AUD

AMERICAN UNIVERSITY IN DUBAI

GRADUATE CATALOG
2024-2025

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The statements and policies set forth in this Catalog (effective September 2024) are for informational purposes only and should not be construed as the basis of a contract between the student and the institution. While every effort is made to provide accurate and current information, AUD reserves the right to change, without notice to the individual student, any provision in this Catalog. Every effort will be made to keep students advised of any such changes.

FROM THE OFFICE OF THE PRESIDENT...

Dear AUD Community,

It is my pleasure to present the *AUD 2024-2025 Graduate Catalog*, a reflection of our University's expansive scope and innovative approach to graduate-level education.

With the unwavering support of His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the U.A.E. and Ruler of Dubai, AUD continues to pursue his vision of sustainable prosperity and peace. Education is the cornerstone of this vision, enabling every individual to contribute their unique talents to society.

At AUD, our commitment to academic excellence, societal relevance, and the joy of lifelong learning is evident throughout our institution. Our governing board, faculty, and staff are dedicated to fostering student success through excellence in teaching and scholarly and creative endeavor. This catalog provides a comprehensive overview of our academic programs, degree requirements, and institutional policies pertinent to graduate education. It serves as an invaluable resource for current and prospective students, offering essential information for their educational journeys. Additionally, it offers insights for other stakeholders into graduate education at AUD.

Our devoted schools and offices are ready to assist with any questions regarding the catalog.

Sincerely,

Dr. Kyle Long
President

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Overview

The American University in Dubai is a private, non-sectarian institution of higher learning founded in 1995. AUD's enrollment in 2023-2024 averaged 2,286 students. In Spring 2024, one hundred nationalities were represented in the AUD student body.

AUD offers both undergraduate and graduate degrees and a Certificate in Middle Eastern Studies.

School	Program	Degree	Major, Track or Concentration
Architecture, Art and Design	Architecture	B.Arch.	-
	Interior Design	B.F.A.	Hospitality Design
	Visual Communication	B.F.A.	Advertising, Digital Media, Graphic Design, Studio Art
	Urban Design and Digital Environments	M.U.D.D.E.	-
Arts and Sciences	Biology	B.S.	-
	International Studies	B.A.I.S.	Middle Eastern Studies, International Development, International Relations
	Psychology	B.A.	-
	International Affairs	M.A.	-
	Middle Eastern Studies	Certificate	-
Business	Business Administration	B.B.A.	General, Accounting, Economics, Finance, Management, Marketing, Advertising and Integrated Marketing Communications
		M.B.A.	General, Finance, Marketing, Strategic Human Resource Management and Leadership
		M.S.*	
Mohammed Bin Rashid School for Communication	Communication and Information Studies	B.C.I.S.	Digital Production and Storytelling, Journalism
		M.A.**	
Education	Education	M.Ed.	Elementary, Secondary
Engineering	Civil Engineering	B.S.C.E.	-
	Computer Engineering	B.S.Comp.E.	-
	Electrical Engineering	B.S.E.E.	-
	Mechanical Engineering	B.S.M.E.	-
	Artificial Intelligence***	M.S.A.I.	
	Construction Management	M.S.C.M.	-

Degree in Innovation Management
***Degree in Leadership and Innovation in Contemporary Media*
****Effective 2025*

In addition to courses in their chosen program/major, undergraduate students in all disciplines must follow a curriculum in Arts and Sciences. This is in fulfillment of the general education portion of their degree requirements.

Through its Center for English Proficiency (CⳔEP), the university also offers an English Bridge program designed to develop university-level English language skills in students requiring additional language study before commencing university.

The university's faculty possess appropriate academic credentials. Furthermore, many are or have been practicing professionals of note. In terms of faculty composition, North American credentials have the highest representation of any group.

AUD's multi-complex facility has been conceived with the objective of supporting the university's programs (both academic and extra-curricular) to an American standard. The campus surroundings include Dubai Internet City and Media City.

AUD Governing Board

Mr. Justin G. Cooper (Chair)
Founder and CEO Foxcroft Strategy Group LLC; former Senior Advisor to President William J. Clinton

Dr. Habib Al Mulla (Vice-Chairman)
Executive Chairman and Managing Partner of Habib Al Mulla and Partners

Mr. Elias N. Bou Saab (Secretary)
Executive Vice President, The American University in Dubai

Mrs. Nehal Badri
Secretary General, Dubai Media Council

Dr. Steve G. Franklin
President/CEO Global Access Learning, Inc.

Mr. Joseph Ghossoub
Chairman of G&Co; former World President, International Advertising Association

Dr. Lance E. de Masi
President Emeritus

Dr. Kyle Long
President

Administration

The administration of The American University in Dubai endeavors to fulfill the university's Mission in terms of both academic excellence and attention to the student as an "individual." Operatively, this entails the enforcement of academic policies and procedures, the availability of staff for counseling and advisement, the support of extra-curricular activities that develop the "whole person," and a general sense of fairness in all dealings.

Dr. Kyle Long
President
Ph.D. (2018), Columbia University; M.A., St John's College; B.A., Wabash College

Mr. Elias N. Bou Saab
Executive Vice President
M.A. (1994), Boston University; B.B.A., American InterContinental University

Dr. Sabrina Joseph
Provost and Chief Academic Officer
Ph.D. (2005), Georgetown University; M.A., Georgetown University; B.A., New College of Florida

Mrs. Tala K. Makhlouf
Associate Executive Vice President
M.Sc. (2000), Nottingham University; B.B.A., American University of Beirut

Ms. Randa Al Chidiac
Director of Library Services
M.Sc. Econ. (1997), University of Wales, Aberystwyth; B.A., University of Balamand

Mrs. Maya Amiouny
Chief Financial Officer
M.B.A. (1986), American University of Beirut; B.A., American University of Beirut

Mr. Basem Chbaklo
Chief Information Officer
M.B.A. (2004), The Wharton School, University of Pennsylvania; M.Sc., Lebanese American University; B.E., American University of Beirut

Mrs. Angele El Khoury
Director of Human Resources
E.M.B.A. (2021), American University in Dubai; M.S.S.W., Saint Joseph University (Beirut); B.S., Saint Joseph University (Beirut)

Dr. Rawan Ghali
Assistant Director of Institutional Effectiveness
Ph.D. (2018), Saint Joseph University (Beirut); Master, Saint Joseph University (Beirut); Licence, Saint Joseph University (Beirut)

Mrs. Nelly Halabi
Health Center Director
B.S.N. (1982), Saint Joseph University, Lebanon; L.S.H., Ministry of Health, France; N.L., Ministry of Health, Lebanon; DOHL: Dubai, U.A.E. Outpatient & Specialist Clinics, School and University Clinics

Mrs. Matilda M. Jabbour
Registrar
Technical Baccalaureate (1985), Business Automation Training Center (Beirut)

Dr. Sara L. Montero
Dean of Student Affairs
Ed.D. (2023), Gwynedd Mercy University; Ed.S., Northcentral University; M.A., University of Oklahoma; B.S., University of Maryland; A.S., University of Maryland
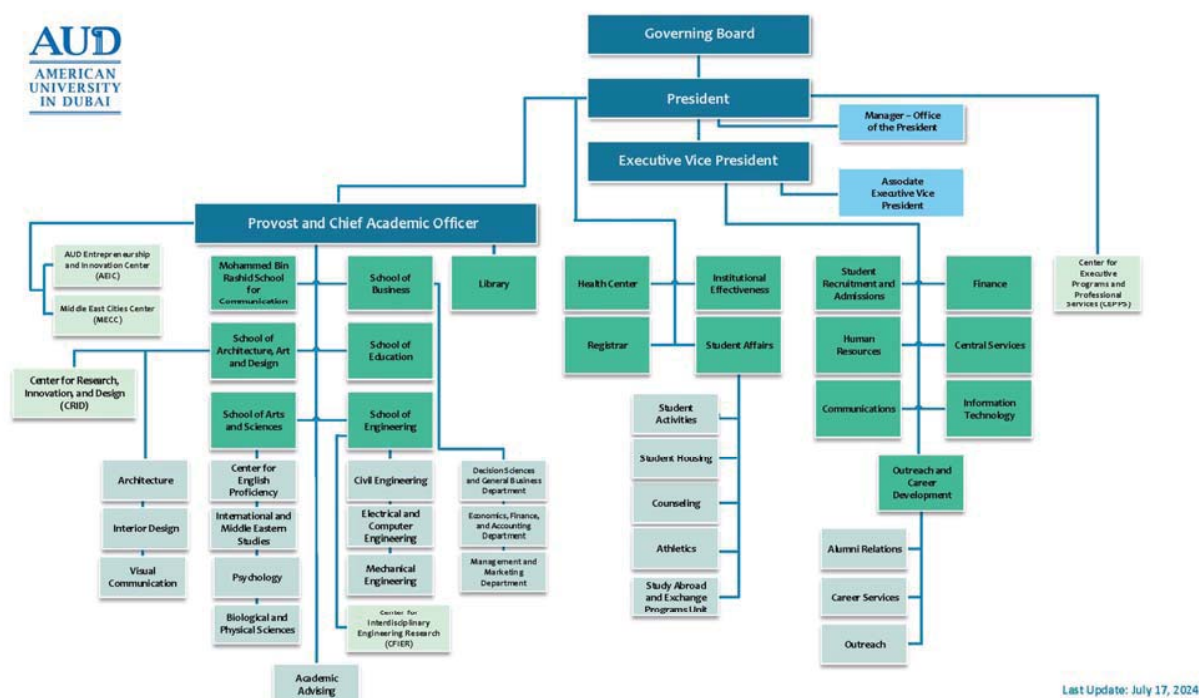
Mr. Elie H. Sawaya
Director of Central Services
Lebanese Baccalaureate (1986)

Ms. Cynthia Samaha
Manager of Outreach and Career Development
B.A. (2009), Holy Spirit University of Kaslik (USEK)

AUD Organizational Chart

AUD as an American Institution of Higher Learning

It is widely believed that American education is synonymous with "quality." This belief is particularly prevalent with regards to American education at the university level. Several factors are judged to explain this excellence: a curriculum that imparts general knowledge but allows for significant specialization; faculty who consistently contribute to scholarship in addition to exercising their classroom duties; teaching methods that develop in students strong skills in critical reasoning and accurate and persuasive self-expression; the maintenance of high academic standards via clear and consistent policies; and instilling in students an appreciation for life-long learning.

*The American University in Dubai seeks to duplicate this American model for succes*s. Syllabi and textbooks are the same as those used in the United States. In addition, the predominance of American and American-trained faculty further ensures that the university be American in substance as well as in name. Expectations of academic performance either match or exceed those prevailing on a "typical" American campus.

But as with any institution of higher learning, The American University in Dubai – albeit by working within an American framework – has developed a character of its own. This is in large part inspired by its sensitivity to the needs of the student populace of the Middle Eastern terrain in which it operates.

AUD's curricula across its degree-granting disciplines is skill-directed and career-oriented. Everything, from academic advising to the approach to faculty-student interaction in- and outside the classroom, as well as career counseling, is implemented with attention to the needs of the individual student. It is for this reason that all faculty follow an "open door" policy with regard to office hours. Finally, the globalization of business and communications makes it imperative that the university's educational programs be delivered with an international perspective and that a tolerance for cultural diversity be promoted through both curricular and extra-curricular activities.

The American University in Dubai remains convinced that since its opening in 1995, it has made great strides towards developing a culture of excellence by combining the heritage of traditional American education with those perspectives it has matured locally. The university looks forward to further collaboration with the local community in its continuous search for groundbreaking educational programs delivered to global standards.

