.

Understanding the Economic Environment 2 credits

The objective of this course is to enable participants to gain a solid understanding of the functioning of national and global economies under different political systems in the light of divergent economic theories. The course discusses the fundamental concepts of economies, the theories of managerial economies, and the contemporary issues in macroeconomics.

Creating, Structuring and Managing Organizations 2 credits

We live in an era of unprecedented change throughout the world, from a complete upheaval in the former communist bloc nations, to a number of new economic and political alliances such as the European Union and the North American Free Trade Agreement. These developments have triggered many organizational challenges and opportunities. More than ever, managers are being challenged to create new organizations and to rethink the ways in which those organizations are structured.

Manufacturing and Service Operations Management 2 credits

This course provides participants with a solid understanding of how an organization can gain a competitive advantage in today's marketplace through greater productivity, lower costs, predictable deliveries and customer service and higher quality. Emphasis is put on the factors that must be considered in the major decision areas of quality, logistics, process, environmental and workforce management.

Financial Resources Management 2 credits

The objective of this course is to provide participants with an understanding of how organizations mobilize financial resources from the external market, and of the optimal utilization and control of these resources within the organization. The course discusses in detail the long-term investment decisions, working capital management and the long-term financing policy including capital structure and dividend decisions. Financial analysis with the computer is emphasized throughout the course.

Financial Accounting 2 credits

The objective of this course is to introduce accounting concepts and principles from a users' viewpoint. The course is presented in terms of a decision-making approach. Starting with the balance sheet and income statement, the course explores the principles applied to

financial transactions of monetary assets and revenue, cost of sales and invent-Tory, fixed assets, debt and owners equity, and the statement of cash flow.

Management Accounting 2 credits

This course presents an overview of accounting for managerial planning, control and decisions. Cost-volume-profit relationships, standard costs and variance analysis as traditional cost accounting topics are explored from managerial perspectives. Furthermore, financial planning, budgeting and managerial control issues are studied. Participants are also introduced to utilizing accounting data for short-term managerial analysis and decision-making with reference to recent developments.

Decision-Making Tools 2 credits

In this course, participants develop skills to enable them to recognize real world problems that can be cast in the form of statistical and optimization models. The course covers principles and techniques of management science. It emphasizes the formulation of some elementary statistical and optimization modules for the solution of marketing, operations management and other decision-making problems.

Computer Applications and Information Technology Optional

In this course, the skills and knowledge necessary to solve problems using a personal computer are developed. The course provides a basic understanding of computer concepts; standard PC software like spreadsheets, word processing and database packages, and introduces programming concepts.

Integration Segment

Business Law 2 credits

This course has been designed to provide the participants with an understanding of the legal and regulatory system and how it affects them as business managers. The topics to be covered include contract law basics, purchase and sale of goods under the UCC, commercial papers, labor law, business regulations, real and personal property, bailment, insurance, and consumer and creditor protection.

Business Ethics 2 credits

This course has been designed to provide the participants with an understanding of the relevant principles of ethics as applied to business situations. The topics covered are the nature of ethics, the basics of moral virtues in ethical values, the identification of ethical dimensions of business decisions, ethical dilemmas, and conflicts and how to make effective business decisions.

Management Control Systems 2 credits

This course is designed to provide a thorough understanding of management control structures and processes in firms, specifically the implementation of control instruments in organizations. Also covered are accounting and financial control systems as part of overall

control systems, with emphasis on financial information and feedback of organizational performances as well as human behavior aspects of management control.

E-Commerce 2 credits

The business world is a buzz with various e-words as the E-Commerce is poised to redefine the fundamental ways of conducting business, providing customer service, developing/producing/marketing/distributing the products/services. The business potential And risks associated with taking a plunge in the uncharted waters of this emerging trend are tremendous. The managers need a broad understanding of concepts, technologies, tools, techniques, and strategies associated with the E-Commerce to be able to exploit the strategic potential. The objective of this course is to provide the participants with such an understanding.

Strategy, Strategic Design and Strategic Behavior 2 credits

In this course, the approaches of strategy analysis formulation and implementation are explored. The course is designed to provide a comprehensive review and up-to-date kit of strategy planning tools and concepts. It allows participants to gain an understanding of the entire process of definition and development of business strategies, and of the implementation and strategic control of business plans.

Competing in the Global Arena 2 credits

The main objective of this course is to provide an overview of the means of conducting international business and to emphasize the difference between international and domestic transactions. It examines the Differences in cultures, political, legal and economic systems and their impact on an international basis.

Focus Segment

E-Business & Information Technology Specialization

Transforming to E-Business 3 credits

The course seeks to prepare the participants for a transformation leadership role in the massive concurrent transformation across a dynamic value-chain as business firms make a transition to the new economy. The topics cover inter-firm competition and collaboration, levels of IT-indicated business transformations-Business architecture, impact on structure and roles-Business strategy formulation and implementation, and managing change.