Accreditation, Licensure and Substantial Equivalency

- The American University in Dubai is officially licensed by the UAE Ministry of Education (MOE). The MOE has accredited the university's undergraduate programs in Architecture, Biology, Business Administration, Communication and Information Studies, Engineering, International Studies, Psychology, Interior Design and Visual Communication and graduate programs in Artificial Intelligence, Business Administration, Construction Management, Education, Innovation Management, International Affairs, Leadership and Innovation in Contemporary Media, and Urban Design and Digital Environments in addition to a Certificate program in Middle Eastern Studies (undergraduate).
  U.A.E. Ministry: PO Box 45133, Abu Dhabi, U.A.E.; tel.: +971-2-642-7772

- AUD is permitted by the Knowledge and Human Development Authority (KHDA).
  KHDA: Block 8, Academic City, P.O. Box 500008, Dubai, U.A.E.. tel.: +971-4-3640000

- AUD is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award Bachelor's and Master's degrees (see http://www.sacscoc.org). Contact SACSCOC at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call +1-404-679-4500 exclusively for matters specific to the accreditation of the American University in Dubai. Inquiries about AUD regarding topics such as admissions, tuition, educational programs, etc., should be addressed directly to AUD and not to SACSCOC.

- Authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990.
  NPEC: 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305; tel.: +1-770-414-3300

- The School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).
  AACSB: 777 South Harbour Island Boulevard, Suite 750, Tampa, Florida 33602 USA, tel: +1-813-769-6500

- The university's undergraduate majors in Advertising and Integrated Marketing Communications and Advertising have been accredited by the International Advertising Association (IAA) in New York.
  IAA World Service Center: 521 Fifth Avenue, Suite 1807, New York, NY 10175; tel.: +1-212-557-1133

- The Civil, Computer, Electrical, and Mechanical Engineering programs of AUD's School of Engineering are accredited by the Engineering Accreditation Commission of ABET. http://www.abet.org/
  ABET: 415 N. Charles St., Baltimore, MD 21201, tel.: +1-410-347-7700

- The Bachelor of Communication and Information Studies (B.C.I.S.) program, with majors in Digital Production and Storytelling and Journalism is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).
  ACEJMC: Stauffer-Flint Hall, 1435 Jayhawk Blvd. Lawrence, KS 66045- 7575; tel.: +1-785-864-3973

- The Interior Design program leading to the Bachelor of Fine Arts is accredited by the Council for Interior Design Accreditation (CIDA), https://www.accredit-id.org/accredited-programs
  CIDA: 206 Grandville Avenue, Suite 350, Grand Rapids, MI, 49503-4014; tel.: +1-616 458 0400

- The National Association of Schools of Art and Design (NASAD) has granted AUD's Bachelor of Fine Arts (B.F.A.), with majors in Advertising, Digital Media, Graphic Design and Studio Art; and Bachelor of Fine Arts (B.F.A.) in Interior Design the designation of *substantial equivalency* with accredited programs in the United States.
  NASAD: 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; tel: +1-703-437-0700;
  http://www.nasad.arts-accredit.org

- National Architectural Accrediting Board (NAAB)
  The Bachelor of Architecture program is accredited by the National Architectural Accrediting Board (NAAB) of the United States.

  NAAB is the only organization authorized to accredit professional degree programs in architecture in the United States.
  In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with US regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards.

  Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.

  The American University in Dubai in the School of Architecture Art, and Design, offers the following NAAB-accredited degree program:
  B.Arch. (166 undergraduate credits)
  Next accreditation visit: 2029

Mission, Philosophy, Goals, Vision, Values and Diversity

Mission

The Mission of the American University in Dubai is to serve as a culturally diverse learning community committed to the pursuit of knowledge through excellence in teaching and scholarly and creative endeavor, leading to students' academic, personal and professional success, as well as the advancement of society.

Statement of Philosophy

The Philosophy of The American University in Dubai is derived directly from its mission. In its essence, AUD is a learning community. This is most noticeably manifested in the aspirations of two principal constituencies – students and faculty. Students seek to learn through the acquisition of knowledge and skill. Exposure to human, cultural and experiential diversity plays a crucial role in this acquisition process. Many avenues are open to faculty for learning, including their own scholarly and creative activity. Contributing to knowledge via this activity helps faculty fulfill their most important commitment; that is, imparting knowledge to the students they teach and mentor.

It is expected that as learners committed to continuous improvement, students – following graduation – will be successful in fulfilling their personal and professional objectives; and that faculty – through the on-going processes of study and knowledge advancement – will contribute to and develop expertise in their disciplines and become ever more effective teachers.

All strive to become better thinkers. The university is confident that the appropriate exercise of its Philosophy, reflecting an innate drive towards academic excellence, constitutes its most significant contribution to the shaping of a better world.

Purpose-related Goals of the University

In support of its mission and philosophy, AUD's Goals are as follows:
- to cultivate and reward excellence, especially as it affects the imparting, acquisition, and advancement of knowledge;
- to guide students in the use of their knowledge and skills for personal and professional fulfillment;
- to foster an appreciation of the history and on-going development of human culture;
- to develop critical thinking, effective communication and lifelong learning skills;
- to promote the value of ethical behavior, responsibility, and commitment;
- to provide academic programs, services, facilities, and technologies that offer diverse opportunities for learning;
- to recruit and retain a diverse faculty of qualified educators, providing them with the environment and opportunity to flourish as teachers and contributors to knowledge in and practice of their disciplines;
- to foster intercultural understanding as a basis for preparing students as members of a global community; and,
- to contribute to the economic and societal development of Dubai, the United Arab Emirates and beyond.

Vision
- Enhanced standards and quality in program offerings;
- Selective diversification in program portfolio;
- The liberal arts as the wider context for life-long learning and professional readiness;
- Ever more "American" in terms of the total educational experience;
- Strengthened integration with local community (university as an intellectual, pedagogical and socio-cultural reference point); and,
- Embracing the expansion of physical resources and technological application as opportunities for cutting edge delivery of its academic programs and services.

Values

There are ten (10) Values that underpin AUD's support of students, faculty, staff, and other constituents:

Whole Person Education – AUD values the intellectual, personal and professional development of its students;

Excellence – AUD values excellence in all that it does and is committed to continuous improvement in its educational offerings and services;

Integrity – AUD values honesty and transparency and has high standards of legal-adherence, morality and ethics;

Service – AUD values all of its constituencies and partners with its stakeholders in the achievement of their objectives and aspirations;

Diversity – AUD values diversity in all its manifestations and recognizes its contribution to the quality of university life;

Tolerance – AUD values respect and open-mindedness as proper responses to concepts, opinions and customs that are diverse, new or unfamiliar;

Accountability – AUD believes that all members of the university community are responsible for fulfilling their roles in support of the institutional mission and purpose-related goals and that evaluation of individual performance should be based on the degree to which this responsibility is satisfied;

Collaboration – AUD values teamwork and outreach as a means of deriving superior solutions;

Innovation – AUD values innovation as reflected in knowledge creation, creative expression and continuous improvement;

Best practice – AUD recognizes the worth added to its policies and operations by best practice in American higher education.

Statement on Diversity

The American University in Dubai embraces diversity and recognizes the importance to foster an open, welcoming environment where students, faculty and staff of all backgrounds can collaboratively learn, work and excel. We value the academic, social, and broader community benefits that arise from a genuinely diverse campus and are committed to equity and inclusion. Diversity is a driving force instrumental to our institutional success and fulfillment of the university's mission and is a reflection of our national diversity.

The competencies gained through diverse experiences across campus prepare all of our students, staff and faculty to thrive academically, personally and professionally in a global society.

Statement on Research

AUD is a teaching-focused institution of higher learning. Located in Dubai and cognizant of the educational, economic and social development priorities of its environment, the university believes that the most impactful contribution it can make to society is to graduate students prepared to meet the needs and challenges of both a dynamic Middle East and a world subject to constant and rapid change. Accordingly, the university recognizes and places special emphasis on the key role of faculty in enhancing the effectiveness of the teaching and learning process. To this end, the university expects faculty to remain current in their academic disciplines through professional engagement and through research and creative output that advances teaching, practice and knowledge in their disciplines. AUD provides various mechanisms to support these endeavors and enable faculty to meet the university's expectations and grow as educators and scholars.

Vision

Research and creative activity undertaken by faculty will enhance program quality and learning outcomes achievement in the teaching disciplines.

AUD will proactively pursue greater visibility as a teaching-focused institution in which high quality intellectual and creative output produced by faculty contributes to knowledge in the various disciplines and enriches the teaching and learning process at the university.

Objectives

The following objectives will be pursued within the context of AUD's teaching-focused mission and policy on support for faculty research, scholarly and creative activity:

- To encourage faculty research and creative activity and potential in terms of quantity, quality and impact;
- To pursue greater alignment of faculty research and creative activity with educational, economic and social development priorities and strategies, especially at the national and regional levels;
- To create channels for integrating faculty research and creative endeavors into program and curriculum development and into the teaching and learning process;
- To enhance the university's visibility in terms of faculty research and creative output; and,
- To develop mechanisms for disseminating this output to the local, regional and international academic and professional communities and to society at large.

Action Plans and Assessment

Each school will include in its plan a program-specific action plan for achieving the above vision and objectives. Action plans will set research and creative output and quality targets and will encompass faculty recruitment and retention, ongoing professional development, internal and external research funding, partnerships with industry and various agencies, as well as appropriate support mechanisms and needed resources. Action plans will be subject to approval by the Provost and Chief Academic Officer and the President. Schools, in collaboration with Institutional Effectiveness, will also apply approved reporting mechanisms that would enable periodic measurement and assessment of AUD research endeavors and output and the effectiveness of action plans in achieving the above vision and objectives.

Facilities

The campus of The American University in Dubai is the material expression of the university's mission and character. Two words come to mind in describing this campus – American and world-class: "American" because of its sobriety and Jeffersonian architectural rigor, "world-class" because of the notable quality of the physical plant and accompanying facilities.

Indeed, the facilities that comprise the multi-edifice campus are nothing less than impressive, whether they be found in the academic wings, student and faculty housing or administrative complex. Specifically, 16 buildings dot the campus today, a Student Center housing indoor sports facilities, food-court, 50 offices and 20 classrooms/labs - in addition to several other amenities - being the latest addition.

The accomplishment of AUD's objective to deliver a genuinely American education is facilitated by the sports facilities (soccer field, outdoor track, tennis/volleyball/basketball/padel courts, swimming pool) and other space that provide students with the opportunity to engage in extracurricular activities which constitute student life on a typical US-based campus. A 900-seat auditorium serves as a venue for student assemblies, conferences, and cultural events. A Student Center, housing indoor sports facilities, was inaugurated in September 2008. A central indoor stadium is designed so that it can be transformed into two independent courts used for indoor football, handball, basketball or volleyball. This stadium has a capacity of 2,500 spectators, in addition to an outdoor spectator's gallery that faces the soccer field and

accommodates an audience of 300. Separately, there are two squash playgrounds, three padel courts and a 1,600-square feet gymnasium for males and females and an aerobics/dancing/music room.

Advanced technology supports all aspects of campus operations; most appropriately, the delivery of the university's academic programs. Specifically, eight computer labs with both IBM and Macintosh hardware form the basis for instruction in information systems and business administration. Two language laboratories serve to enhance teaching effectiveness in the university's intensive/academic English courses.

The Blackboard™ system is deployed to provide instructional support in all courses offered by the university, and students can access it from any location in the world where there is online access.

The **School of Architecture, Art and Design (SAAD)** is composed respectively of the Architecture, Interior Design, and Visual Communication departments. The school occupies one of the main academic buildings on campus (Building A) in addition to some freestanding structures that have been added in order to accommodate the continuing growth of the school (building A Annex, the Glass House, and two portable cabins). Overall, the school is comprised of 21 main learning spaces. Building A consists of two floors with 17 spaces.