E-Business Technology 3 credits

E-Business is a technology-driven phenomenon's good understanding of the underlying technology is a critical success factor to the E-Business strategy formulation and implementation. This course provides the participants with the necessary inputs to shape the E-Business technology architecture. The topics covered are connectivity, content technology, software development, payment technologies, security technologies, and ERP technologies.

Managing in E-Business Value-Network

3 credits

E-Business implies de-construction of traditional value-chains into dynamic value-networks. This course prepares the participants for managing in such a complex E-Business environment. The topics covered are value-networks, electronic markets, supply chain management, and managing in value networks.

E-Business Intelligence

3 credits

E-Business operates in a real-time information environment. The abundant raw information needs to be assimilated to get real insights into dynamics and risks of E-Business. This course provides relevant tools and techniques to distil E-Business intelligence from the massive information flow associated with E-Business. The topics covered are customer relationship management, competitive intelligence, business intelligence, OLAP, dynamic modeling and risk analysis and knowledge management.

Research Paper Segment

Research Elective Paper 8 credits

The research elective paper is meant to test the ability of the candidate to select a topic of his/her own choice, give it a framework and analyze it in a manner that yields meaningful recommendations. The research paper is a written paper or report of empirical or theoretical research in connection with a practical or theoretical topic in a relevant field of study in the MBA Program. It is an independent study, coached by a professional staff member. The elective is supposed to result in a written report in which the problem formulation is elaborated and the thesis has been worked out methodologically by means of adequate research. The paper may be in the form of a (practical) consultancy report or a scientific (publishable) paper.

استبانة

يقوم فريق البحث بإشراف الاستاذ سهيل سلطان بالتعرف على البنية التحتية التكنولوجية لجامعة بوليتكنك فلسطين لدراسة امكانية فتح تخصصات جديدة في مجال تكنولوجيا المعلومات بالتعاون مع احدى الجامعات، والحصول على معلومات عن المحاضرين في الجامعة بشكل جزاءا هاما في هذه الدراسة، لذا نرجوا من حضرتكم التكرم بتعبئة الاستبانة التالية بدقة.

فريق البحث

طارق التميمي محمود عمرو

- الاسم (اختياري) : - الكلية:

- الدرجة العلمية : - التخصص الدقيق:

- سنة الحصول على الدرجة العلمية :

- سنوات الخبرة في مجال التعليم الأكاديمي :

- هل لديك أي أوراق منشورة ؟

نعم لا

- هل شاركت في محاضرات علمية و مؤتمرات في مجال تخصصك ؟

نعم لا

- كيف تصنف معرفتك بالحاسوب؟

ممتاز جيد متوسط مقبول ضعيف

- كيف تصنف معرفتك بالانترنت؟

ممتاز جيد متوسط مقبول ضعيف

- ما رأيك في التعليم عن بعد ؟

أنصح به لا أنصح به

إذا كان جوابك لا ، لماذا

- إذا إتاحت لك فرصة المشاركة بالتعليم عن بعد هل سوف:.....

لا تشارك

تشارك

إذا كان جوابك لا ، لماذا؟

ما رأيك في فتح تخصصات بدرجة الماجستير في إدارة الاعمال (التجارة الالكترونية وتكنولوجيا المعلومات)؟

لا أوافق

أوافق

إذا كان الجواب لا، لماذا؟

هل تعتقد أن الجامعة مهيئة بالدرجة الكافية لفتح هذه التخصصات؟

لا

نعم

إذا كان الجواب لا، لماذا؟

ما رأيك في فتح تخصصات بدرجة الدبلوم المهني * لقطاع التكنولوجيا؟

لا أوافق

أوافق

إذا كان الجواب لا، لماذا؟

- هل تعتقد أن الجامعة مهيئة بالدرجة الكافية لفتح مثل هذه التخصصات (الدبلوم المهني) ؟

لا

نعم

إذا كان الجواب لا، لماذا؟

استبانة

يقوم فريق البحث (مشروع تخرج) بإشراف الاستاذ سهيل سلطان بدراسة حاجة المجتمع لتوفير برنامج ماجستير في ادارة الاعمال وامكانية فتح هذا التخصص في جامعة بوليتكنك فلسطين الخليل بالتعاون مع احدى الجامعات الاجنبية، وتشكل المعلومات التي ستجمع عن طريق الاستبانة جزءاً هاماً من هذه الدراسة علماً ان هذه المعلومات ستكون خاصة فقط باغراض البحث، لذا نرجوا من حضرتكم التكرم بتعبئة الاستبانة التالية بموضوعية ودقة.

فريق البحث:

طارق التميمي محمود عمرو

هل انت؟

طالب جامعي (المستوى بالسنوات:.....) خريج بكالوريوس خريج ماجستير

التخصص: العمر:

الجنس:

ذكر انثى

الحالة الاجتماعية:

اعزب متزوج

هل لديك جهاز حاسوب في البيت؟

نعم لا

هل لديك اتصال مع الانترنت من المنزل/المكتب؟

نعم لا

كيف تصنف معرفتك بالحاسوب:

ممتازة جيدة

كيف تصنف معرفتك بالانترنت:

ممتازة جيدة

مقبولة ضعيفة

مقبولة ضعيفة

كيف تفضل ان تكون طريقة التعليم في برنامج ماجستير؟

- عبر الانترنت بشكل كامل.
- عبر الانترنت بشكل جزئي بالإضافة للحضور للجامعة.
- الدراسة في الجامعة بشكل كامل.
- ما هو السبب؟

إذا كنت تفضل الدراسة في الجامعة والتعامل مع المدرسين مباشرة، كيف تفضل ان يكون موعد المحاضرات

صباحاً

مساءً

ما هو السبب؟

إذا اتحت لك الفرصة في دراسة ماجستير ادارة اعمال بموضوع "التجارة الالكترونية وتكنولوجيا المعلومات" فهل ستقوم بذلك؟

نعم

لا

إذا كان الجواب لا، لماذا؟

هل توفير هذا البرنامج في جامعة بمنطقة الخليل سيكون حافزاً لدراسة هذا التخصص:

نعم

لا

ما تقييمك لجامعة بوليتكنك فلسطين من حيث قدرتها على توفير جو الملائم لفتح برنامج ماجستير:

ممتازة

جيدة

مقبولة

ضعيفة

إذا كان لديك ملاحظات معينة الرجاء ذكرها:

لديك القدرة على دفع 60 - 90 دينار اردني رسوم الساعة لبرنامج الماجستير؟

نعم

لا

تر

* برنامج الماجستير في ادارة الاعمال وتكنولوجيا المعلومات هو برنامج يحتوي على 48 ساعة معتمدة بالتعاون مع احدى الجامعات الاجنبية.

EVALUATING PPU

For the Master Program in E-Business & IT

The Research team is working on evaluating PPU capabilities -for their evaluation project which is supervised by Mr. Suhail Sultan- to run a master program in E-Business & IT with the association of a foreign university.

Research Team:
Mahmoud Amro, Tareq Tamimi

Please choose the evaluating option that corresponds to each category.

#	Category	Evaluating Option
1	PPU Quality of education is:	<input type="checkbox"/> Poor <input type="checkbox"/> Acceptable <input type="checkbox"/> Good <input type="checkbox"/> High
2	The PPU Library:	<input type="checkbox"/> Doesn't meet Master program standards at all. <input type="checkbox"/> Needs improvements to meet Master standards. <input type="checkbox"/> Meets Master program standards.
3	PPU technological background is:	<input type="checkbox"/> Poor <input type="checkbox"/> Acceptable <input type="checkbox"/> Good <input type="checkbox"/> High
4	The Number lectures holding PhD in PPU is:	<input type="checkbox"/> Below the Number needed for the master Program <input type="checkbox"/> Enough for the Master Program.
5	PPU lecturers experience is:	<input type="checkbox"/> Poor <input type="checkbox"/> Acceptable <input type="checkbox"/> Good <input type="checkbox"/> High
6	PPU Computer Center (Center of Excellence) services that can help the Master Program is:	<input type="checkbox"/> Poor <input type="checkbox"/> Acceptable <input type="checkbox"/> Good <input type="checkbox"/> High
7	The level of interaction & communication between PPU & Industrial sector is	<input type="checkbox"/> Poor <input type="checkbox"/> Acceptable <input type="checkbox"/> Good <input type="checkbox"/> High

Name (Optional):

EVALUATING PPU

For the Program of IT professional Diploma

The Research team is working on evaluating PPU capabilities -for their graduation project which is supervised by Mr. Suhail Sultan- to run a program in IT professional Diploma with the association of a foreign university.

Research Team:
Mahmoud Amro, Tareq Tamimi

Please choose the evaluating option that corresponds to each category.

#	Category	Evaluating Option
1	PPU Quality of education is:	<input type="checkbox"/> Poor <input type="checkbox"/> Acceptable <input type="checkbox"/> Good <input type="checkbox"/> High
2	The PPU Library:	<input type="checkbox"/> Doesn't meet Diploma program standards at all. <input type="checkbox"/> Needs improvements to meet Diploma standards. <input type="checkbox"/> Meets Diploma program standards.
3	PPU technological background is:	<input type="checkbox"/> Poor <input type="checkbox"/> Acceptable <input type="checkbox"/> Good <input type="checkbox"/> High
4	PPU Lecturers Number is:	<input type="checkbox"/> Below the Number needed for the Diploma Program <input type="checkbox"/> Enough for the Diploma Program.
4	PPU lecturers experience is	<input type="checkbox"/> Poor <input type="checkbox"/> Acceptable <input type="checkbox"/> Good <input type="checkbox"/> High
5	PPU Computer Center (Center of Excellence) services that can help the Diploma Program is	<input type="checkbox"/> Poor <input type="checkbox"/> Acceptable <input type="checkbox"/> Good <input type="checkbox"/> High
6	The level of interaction & communication between PPU & Industrial sector is	<input type="checkbox"/> Poor <input type="checkbox"/> Acceptable <input type="checkbox"/> Good <input type="checkbox"/> High

Name (Optional):