The **Departments of Architecture and Interior Design** share the following facilities and resources: Eight Open Space Studios, each with one computer and one projector. Three PC Digital Studios, 18–20 PC CAD/BIM workstations per digital studio, and four A3 format scanners. Software in these studios includes Autodesk AutoCAD / Revit / 3D Studio MAX, and Adobe Creative Cloud Suite. The **Wood Workshop** includes two Drill Presses, one Flat Table Saw, Mitre Saw. The Wood workshop also comes with the following handheld equipment: Jigsaws, Marble Cutter, Grinder, Drills, Cordless Drill, Electric Polisher, Sander, Electric Shear, Router, Electric Spray Paint, Heat Gun, Electric Planner, Magnesium Gun, Chop Saw, Polystyrene Wire Cutter, Hot Knife Cutter, and Circular Saw. The school also has a **Digital Fabrication Lab** which includes one Small Laser Cutter, one Large Laser Cutter, and six 3D Printers. **The Printing Center** is equipped with three A3/A4size color printers, two Xerox® 7800GX, one Xerox® 7760GX and three HP® large format plotters for A2, A1 and A0. It also has two HP Designjet T795, and one HP Designjet T790. The Center of Research, Innovation and Design (CRID) has 10 high performance computer systems along with 10 HTC VIVE systems which are used in conjunction with Enscape, TwinMotion, Microsoft Mesh, VR Sketch, Microsoft Maquette, Rhino, Unity, Unreal Engine, Gravity Sketch and Google SketchUp in the production and testing of architectural immersive experiences. In addition, the center has many subscriptions in order to have access to diverse AI Bots and applications. It also has the KAT VR Walk Premium ODT (Omni-Directional Treadmill), Two Oculus Quest Pro, Cintiq 27 QHD Creative Pen Display, and a smart TV. The Center for Research, Innovation, and Design (CRID) within SAAD administers Autodesk Professional Certification Exams for students & practicing professionals and serves as a resource for internships, research, and outreach.

The **Department of Visual Communication** offers a range of state-of-the -art facilities and resources.

The **iMac lab** is equipped with 20 iMacs with Apple M1 processor, and a 75-inch display with Apple TV and sound system, This iMac Lab includes industry-standard professional software such as Adobe Suite, Max, DaVinci Resolve Studio, Fusion, XCode, Arduino, Logic Pro X, Avid ProTools and Cinema 4D.

In the **Digital Media classroom** students have access to 18 high spec. Apple computers with Dell 4K monitors, a 75-inch display with Apple TV and BOSE surround sound system. The Advertising classrooms equipped with a 75-inch display on cart with Apple TV. The **Graphic Design classroom** features a 65-inch display with Apple TV on a cart.

There are five **Digital Media Suites** designed for industry-standard Video Editing, Color Grading, Motion Graphics, Animation, Sound Design and Music Production. Each suite includes a Mac Studio with Apple M2 Ultra Processor, Dell 4K monitors and 12TB external storage. For audio and music production, 2 RODE and 3 Sennheiser Condenser Microphones, 4 Midi Keyboards, one ROLI Seaboard, Apogee Duet Audio interfaces and Ableton Push MIDI controllers are provided in the studios. Other features include a Wacom Cintiq 27HD Pen Display, 3 pairs of Yamaha HS7 and 2 pairs of M-Audio BX6 Studio Monitor Speakers. Software includes latest versions of Adobe CC 2024, Apple

App Bundle, Ableton Live 12 Suite, DaVinci Resolve 19 Studio and Cinema 4D. Eizo 27inch True Color Monitor and DaVinci Resolve Mini Panel for Color Grading.

The department has a **Multi-Purpose Studio Space** for photography and videography equipped with changeable backdrop, a Jib and 3 strobe lights. The **Dark Room** has enlargers, sinks, booths and dryer racks for developing and printing traditional and alternative process chemical B&W photography.

The **Printmaking Lab** has a printing press for etching, mono printing, linocuts, etc. It also has printing tables, drying racks, an industrial paper shearer, and washers for screen printing. The **3D Art Studio** is well-equipped for Ceramics and Studio Art classes. Another studio is set up for drawing and painting.

The **Visual Communication Resource Centre** has various 4K cameras (Blackmagic Design and Canon) and accessories including Amaran Video Lights, MOVI M5 Camera Stabilizer, 3 DJI Ronin S Gimbal, Lens Kits, Manfrotto tripods and On-Location Sound Recording equipment. An **Online Reservation System** is used for managing the Editing Suites and Equipment. The Visual Communication Resource Centre has a full-time staff member dedicated to providing support with the Digital Media Suites, Video Production, Audio, and Photography equipment.

The A-Glass House includes workspaces designated for senior students of the architecture department and for critiques, exhibitions, workshops and guest lectures.

The A-Annex Building hosts courses from all three departments. There is a typical studio space with large tables, projectors, and pin-up space. There are two portable cabins that function as workshop spaces for all three departments. The Lighting & Furniture Lab is a classroom space with additional materials to support courses in lighting and furniture. The Digital Fabrication Workshop and Wood Workshop is staffed by a lab technician. This space houses Laser Cutter Machines and 3D Printers. The Model-Making Workshop is located in room A108 and equipped with large tables as well as a sink and a properly vented spray booth with extraction system.

School of Arts and Sciences (SoAS) classes are held in thirty-six different classrooms throughout the campus. All of the classrooms in which Arts and Sciences classes are taught are equipped with a whiteboard, a front desk and chair, a desktop computer and monitor and a projector. In order to facilitate use of the projector during class, all faculty have access to clickers. In many of the classrooms, the desks are "moveable" to facilitate group work among the students. Students have access to three "specialty" classrooms: a biology laboratory, chemistry laboratory, and a physics laboratory. These labs include dozens of workstations and are outfitted with state-of-the-art equipment to assist students with their scientific experiments and research. Arts and Sciences students also have access to four computer labs, as well as access to all general use computer labs throughout the campus. All computers in the computer labs are equipped with Microsoft Windows and are linked to the AUD network.

The School of Arts and Sciences operates three Academic Support Centers, which provide free academic assistance in Mathematics, Academic Writing, and Public Speaking. The Math Tutoring Center and the Public Speaking Tutoring Center are located in room E 116, on the ground floor of the E-Building; and the Writing Center is located in room C 418, on the fourth floor of the C-Building and Microsoft Teams.

The **Mohammed Bin Rashid School for Communication (MBRSC)** provides its students in Digital Production/Storytelling and Journalism programs with facilities to assist them in the completion of their tasks/projects. The School houses a fully equipped, soundproof TV studio and control room with three cameras, lighting, vision and audio mixers, lighting console and a multi-viewer screen. For field assignments such as news reports, films and social media content, students have access to full kits including HD cameras, lighting, sound equipment and grip. For post-production work, the School provides its students with two Mac Computer Labs (total 36 stations) and six individual soundproof editing suites that run Adobe premiere Pro and Da Vinci Resolve non-linear editing software. A Global Classroom serves as a high-technology medium for lectures by the most accomplished media academicians and

professionals from around the world. MBRSC also houses a 36-seat Screening Room equipped with a high-definition projector and surround sound system.

AUD's **School of Business** (Building B) provides its students with 12 regular classrooms, three computer labs, four theater style classrooms, a student lounge, a conference room and a stock trading room. The regular classrooms vary in size and their capacity can accommodate anything from 20 up to 70 students.

The stock trading room includes large screens and trading terminals for students to simulate stock trading.

The three computer labs house more than 90 computers and are equipped with educational and professional business software including STATA, SPSS, SIMUL8, V.I.S.A., ISI ResearchSoft, Minitab 17, QM for Windows, Weka, Palisade DecisionTools Suite 6.2, IBM SPSS Statistics 24, Microsoft Visio Professional 2016, Microsoft Project MUI (English) 2016, and EndNote 8, Microsoft Office Professional plus 2016, Adobe Reader, Windows Movie Maker, Vision, Mirroring 360.

In addition, all classrooms and computer labs in the business school are equipped with an Instructor PC (HP EliteDesk 800 G1 SFF) connected to a ceiling-mounted projector as well as audio speakers.

The AUD-IBM Center of Excellence for Smarter Logistics has a physical address. Projects do not need to be in the supply chain field, as logistics overlaps with several fields. The room serves several objectives, hence its versatile design. It can be set as a boardroom with 18 seats, a venue for concurrent break-out sessions in separate groups of three teams (six people each) and a classroom conducive for group discussions or even formal lectures (if needed). All these configurations can be made on-demand in a few minutes. From a technology perspective, the room is connected to IBM Cloud and has access to the majority of IBM tools and services (normally available for special education partners). Cloud connectivity remains work-in-progress. The most important aspect is having access to IBM talent and labs for collaborations on mutual projects. Faculty are encouraged to use the center as a means to inspire professional collaborations with other entities in the IBM ecosystem (e.g., clients, universities, labs, etc.)

Moreover, students and faculty have access to several fully equipped additional lecture rooms outside Building B. The Auditorium (capacity 900), Room C 227 (capacity 120) and E 421 (capacity 190) for example are available to host conferences, high profile guest lectures and workshops.

The EMBA building is home to the AUD Entrepreneurship and Innovation Center (AEIC).

The two-story building is designed to ensure an optimal learning environment by utilizing natural light and open plan spaces for collaboration and sharing. The ground floor houses four study rooms; a theater style lecture room that can seat up to 100 students; a flat lecture room and various multi-functional office spaces. The first floor has a conference room that can seat up to forty-five people; three breakout rooms; Office of the AEIC Director, Incubator room and several office spaces. Throughout the building there are various lounge areas overlooking the greenery and/or the seated terrace outside. The building is equipped with the latest technology to support teaching and group work including teleconferencing and casting facilities.

AUD's **School of Engineering** houses several labs. The physics lab is equipped with Pasco equipment for conducting a broad range of experiments in motion dynamics, electricity and magnetism. The engineering computer labs house over 100 PC's, equipped with educational and professional engineering software including MATLAB, Maple, PSPICE, AutoDesk, Primavera, GeoSuite, ETABS, SAFE, SAP2000, and Heastad Methods software.

The Electrical and Computer Engineering Labs comprise 14 stations with complete sets of oscilloscopes, digital multimeters, triple DC power supplies, logic analyzers, function generators, operational amplifiers, and semiconductor curve tracers. The labs are also equipped with educational equipment for electric power systems including DC motors, 3-phase motors, transformers, induction motors, and variable speed drives. The Civil Engineering Labs are equipped with concrete and steel testing equipment, theodolites and total stations for field surveying, environmental water and

air quality measurement and water treatment systems, and material and geotechnical equipment for specific gravity, hardness, toughness, soil classification, compaction, permeability, consolidation, direct shear and triaxial testing. The Mechanical Engineering Labs house heat and mass exchange units, material microstructure characterization equipment, a number of 3D printers for rapid prototyping, two CNC machines, and a fully equipped engineering shop. The Civil and Mechanical Labs also house an Instron Universal Testing Machine, as well as multiple workstations for fluid dynamics and hydraulic experiments.

The **School of Education** is located on the second floor of Building E. The proximity of classrooms, faculty offices and an Education Innovation Lab provides a dedicated space where students and faculty can meet, study, teach, and learn together. The physical space designated as the School of Education includes the Education Innovation Lab, four faculty offices, and one for the administrative assistant. A comprehensive education reading library, containing books and resources related to coursework and research, is distributed among the four main faculty offices.

The Education Innovation Lab is located in Room E-203, covers approximately 570 square feet. Established in September 2017, the lab is designed to foster creativity, collaboration, conversation, and problem-solving, as well as Socratic teaching and learning. The furniture and equipment are fully movable and reconfigurable to suit multiple purposes. Currently, the lab features one main desk with a PC connected to a ceiling projector, a stationary white board across the front wall, a bookcase, eight tables, 22 chairs, four flip charts, and a 55-inch flat-screen TV with an Apple TV connection – all on wheels. To facilitate video conferencing in the lab, a Logitech Meetup Camera unit together with an Intel Mini PC unit are connected to the smart TV. Additionally, a bank of ten iPads is also available for student use. An interactive Promethean board was installed in November 2017, enhancing the lab's capabilities further.

Statement on Integrity

As an institution committed to quality, The American University in Dubai views integrity as an underlying tenet to its mission and purposes. The university uses the integrity tenet as a foundation for all of its operations, services, and programs. Integrity serves as an integral foundation to university governance at the level of the Governing Board and in all university operations, institutional representations, advertising, marketing, and services. Honesty and integrity are essential to these functions and serve as the basic contract defining the relationship between the university and its constituencies.

The intention of the university is to advance the intellectual and social condition of learners in a diverse society through quality academic programs, services and other learning opportunities. The university strives to provide students with a learning environment anchored by the highest caliber of instruction built on a solid intellectual and ethical foundation.

Institutional Effectiveness

AUD is committed to continuous improvement of its academic programs and student services. Assessment at AUD is an ongoing process that evaluates the effectiveness of every aspect of the university. Data are regularly gathered and analyzed for the purpose of making improvements where needed. The university's model of institutional effectiveness and planning places the student at the center of the educational experience. Thus, students, along with all other university stakeholders, may be asked to participate in various types of assessment activities, including surveys, focus groups, and program review.

AUD follows The Family and Educational Rights and Privacy Act (FERPA) and ensures student confidentiality is maintained and protected in all university assessment processes and educational records.

The information gathered from assessment activities is used to improve student learning, services, and the overall institution. Student involvement in the assessment process to enhance the educational experiences is essential and therefore AUD values student participation.

GRADUATE ADMISSIONS

- Mission
- Goals
- Admissions Philosophy
- Requirements
- Process/Documentation for Graduate Admissions
- Admission on Probation

- Conditional Admission
- Special Admission
- Transfer Credits
- Statement on Prior Learning
- Initial Registration Deferral
- Application Deadline

Mission

The mission of the Office of Student Recruitment and Admissions is to admit to AUD's degree programs students who possess appropriate credentials and the demonstrated capacity and potential to successfully complete the educational programs provided by the university and meaningfully participate in the total educational experience offered by AUD. The Office of Student Recruitment and Admissions consists of a professional team that assists prospective students gain accessibility to opportunities in higher education. The Student Recruitment and Admissions team is held to a high level of integrity and is charged with providing quality service and accurate information to all students.

Goals

To provide accurate information on educational opportunities to prospective students;
To recruit students consistent with AUD's Purpose-related Goals;
To provide quality services to prospective and new students; and,
To provide access to higher education.

Admissions Philosophy

A hallmark of AUD is its culturally diverse student population. AUD students come from many different countries and backgrounds and bring a wide range of viewpoints, special interests and talents to enrich the learning community. *The Selection of students is based on an individual assessment of each applicant. Final acceptance is not granted until the university has received all required admissions documents.*

Process/Documentation for Graduate Admissions

Applications for admission to AUD's graduate programs are evaluated by the Graduate Admissions Committee of the respective graduate program, which consists of the Program Director as Chair, two graduate faculty members appointed by the Program Director, and one representative of the Office of Admissions. The Committee employs a balanced approach, based on the principle that ample satisfaction by an applicant, of one or more of these criteria, may to a reasonable extent compensate for deficiencies in one or more of the other criteria used in the applicant's evaluation.

Submission of Documents - Students should be aware that all records, letters and other documents provided in the original to AUD as part of the admissions process will remain university property. The university reserves the right to evaluate the adequacy of all credentials submitted for admission. Furthermore, students are reminded that omission or falsification of information constitutes sufficient reason for rejection or dismissal. This dismissal, requiring the President's approval, may occur at any time during a student's residence at AUD; (i.e., upon discovery of the omission/falsification.)

To be considered for admission to an AUD graduate program, applicants must submit the following documents and information:

- An online *Application for Admission* to an AUD graduate program. The application must clearly specify the program and specialization option to which the applicant wishes to be admitted.

Academic Requirements
- An undergraduate degree earned from an institution accredited by the Ministry of Education in the U.A.E. or by the relevant national or regional institutional accrediting body in the case of international applicants.

- A 3.00 GPA (on a 4.00 scale) or better in undergraduate study. For students with post undergraduate credits earned at more than one institution, a separate GPA is calculated for each institution.

- Original, official transcripts of academic record from all universities, colleges or other postsecondary institutions attended by the candidate; to be submitted to the Office of Admissions. Transcripts should be attested by the appropriate higher education authority in the country in which the undergraduate degree was granted, and must be translated into English if they are issued in a language other than English.

   - Applicants with degrees granted outside the U.A.E. should obtain attestation from (a) the Ministry of Education of the country of study; (b) the Ministry of Foreign Affairs in/of that country; and, (c) the U.A.E.

Embassy in that country or the Embassy of the country of study in the U.A.E. and the U.A.E. Ministry of Foreign Affairs.

- Statement of Recognition of the applicant's previous university degree to be obtained from the UAE Ministry of Education for all applicants with the exception of applicants with degrees granted in the UAE and approved by the UAE Ministry of Education (MOE). It is solely the applicant's responsibility to obtain this statement from MOE.

- Undergraduate and Graduate Diplomas – originals required for verification.

- Confirmation of University Records, required from every university attended by the student before joining AUD to be e-mailed directly from the student's university to the Office of Admissions at AUD (myapplication@aud.edu).

- A statement of the applicant's career objectives, special professional and academic interests, and other reasons why the candidate wishes to pursue their choice of program at AUD, as well as the applicant's special skills, expertise and interests that might contribute towards enriching the graduate learning at AUD. CV or resume describing professional and academic experience including two Professional or Educational References (with contact information).

English Language Requirements

Students must achieve any of the following:
- Academic IELTS™ score of 6.0/6.5,
- TOEFL® score of (550 ITP [Paper-based]) or (79 IBT), or,
- 1550 on EmSAT English.

Students who have completed undergraduate education in an English-medium institution might be allowed admission into a graduate program without demonstrating TOEFL score of 550 (or equivalent). This exemption can be applicable only to those students who undertook their schooling (K-12) plus a Bachelor's degree in English in a reference English speaking country (e.g., Australia, New Zealand, UK, USA).

Additional Requirements:

- Photocopy of passport (Ethbara page for UAE nationals), residence visa page, Emirates ID (both sides).

- National Military Service letter for UAE (male) nationals.

- Completed Health History Form. This form must be signed and stamped by a physician.

- Non-refundable application fee of AED 420.

- A reservation deposit (non-refundable) of AED 2,000, which is fully applied toward tuition, is required upon acceptance for admission.

Program-specific Admissions Criteria

Master of Urban Design and Digital Environments (M.U.D.D.E.)
- Undergraduate degree in Architecture, Interior Design, Urban Design, or Landscape Architecture, and Urban Planning.

- Applicant's design portfolio demonstrating previous design and scholarly work.

- Interview with the M.U.D.D.E. Admissions Committee.

Master of Arts (M.A.) in International Affairs
- In addition to university requirements for admission into graduate programs, an interview will be considered in admitting students to the M.A. in International Affairs program.

Master of Business Administration (M.B.A.)
- Graduate Management Admissions Test (GMAT®). The M.B.A. Admissions Committee will take cognizance of the three GMAT® sub-scores (Quantitative, Verbal, and Analytical Writing Assessment) for the purpose of assessing each candidate's specific aptitude strengths and weaknesses. Subject to the evaluation and approval of the M.B.A. Admissions Committee, applicants who have not taken the GMAT® at the time of application may be granted

conditional admission (see p. 22), with a requirement that they submit satisfactory GMAT® scores not later than the end of the first term following admission.

- MBA Admission Interview: The MBA admission interview comprises a one-on-one discussion between the applicant and a member of the admissions committee. Throughout this interview, candidates can anticipate inquiries regarding their academic background, professional experience, career goals, motivation for pursuing an MBA, and alignment with the program's values and objectives. Additionally, questions are posed to evaluate the applicant's interpersonal skills, leadership capabilities, and problem-solving aptitude.

- Applicant's work experience: Candidates who have a minimum of two years of work experience will be given preference for admission.

- Students who have earned their undergraduate degree in an unrelated major may be required to pursue one or more graduate foundation courses. The Graduate Foundation Course Program consisting of various discipline-specific modules is designed to prepare potential students who do not have the necessary competencies in the core areas of accounting, microeconomics, finance, and statistics. These students are required to enroll and satisfactorily complete an appropriate series of non-credited courses in the Foundation Course Program. The courses required from each such student will be determined on a case-by-case basis following a review of the student's academic record.

Master of Education (M.Ed.)
To determine admission eligibility, the selection committee assesses an applicant's history, including experience, skills, evidence of content knowledge, and statement of purpose. An interview with the Dean is required.

Master of Arts (M.A.) in Leadership and Innovation in Contemporary Media (LICM)
- Undergraduate degree: preferably but not necessarily in Communication or in a discipline related to media.

- At least 2 years' experience preferably in the media industry.

- The applicant's history, including length of work experience, and specific skills.

- A Final Interview with the M.A. in LICM Admissions Committee (Program Director, M.A. in LICM Faculty).

Master of Science in Artificial Intelligence
- Undergraduate degree in Electrical Engineering, Computer Engineering, Computer Science, or a closely-related discipline, from a recognized institution.

- Graduate Record Examination (GRE®): A minimum GRE score of 148 in the quantitative portion of the exam is required for admission into the MSAI Program. The Engineering Graduate Admissions Committee will also take into consideration the sub-scores in the other portions of the GRE to assess the candidate's aptitude strengths and weaknesses. Test takers should authorize ETS to make scores available on the university EDM (ETS Data Manager) verification link. The GRE code is 7493.

Master of Science in Construction Management
- Undergraduate degree: In Engineering, Architecture, or a closely-related discipline, from a recognized institution.

- Graduate Record Examination (GRE®): A minimum score of 148 is required in the quantitative section. The Engineering Admissions Committee will also take into consideration the sub-scores in the other portions of the GRE® to assess the candidates aptitude strengths and weaknesses. Test takers should authorize ETS to make scores available on the university EDM (ETS Data Manager) verification link. The GRE code is 7493.

- A minimum of three years of work experience as a field or design engineer is recommended. Students with fewer than three years of documented work experience will be evaluated on a case-by-case basis by the Engineering Admissions Committee.

- Students lacking the following courses or their equivalent in their undergraduate studies may be required to take undergraduate-level equivalent courses at AUD prior to enrolling in certain graduate courses:

    ENGG 255 – Engineering Design and Economics
    ENGG 300 – Probability and Statistics in Engineering
    ECVL 420 – Construction Engineering and Management

Students who have not taken the above courses at the undergraduate level but have acquired the requisite knowledge in the corresponding areas through continuing education, MOOCs, work experience, or other means may submit a request for a waiver along with supporting evidence for consideration by the M.S.C.M.

Master of Sciences (M.S.) in Innovation Management

Selection of students for the Master of Science in Innovation Management program will be based on an individual assessment of each applicant and will take into consideration the applicant's interests, talents, experiences and potential contribution to enriching the learning experience. To this end, an admissions interview with each applicant will be required.

Admission on Probation

Applicants whose undergraduate GPA is below 3.0 (but no lower than 2.5), but who otherwise amply satisfy the selection criteria, may at the Graduate Admissions Committee's discretion be granted admission on probation. These candidates' course load during the first term may be restricted by the Graduate Admissions Committee and will under no circumstance exceed six credit hours. They will be required to achieve a cumulative GPA of 3.0 within the first six credit hours attempted. *Failure to satisfy this requirement may result in termination of the students' enrollment in the graduate program.*

Conditional Admission

Subject to the evaluation and approval of the Graduate Admissions Committee, applicants who largely satisfy the admission criteria except for incomplete information or documentation (i.e., GMAT/GRE official scores or official transcripts) that can, in the Committee's judgment, be completed within a short time, may be granted conditional admission for one term. These applicants will be notified of the information or documentation that needs to be completed and provided by the end of the term, as a condition for their continued enrollment. *Non-satisfaction of this condition by the end of the first term following conditional admission may result in termination of the student's enrollment in the graduate program.*

Special Admission

Applicants who, for special reasons, are interested in taking one or more selected courses in an AUD graduate program, but do not intend to complete the program requirements at AUD, may, at the discretion of the Graduate Admissions Committee, be granted special admission to take the specific course(s) requested. Examples of applicants for special admission include:

- Students in graduate programs at other universities who wish to take one or more courses in an AUD graduate program for credit towards their program requirements at their home universities, and

- Individuals pursuing a professional designation (e.g., Certified Public Accountant, Professional Engineer, etc.) who may be required to take specific graduate-level courses in one or more disciplines as part of the qualification requirements for that professional designation.

Transfer Credits

Requests for the transfer of graduate credits completed at other accredited institutions of higher learning towards completion of a graduate program at AUD will be evaluated by the Admissions Committee on a case-by-case basis. The number of graduate courses transferred or accepted for credit towards a graduate degree at AUD may not exceed two (2) courses or six (6) credit hours. A grade of "B" and above is required. Credits for graduation projects and theses cannot be transferred.

Students eligible for transfer admission must be transferring from UAE institutions recorded in the National Register of Licensed HEIs, or other organizations in the UAE approved by the CAA, or recognized institutions of higher learning located outside the UAE.

As a rule, such transfer or acceptance will be highly restricted and may only be granted in cases where there is ample evidence that the graduate coursework in question is at least equal in scope and quality to comparable graduate coursework at AUD. In assessing such evidence, the Graduate Admissions Committee will make use of a wide variety of instruments and information sources, such as recognized guides to post-secondary institutions and programs, the other institutions' catalogs and/or web sites, course syllabi, and letters from instructors at other institutions describing in detail the applicant's work in these courses. *In all cases, students must earn the majority of their final year credits towards the graduate program at AUD.*

Statement on Prior Learning

Prior learning is a practice whereby a college or university grants academic credit for learning outside the classroom; i.e., learning acquired through work experience, civic activity, independent study or corporate training. The granting of credit by AUD for learning acquired outside of AUD is limited to courses transferred into AUD per the *Transfer Credit* policy. Hence, only academically generated credit is recognized.

Initial Registration Deferral

Acceptance into a graduate program, regardless of type, is valid only for the semester for which an applicant initially applies. If an applicant is granted admission for a specific academic term and for some reason fails to enroll in that term, the applicant may request, in writing, to defer his or her admission to the following term only. Admission for the following term will depend on available places and the admissions criteria in effect at the time.

Application Entry Dates and Deadlines

Applications for admission to AUD's graduate programs are accepted throughout the year for Fall, Spring and Summer I entering classes (when applicable). To allow enough time for the evaluation of applications and the selection of accepted candidates, we encourage applicants to submit their applications following the deadlines below. The Office of Admissions must receive all required documentation for each candidate, prior to their full review by the Graduate Admissions Committee. Copies of the required documents will be accepted for preliminary evaluation; however, originals should be submitted prior to the semester start date.

Entry Dates

Classes in the graduate programs begin in Fall (early September), Spring (early January), and Summer I (early May).

Application Deadlines for Other Graduate Programs:

Fall semester
- Submission of early applications up until March/April (will be given preference for early class registration)
- Submission of late applications through July/August (Late applications will be considered upon admission availability)
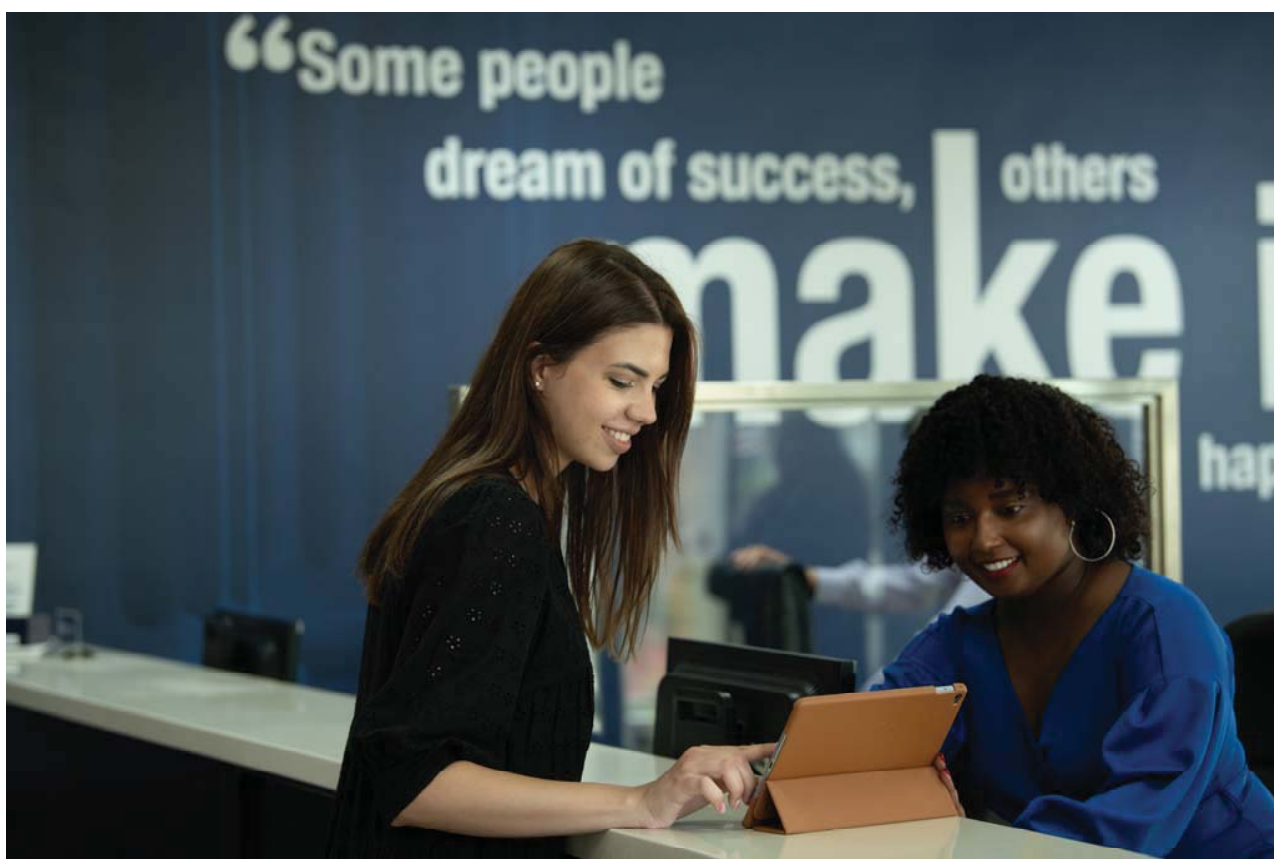
Spring semester
- Submission of early applications up until October/November (will be given preference for early class registration)
- Submission of late applications through December/January (Late applications will be considered upon admission availability)

Summer I - Open Admissions

OFFICE OF THE REGISTRAR

- Mission
- Goals

- Policies

The Registrar's Office supports AUD's academic initiatives by fulfilling the following functions:

- maintaining student academic information; ensure the integrity, accuracy and security of all academic records of current and former students;
- maintaining up-to-date class schedules, final exam schedules, and managing efficient use of classrooms; maintaining university curriculum and serving as the central office for implementing updates;
- conducting and managing the process of registration;
- monitoring and reporting on student satisfactory academic progress and academic eligibility such as degree completion, probations and suspensions, honor rolls and graduation rolls;
- coordinating and issuing official enrollment and academic certifications as required by students, such as proof of enrollment letters, ID cards, transcripts and diplomas;
- posting of transfer credits for new and in-school transfers;
- monitoring and updating student grades and degree audits;
- furnishing data for advising, instruction and policy development; and,
- organizing commencement exercises, generating and monitoring participants' eligibility list, and confirming awarding of degrees.

Mission

The AUD Registrar's Office is committed to supporting the university's mission of student success, accountability and excellence in fulfilling its core responsibilities of course scheduling, managing registration, and keeping academic records.

Goals

The Office of the Registrar seeks:

- To ensure the implementation of academic policies and procedures that support the mission of the institution;
- To administrate efficient scheduling and registration process;
- To support the university's efforts to provide quality service for students making office-related functions as efficient and seamless as possible;
- To support AUD's continuous assessment process by providing timely and accurate information for administrative purposes and accreditation bodies;
- To contribute significantly to improving academic support infrastructure by collaborating with both academic and administrative departments; and,
- To adapt services, create innovative solutions, deploy effective technologies, and leverage limited resources to meet students, faculty and staff needs and improve satisfaction.

Policies

Policy on Academic Record Retention and Storage

In order to fulfill its commitment to the security, confidentiality and integrity of its student academic records, The American University in Dubai follows a *Policy on Academic Record Retention and Storage*. Details of this Policy are available in the Office of the Registrar and the Office of Institutional Effectiveness.

Directory Information Changes

It is the responsibility of students to contact the Registrar's Office immediately in the event of any address, telephone number or email address changes. An online request form for *Directory Information Changes* is available on the Registrar's webpage: www.aud.edu > Registrar > Forms and Requests > Change of Data.

Release of Grades

Final grades are released by the Registrar's Office within three working days after the end of each academic term. All grade reports are available online at http://registrar.aud.edu/.

Registration

The Office of the Registrar is responsible for overseeing the registration process. Registration for all students is completed online. The registration dates and deadlines are published online and can be accessed as follows: www.aud.edu> Registrar> Course Schedule & Registration Deadlines.

Students with overdue library books, incomplete admissions files, in possession of school property or delinquent in the payment of fees will not be allowed to register until the irregularity is remedied.

Drop/Add

Students may make schedule changes without penalty during each academic term's Drop/Add period. ***Drop/Add is not allowed outside this period***.

Withdrawal from Courses

Students who withdraw officially from graduate courses (using the designated withdrawal application) before the final examination will receive a grade of 'W.' A grade of 'W' may not be awarded after the final examination in the course.

To withdraw from a course, students should apply online http://registrar.aud.edu/

Students on scholarship must follow the relevant scholarship rules and regulations concerning withdrawal. Failure to do so entails financial penalties (see pp. 127).

Withdrawal from the University

AUD students intending to withdraw from the university must submit a written notice to the Registrar's Office by completing the *AUD Withdrawal Form* available online. Any outstanding tuition or fee charges owed must be paid at the time of withdrawal. Student requests for official or unofficial AUD transcripts are not honored until outstanding charges are paid.

A student desiring to re-enroll at AUD after a period of one year from the official date of withdrawal must contact the Office of Admission to re-activate their files. They will be required to provide updated information and pay the current Reservation and Enrollment deposit. A student desiring to re-enroll after less than a one-year period since the official date of withdrawal should contact the Registrar's Office to initiate the re-enrollment process.

Official Student Schedule

Students are advised that their official schedule is as recorded by the Registrar at the end of Drop/Add. The schedule is available at (http://schedule.aud.edu/).

Request for Transcripts

A transcript is not considered official unless it is issued by AUD. Requests for transcripts from The American University in Dubai must be made by filling out an online request form on the Registrar's webpage (www.Registrar.aud.edu>transcripts). The fee for each official transcript is AED50. ***Students should allow two to four working days for the processing of transcript requests.*** Students can request special mail services at an additional cost.

No official transcripts are issued to a student whose file is incomplete. A transcript cannot be released to a third party without a Consent to Release Education Records Exception Form completed by the student. Transcripts, which are not collected within one calendar year of issuance will be destroyed.

Digital Transcripts

Enrolled students may request an official transcript in digital format by filling out the online request for a digital transcript, available on the Registrar's webpage: www.aud.edu > Academics>Registrar Resources > Student Forms &

Requests > Official transcript (softcopy). The fee for a digital transcript is 50 AED. The digital transcript is valid for one semester.

Digital Academic Passports

AUD Graduates may request a Digital Academic Passport, which is comprised of a signed soft copy of the AUD diploma, and a digital official transcript. This digital academic passport is valid throughout a graduate's lifetime. The Digital Academic Passport request form is available on the Registrar's webpage: www.aud.edu > Academics>Registrar Resources > Student Forms & Requests > Digital Academic Passport. A one-time fee of AED100 applies towards the Digital Academic Passport. Upon issuance, the Digital Academic Passport may be accessed anytime under the graduate's Digital Academic Passport account accessible through https://ap.aud.edu. Moreover, students and alumni can share digital credentials with recipients, who can then verify the credentials through an automated process.

Certificates of Enrollment

Students may request certificates of enrollment or formal letters from the Office of the Registrar by filling out the *Letter Request Form*, available on the Registrar's webpage www.Registrar.aud.edu>Letters. ***Two working days for the processing of letter requests should be allowed.***

## Names on Diplomas and Name Change

The name that appears on a student's diploma will be consistent with the name that appears in the student's file upon admission and is corroborated by a passport or identity card. Any name change request must be authenticated by a passport or other appropriate documentation.

Diploma Replacement

If an original AUD diploma is destroyed or lost, a duplicate may be ordered from the Registrar's Office. *The Duplicate Diploma Request form* must be completed by the graduate, and any evidence that the original diploma was lost, stolen, or destroyed must be attached to the Request (e.g., police report, fire department report). If the original diploma is damaged, the *Duplicate Diploma Request form* must be completed, and the damaged diploma must be submitted to the Registrar's Office. The reverse side of the duplicate diploma will be stamped with the words, "Duplicate issued on MM/DD/YY to replace lost/destroyed original diploma." In order to receive duplicates, graduates must fill the *Duplicate Diploma Request form*, available online www.Registrar.aud.edu>diploma request and pay the university's diploma fee.

Attestation of Diplomas

The Office of the Registrar is responsible for processing the issuance of all diplomas and transcripts for attestation by the UAE Ministry of Education. ***Obtaining the actual attestation is the students' responsibility.***
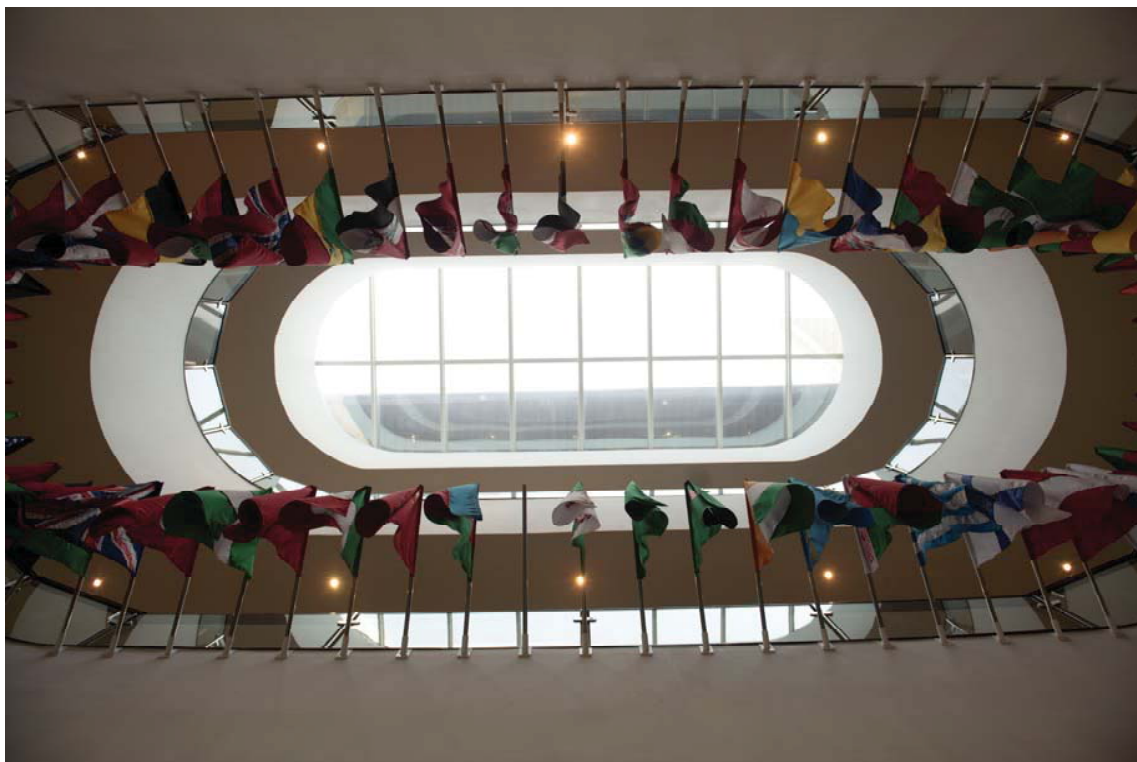
OFFICE OF COMMUNICATIONS

- Mission
- Goals

Mission

The mission of the Office of Communications is to oversee marketing, communications operations and build awareness, create identity and foster relationships for AUD among the university's key constituencies. Traditional and leading-edge media, as well as other forms of outreach, are used for this purpose. Communications activity, in both form and substance, is consistent with AUD's mission.

Goals

- To increase AUD's brand awareness in the UAE and internationally to key audience and stakeholders: current and prospective students; current and prospective faculty and staff; government entities; employers; alumni; schools and other institutions of higher learning; accrediting bodies);

- To inform its multiple target audiences of news and updates relevant to their interest: Internal and external events on campus, key achievements, student and faculty success stories, exclusive activities and workshops, new programs and courses that serve to enhance AUD's mission and purpose-related goals; and,

- To engage key stakeholders on an on-going basis through these activities, events and programs.
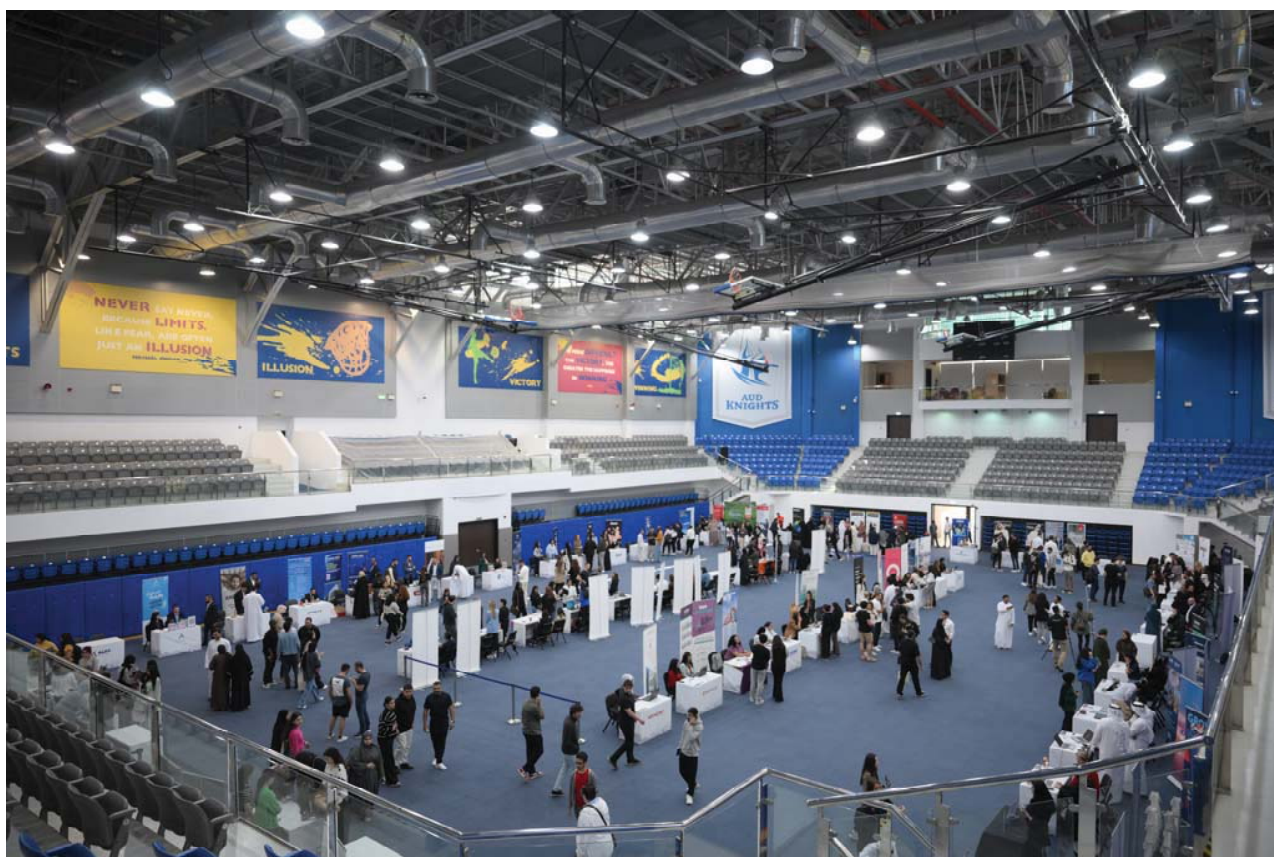
OFFICE OF OUTREACH AND CAREER DEVELOPMENT

- Alumni
- Career Services
- Outreach

Mission

The Office of Outreach and Career Development aims to instigate and sustain relationships with the external public, corporate, and government entities to further increase the visibility of AUD's programs and ultimately benefit the university community. The Office also identifies career prospects for AUD students, while fostering a sense of community among enrolled students and graduates leading to an active alumni network, which in turn, favors life-long career advancement in support of the University's mission.

Goals

- To establish and retain local, regional and international relations with the local and international communities, leading to widening AUD's external network of partnerships and affiliations;
- To establish relationships locally with different entities and explore various prospects of collaboration such as Memorandums of Understanding, etc...tackling employment opportunities, scholarships, and other matters of benefit to AUD;
- To liaise with prospective companies and organizations to provide a wide range of employment opportunities for AUD students;
- To guide and support students in their academic and professional journey to successfully transition to the work world after graduation and embark on prosperous career paths;
- To build and manage AUD's relationship with its Alumni and establish a solid Alumni Association through varied activities and programs.

AUD Alumni Association

The AUD Alumni Association (AUDAA) is the student's link to the university after graduation.
The Association extends the AUD community beyond graduation, forging a lifelong bond with the university.

The purpose of the Association is to promote excellence in all aspects of its alumni, establish a relationship between each graduate and the university, and promote communication amongst graduates and the community, and create a powerful professional network.

To learn more about the Alumni benefits, Alumni events and ways to give back to the AUD community, you can contact audalumni@aud.edu or surf the AUD webpage and Instagram account #@aud_aa.

Career Services

The AUD Career Services Division assists students and alumni to successfully explore and prepare for rewarding and meaningful careers. These services will allow students and alumni to develop and maintain a competitive advantage in the emerging employment market.

A wide spectrum of individualized services is offered, including resumé and cover letter writing, interviewing techniques, job search strategies and career planning sessions.

The university's career counselors are available to provide one-to-one career consultation and to assist those who are seeking to make a career move, either within their organization or with future employers. Active support in identifying appropriate employment opportunities is offered through individual career development planning, professional development workshops and networking events.

The latest career resources and job opportunities available through career services are made available at the AUD Career "audubai.jobteaser.com"

Outreach

The Outreach Division leads the development, implementation, and evaluation of affiliations, programs, and events that aim at increasing the university's outreach to corporate, government, and other institutions.

The Division's purview is to implement and sustain the strategic approach to external relations on a university level and maintain long-term relationships with supporters and external partners.

The Division also plays a pivotal role in shaping our university's brand image and fostering a spirit of community engagement in the classroom and beyond. This translates to fostering a vibrant learning environment that connects students with the wider community.

OFFICE OF STUDENT AFFAIRS

- Mission
- Goals
- Athletics
- Counseling

- Housing
- Student Activities
- Student Affairs Programs
- Study Abroad and Exchange

Mission

The mission of the Office of Student Affairs is to support the university's mission by providing students diverse resources, facilities, events, and extracurricular programs that contribute to their academic, personal and professional development.

Goals

- To develop and deliver extracurricular programs, events and activities designed to cultivate students' humanistic outlook, social and leadership skills and cultural understanding;
- To guide and support students in their academic and professional journey so that they can successfully graduate and embark on a prosperous career path;
- To foster a sense of community among enrolled students and graduates leading to an active alumni network that positively reflects AUD's qualities and values within their respective communities; and,
- To collaborate with all university constituents in devising a plan to further enhance and support student retention.

Athletics

The AUD Athletics Division promotes and strengthens individuals' leadership, teamwork, and collaboration skills through a wide range of athletic opportunities, including sports team competitions, intramurals, drop-in sports, and fitness-related activities.

For the highly competitive student athlete who is interested in competing against universities from the U.A.E. and elsewhere, AUD offers a number of intercollegiate team sports. Tryouts for students who desire to join the AUD teams are carried out at the beginning of each semester.

Facilities are open to all in the AUD community when official games and practices are not scheduled. The AUD Housing also has two fully equipped student gyms available only to on-campus housing students. See pp. 13-14 for a description of sports facilities.

Counseling

The AUD Counseling Division provides professional and confidential counseling services to students. These private services help students overcome personal difficulties that may interfere with or hinder their academic success, and their personal/professional development. During their college years, students face a variety of challenges that affect their personal growth, emotional wellbeing, and success, which may prevent them from reaching their full potential.

The Personal Counselor's role is to assess students' concerns and provide support and guidance. The confidentiality of the counseling sessions is protected by the counselor's code of ethics of the APA (American Psychological Association). Students may talk about the issues they are facing, and explore related thoughts and feelings, to better understand their personal resources. For some students, one conversation with the Personal Counselor may be sufficient to improve their situation, while others may return for several appointments.

The Personal Counselor also offers a series of seminars and workshops designed to increase awareness of mental health issues. These educational programs help students identify, understand, and respond to general mental health issues.

Housing

The AUD Student Housing Division provides residential students with a safe and well-maintained living and learning environment that supports individual progress and provides quality services and programming. The residence halls are to establish a sense of community coupled with responsible and independent living.

AUD student housing consists of four residences, two for females and two for males. The female and male halls are totally segregated. On the ground floor of each hall there is a fully equipped kitchen, a student lounge, a laundry room, and a TV room. AUD has clear guidelines for what constitutes appropriate behavior in student housing. It is the responsibility of students to abide by these rules at all times.

The Housing Manager oversees the housing division, handles room assignments, roommate conflicts and general complaints, enforces housing rules and regulations, and offers emotional support to students in order to ensure a safe, comfortable, and peaceful living and learning environment. A female and male Housing Controller are available in the residence halls to arrange for maintenance, logistics and cleaning services. A number of important rules and regulations that govern student housing. *The AUD Housing Handbook* contains all housing information and policies.

Resident Assistants are student leaders who work in both the residence halls and the Housing Division. They report directly to the Housing Manager and assist with various duties. These duties include, but are not limited to: receiving maintenance requests, recording complaints, answering questions, administering the student housing satisfaction survey, and conducting tours for prospective students and their parents. In addition, Resident Assistants report any violations of housing rules, damage to facilities and suggestions for improvements in the housing. Resident Assistants, working in close collaboration with the Housing Manager and Student Activities Coordinators, plan and host various dorm activities and programs. Any housing student interested in applying for a Resident Assistant position should contact the Housing Manager.

Student Activities

The AUD Student Activities Division creates an inclusive community, in which students engage in a variety of social, cultural, intellectual, and leadership programs and activities. This community is developed through governance, club involvement, and civic engagement/service opportunities.

Involvement in student activities at university is an important component of student life. AUD's American educational philosophy stresses a well-rounded student experience. Through participation in clubs and organizations, students not only become involved in university life, but also strengthen their socialization, team building, leadership, event planning and organizational skills. Membership in student clubs and organizations also enables students to make new friends and share mutual interests with fellow students. The memories created on campus, through activities, are an essential part of the holistic development of a university student. The aim of the Division is to create and offer those opportunities for AUD students.

The Student Activities Coordinator, with assistance from the Student Government Association, creates and plans numerous activities for students throughout the year. These activities, designed to be social and cultural, include desert safaris, dhow trips, beach parties, guest lectures, dinners, international celebrations, plays, music nights and other events.

AUD-sponsored activities introduce students to many of the diverse social and cultural events held in each city. A calendar of events is available under https://audubai.sharepoint.com/sites/AUDStudentEvents.

Student Affairs Programs

Student Forum
The AUD Student Forum is designed, managed and executed by the AUD Graduate Student Government Association (GSGA), under the guidance of the Student Activities Coordinator. The Forum is held during the Spring semester and is a means by which the university collects student feedback regarding university-related issues. A general survey is conducted by the GSGA, which reviews all issues related to campus life, i.e., sports, residence halls, student activities, general academic issues, and general non-academic/administrative issues. The Director of Institutional Effectiveness provides the GSGA members with the relevant results of the Student Satisfaction Survey. These results are combined with the results from the GSGA survey, and both are used to create a presentation for the Student Forum.

AUD Annual Gala Dinner and Awards Ceremony
Held in spring of each academic year, the AUD Gala Dinner is a formal event that honors AUD graduating seniors as well as other students, faculty and staff. A series of esteemed awards, including the President's Awards, Departmental Awards, and Student Affairs Awards, are granted as a result of nominations from the AUD community.

Student Affairs - Hours of Operation

- Counseling: Monday through Friday from 8:00 a.m. to 4:00 p.m. walk-ins. Appointments are also welcome.

- Student Activities hours: The Coordinator is available on weekdays from 8:00 a.m. to 5:00 p.m. The majority of student activities and club meetings take place during evening and weekend hours.

- Athletics hours: Weekdays from 8:00 a.m. to 5:00 p.m. The majority of games and practices take place during evening hours.

Study Abroad & Exchange Unit

The mission of Study Abroad and Exchange at AUD is to promote global student mobility in support of AUD's mission leading to student's academic, personal and professional success, as well as the advancement of society. AUD is committed to offering international learning and global engagement opportunities as an integral part of the academic experience. Each student has the opportunity to spend a summer or semester abroad as part of their degree program and gain a carefully designed international learning experience. Information sessions about study abroad and exchange programs are hosted regularly, and personalized advising services are available to guide and connect students with the best international learning experience to promote and develop their academic and personal growth, cultural competencies and global leadership skills.

AUD has various partnerships and collaborations with international institutions worldwide to provide AUD students and faculty with global opportunities, including study abroad and exchange programs.

HEALTH CENTER

- Mission
- Goals
- Health Services

- Health Awareness and Education
- Health History and Insurance
- People of Determination

Mission

The mission of the AUD Health Center is to provide general care and health supervision of all currently enrolled students, faculty, and staff and to promote the prevention of illness and the well-being of students, staff, and faculty. The AUD Health Center promotes, improves, and maintains a healthy campus environment by providing accessible, high-quality care, health supervision, and educational programs, which encourages students, faculty, and staff to preserve their overall well-being.

Goals

- To promote the prevention of illness and the well-being of students and staff;
- To identify and contribute to health education programs for students and staff;
- To provide advice, information, and guidance to the university community on health matters through the use of multi-media communications, in addition to face-to-face dialogue with specialists who participate in health days; and,
- To support students with medical conditions (accommodations for people of determination); and,
- To create needs-based workshops for students.

Health Services

Health services are available for the entire AUD community: students, faculty, staff, and families living on campus. Services include treatment for minor health emergencies and conditions, dispensing medication providing individuals with medical referrals, and offering information on health-related issues. Preventive medicine is also emphasized at AUD.

Physician's visits are scheduled Mondays and Wednesdays from 12:00 noon- 2:00 p.m., during Fall, Spring, and Summer I semesters

Travel Health Services (health and safety education, current risks of the travel destination, vaccines needed, etc.) are offered on Mondays and Wednesdays from 12:00 noon- 2:00 p.m.

Health services are available 24 hours a day. The Health Center is open weekdays from 8:00 a.m. – 5:00 p.m.

For any medical emergency, after working hours and during weekends or breaks, student should call the **UNIVERSITY HOTLINE: 04-3183 500 or communicate with an AUD healthcare provider on WhatsApp, Mob: 056-9167761**. Two first aid rooms, located in both the female and male student housing, are equipped to provide emergency treatment for housing students after working hours. *First Aid Guides* are posted in all residence hall rooms, classrooms, the library, adjunct rooms, the main reception, at all the security guard locations, and in all the engineering laboratories. All studios and laboratories are equipped with First Aid Kits in addition to information necessary to assess and treat minor emergencies.

Health Awareness and Education

The Health Center promotes health awareness and education programs throughout the academic year including but not limited to: nutrition and eating disorders, blood drives, drugs and narcotics awareness, sexually transmitted illnesses, anxiety and stress management, smoking, skincare, health hazards, vision disorders, and other topics based on student's needs.

Health History and Insurance

AUD prides itself in offering quality health services. To maintain our standards and fully address the health and medical needs of our students, the AUD Health Center

- **All students**

  Are required to complete and submit, the Student Health History Form, endorsed by Physician, to AUD Health Center. Students will be given until the end of their first semester to complete the requirement.

  Failure to submit the Health History Form will result in the student's being placed on library hold and will not be able to access library resources (physical or online) until the form is submitted.

  Physician is available to complete Student Health History Form during his/her scheduled visits at AUD Clinic.

- **AUD Residence Halls**

  In order to occupy a room in the residence halls, it is mandatory for the student to submit the Health History Form as part of their application. The form should be completed by a licensed physician.

  Failure to submit the form, will result in denial of access to the residence halls until the form is submitted.

- **AUD Athletes**

  It is mandatory for all students joining any of the athletic teams to submit, to the AUD Health Center, the Health History Form completed by a licensed physician, latest by the last day of drop/add week. Students who fail to submit the form are required to visit the AUD Health Center during drop/ add week to finalize the form with the AUD visiting physician. If the student neglects to fill out the form before the beginning of the semester, he/she will not be allowed to train or play in any AUD team.

  New Athletes granted scholarships have to submit the Health History Form completed by a licensed physician from their home country as soon as they receive approval on their scholarship. Students who fail to submit the form are required to visit the AUD Health Center during drop/add week to finalize the form with the AUD visiting physician. Finalization of registration will be completed upon receipt and completion of the Health History Form.

For the best care, students should make sure that their health records are current and up to date for the AUD Health Center.

Enrolled students with medical problems or disabilities, who may require care or restriction of their campus activities, must submit to the Health Center Director an up-to-date medical report from their family physician describing their conditions, restrictions, and special requirements.

All health-related documents, reports, and information are kept confidential in the AUD Health Center. Student's health information is not released to those not involved in the student's immediate care without his or her written permission. Students may complete the *Authorization for Disclosure of Health History Information Form* for information sharing as necessary. Student's health forms are included in the *AUD Application for Admission*, and may be printed from the AUD website, or collected from the AUD Health Center.

Health Insurance

Private health insurance covering care in the U.A.E. is mandatory for all AUD-sponsored students. In order to meet this requirement by enrolling in the AUD-sponsored health insurance plan, students are charged a non-refundable fee on their Fall semester bill covering the period September 1 through August 31 (See *Financial Information* section for details).

AUD non-sponsored students are required to have and maintain private health insurance covering all U.A.E. care on a continual basis while enrolled and are responsible for all charges related to their medical care.

Inclusion/People of Determination

Inclusion*

The American University in Dubai aims to guarantee an integrated and inclusive learning experience for students of determination.

AUD is committed to providing reasonable accommodations and equal access to university programs and activities for people of determination with documented disabilities.

* more information related to Inclusion is available on AUD Website.

People of Determination Support Services

A reasonable accommodation is one that is consistent with academic standards of the university and does not require substantial course or program alteration. The Health Center welcomes and encourages students with disabilities to identify themselves and to seek access to needed accommodations.

To ensure that accommodations are provided in a timely fashion, AUD strongly encourages students to submit their requests well in advance of the start of any coursework for which the accommodation is requested.

Accommodations for People of Determination

Academic support accommodations that are provided to people of determination based on their condition's limitations and specialist's recommendations.

People of determination can suffer from a physical, mental, or learning impairment/condition or disability that affects his/her lifestyle, limits one or more major life activities, and requires special accommodations.

- Physical conditions like: Diabetes, Heart problems, Epilepsy, Cancer, and others.
- Mental conditions like: Anxiety, Depression, Asperger's Syndrome and others.
- Learning disorders like: ADD/ADHD, Dyslexia, and Dyscalculia.

Accommodation Request Process for People of Determination

In order to request an accommodation, students must take the following actions:

1. Disclose his/her special condition via the *Student Health History Form;*
2. Provide the AUD Health Center with a medical report of his/her condition, signed by a doctor. In situations regarding students with psychological issues, a copy of any mental health reports will be given to the Personal Counselor;
3. Meet with the Health Center Director, and the Personal Counselor (for mental-health related cases) to evaluate his/her needs and level of support required, if any;
4. Sign the *Special Accommodations Request Form* (SARF) following the intake and assessment completed by the above-mentioned staff, to ensure that he/she understands the services being provided and the notification process as it relates to the academic units. This includes providing students with guidelines regarding the confidential nature of their file(s);
5. Meet with the Health Center Director or Personal Counselor to assess any academic support needed in terms of course load and course combination;
6. A copy of the *Special Accommodations Request Form* will be emailed to students' instructors, and additional copies will remain in the Health Center and with the Personal Counselor. After receiving this form, the instructor should meet with the student privately to discuss applying these accommodations. The instructor can discuss any concerns about applying these accommodations with the Health Center Director or the Personal Counselor; and,
7. If a student has been diagnosed with a condition after admission to AUD, the student may request assistance at any time, and will be required to follow the procedures as outlined above. If a student has been diagnosed with a condition after admission to AUD, the student may request assistance at a period not less than two

weeks before midterms or final exams and will be required to follow the procedures as outlined above. Application of SARF is not retroactive.

In cases where students have missed classes, a midterm, or an exam, the student must provide a medical note from a doctor/hospital, which will be verified and approved by the Health Center Director or the Personal Counselor (for mental cases). The instructor will be notified by the above-mentioned staff member(s), as needed.

Student refusing to benefit from the services/facilities provided through the *Special Accommodations Request Form (SARF)* or wish to discontinue their application during their academic stay, he/she must sign the *Special Accommodations (SA) Waiver Form* in the presence of the Health Center Director and Personal Counselor.

The information reflected on SARF is confidential. Disclosure by the Health Center is on a selective, as-needed basis (usually only for implementing accommodations.) Any release for other purposes requires the explicit consent of the student. (The university is from time-to-time requested to provide the information of this form to external parties. It does so only with the explicit consent of the student.)

Students of determination are required to follow advisors' decisions regarding all related to registration. To the contrary, accommodation support will be suspended.

Confidentiality

The student is not obligated to disclose their condition or present any medical documentation or absence note to the instructor as the Health Center Director will notify the student's professors informing them of the legitimate medical documentation.

At AUD all medical files remain confidential.

All communications between Health Center staff and patient are confidential, however, the Health Center Director is obliged to break confidentiality in these situations: if at risk of self-harm, at risk of harming someone else, or court order to release information.

The medical documentation does not excuse the student from class. Absences are handled per the university's attendance policy on p. 66.

LIBRARY SERVICES

- Mission
- Goals
- Vision

- Values
- Library Overview
- Library Hours of Operation

Mission

The mission of the American University in Dubai Library supports and nurtures the mission and vision of the University by providing information resources and services to support study, teaching, and research, as well as continuous development, thus enriching the learning experience and encouraging scholarly research in a welcoming and inclusive environment that allows for both individual study and collaborative work.

Goals

The Library's operational goals include facilitating access to information through:

- The development of the library print collection, electronic information resources and access to external information sources;
- The library's organization and arrangement for access;
- Appropriate reference services and user education programs;
- The maintenance of facilities of an adequate size and quality to house collections, resources, and equipment and to provide adequate space for patrons and library personnel.

Vision

AUD Library is the hub that brings together diverse individuals, communities, and information to advance research, education, and innovation.

Values

- Excellence
- Collaboration
- Innovation
- Inclusivity
- Professionalism
- Respect

Library Overview

AUD Library is the gateway to student and faculty teaching, learning, research, scholarship, and intellectual and technological innovation. The library is an inclusive space that offers AUD students, faculty, staff, and the surrounding community a depth and breadth of services and resources to support a lifetime of learning and engagement. Through its collections, expert personnel, technology, and spaces both physical and virtual, the Library provides students and faculty with collaborative experiences and services that can adapt to their learning, teaching, and research needs.

The AUD Library is dedicated to empowering faculty research excellence by offering a comprehensive collection of scholarly materials, spanning diverse disciplines, ensuring access to the needed resources. The collection covering offered programs is composed of over 45,000 print books, and 3,600,000 electronic books, as well as over 200,000 journals, magazines, and newspapers. Other databases include 68,000 streaming videos, as well as primary sources, and images. The major focus of the library is online/digital learning resources (over 116 electronic databases) which will allow students to access resources anytime, anywhere 24x7. If the resource is not available, the Interlibrary Loan service allows faculty members to obtain material and resources from other libraries and through the OCLC WorldShare ILL which is a network of 80,000 libraries worldwide.

A more specialized multidisciplinary database is ProQuest Dissertations and Theses, which has the most comprehensive global collection of dissertations and theses. Graduates also have access to Scopus, a tool for research students and researchers who need access to the latest relevant research beyond their discipline. It offers researchers

productivity tools to make the research process more efficient. The Library similarly offers tools to assist research students in their research such as data management and profile identification and visibility through ORCID.

AUD Library inspires intellectual inquiry and promotes scholarship by providing welcoming spaces with over 200 study spaces, zoned as individual carrels, quiet spaces, and group study rooms. The Study rooms can be reserved all week during opening hours to allow students to work together in groups, brainstorm their research, and exchange ideas in a safe and well-equipped environment fostering creativity and innovation.

The library seeks to provide a safe, respectful, and inclusive learning environment for collaborative and individual study and learning where diverse experiences gather. Library users are expected to respect the rights of others and safeguard the library facilities, books, and other materials from damage or misuse.

Whether the services or the collection, they are designed to elevate the learning, research, and scholarship of its students. The Library measures the success of its services and resources by the extent to which its students succeed in their academic pursuits.

Policies and procedures are posted on the Library's webpage to guide graduates in the successful use of resources and facilities: https://library.aud.edu/.

Library – Hours of Operation

Fall and Spring Semesters

Monday – Thursday   8:00 a.m. to 10:00 p.m.
Friday   8:00 a.m. to 5:00 p.m.
Saturday   9:30 a.m. to 5:30 p.m.
Sunday   Closed
Opening hours are extended during exam periods.

Public Holidays   Closed

During semester-breaks and Summer I & II
Check the Library hours posted online and outside the Library entrance.

GENERAL POLICIES

- Institutional Change
- Government Regulations
- Civil Rights Compliance
- Drug-Free Environment
- Unlawful Harassment
- Student Records Integrity
- Student Records Access and Release
- Health History
- People of Determination/Disabilities
- Campus Security/Crime and Safety Prevention Program
- Disclosure

- AUD Councils
- General Statement of Philosophy on Student Conduct
- Code of Student Conduct
- AUD Smoking Policy (Students)
- Dress Code
- Use of AUD Social Media Channels
- AUD Technology Use Policy
- Online Student Complaint System
- Grievance Process
- Transfer of Credit from AUD to Other Colleges and Universities

Institutional Change

This *Catalog* is current as of the time of printing. From time to time, it may be necessary or desirable for AUD to make changes due to the requirements and standards of the university's accrediting and licensure bodies, or due to market conditions, employer needs, or other reasons. AUD thus reserves the right to make changes to any provision of this *Catalog*, including the amount of tuition and fees, academic programs and courses, policies and procedures, faculty and administrative staff, the calendar and other dates, as well as other provisions.

AUD also reserves the right to make changes to equipment and instructional materials, to modify curriculum and, when size and curriculum permit, to combine classes. **Students have the responsibility to understand and be familiar with the information presented in this Catalog.**

Government Regulations

The American University in Dubai complies with all laws and regulations of the territorial jurisdiction in which its campus is located. Furthermore, as an American-accredited institution, AUD complies with the spirit of relevant United States legislation in so far as is possible/advisable given the cultural, historical, architectural, and legal contexts within which the university operates in the United Arab Emirates.

Civil Rights Compliance

AUD does not discriminate on the basis of race, religion, age, national origin, gender, sexual orientation, or handicap among qualified persons in the recruitment and admission of students, the operation of any of its educational programs and activities, and the recruitment and employment of faculty and staff. The university provides a means to ensure a prompt resolution of all complaints regarding violations of the above policies and a means to ensure due process to all employees and students who believe that the university's policy of non-discrimination is being violated or that they have been victims of sexual harassment.

Drug-Free Environment

As a matter of rigorous policy, AUD prohibits the manufacture and unlawful possession, use, sale or distribution of illicit drugs and alcohol by students and employees on its property and at any university activity. Further information on the university's policies can be found in the *Student Handbook* and on the AUD website. Any violation of these policies will result in appropriate disciplinary actions up to and including dismissal in the case of students and termination in the case of employees, even for a first offense. **Violations of the law will also be referred to the appropriate law enforcement authorities.** Students or employees may also be referred to abuse help centers. Information on the school's drug-free awareness program and drug and alcohol abuse prevention program may be obtained from the Office of the Dean of Student Affairs.

Unlawful Harassment

AUD is committed to the policy that all members of the university community, including its faculty, students, and staff, have the right to be free from unlawful discrimination in the form of sexual harassment by any other member of the university community. Should a student or staff member feel that he or she has been unlawfully harassed, they should immediately inform the Dean of Student Affairs (students) or supervisor (staff)*. Unlawful harassment refers to behavior that is not welcome, which is personally offensive or undesirable to the recipient. All students and employees must be allowed to work and study in an environment free from unsolicited and unwelcome sexual overtures and advances. Unlawful harassment undermines the employee/student/university relationship, and it will not be tolerated.

* of accused

Student Records Integrity

AUD practices the standard of developing and implementing effective management systems that ensure integrity, confidentiality, security and accurate interpretation of institutional records. As such, AUD has implemented policies and procedures to protect the security of the student records in our electronic database (*CampusVue*), created adequate backup procedures, and updated procedures for approving grade changes. The integrity and confidentiality of student record information continues to be one of the highest priorities of the university.*

* AUD upholds the commitment to respect and protect the privacy of student information according to AUD policy and the Family Educational Rights and Privacy Act (FERPA) of 1974.

Student Records Access and Release

The university has established a policy for the release of records containing information on students.

- Each student attending AUD shall have the right to inspect and review the contents of his/her education records, including grades, records of attendance and other information. Parents are not entitled to inspect and review financial or academic records of their students, unless prior written authorization from the student is on the student's file. The *Consent to Release Education Records Form* is signed by the student upon joining the university. A copy of the *Form* is available online under the Registrar's Office.

- A student's education records are defined as files, materials, or documents including those in electronic format that contain information directly related to the student and are maintained by the institution. Access to a student's education records is afforded to school officials who have a legitimate educational interest in the records, such as for purposes of recording grades, attendance, and advising, and determining financial aid eligibility.

- Students may request that the institution amend any of their education records, if they believe the record contains information that is inaccurate, misleading or in violation of their privacy rights. The request for change must be made online https://registrarforms.aud.edu. Grades and course evaluations can be challenged only on the grounds that they are improperly recorded. The instructor or staff member involved will review the request, if necessary, meet with the student, and then determine whether to retain, change, or delete the disputed data. If a student requests further review, the Provost and Chief Academic Officer will conduct a hearing, giving the student a full and fair opportunity to present evidence relevant to the disputed issues. The student will be notified of the Provost and Chief Academic Officer's decision. Copies of student challenges and any written explanations regarding the contents of the student's record will be retained as part of the student's permanent record.

- Directory information is information on a student that the university may release to third parties without the consent of the student. AUD has defined directory information such as the student's name, address(es), telephone number(s), email address, birth date and place, program undertaken, dates of attendance, credential(s) awarded. If a student does not want some or all of the directory information to be released to third parties without his or her consent, the student must present such a request in writing to the Registrar's Office within the term of the student's initial enrollment.

- The written consent of the student is required before personally identifiable information from education records on that student may be released to a third party, except for those disclosures referenced above, disclosures to accrediting commissions and government agencies, and other disclosures permitted by law. Students are requested to complete the *Release Form* as part of the admission process.

A student who believes that AUD has violated his or her rights concerning the release of or access to his or her records may file a grievance with the University's Grievance Officer or the UAE Ministry of Education in Dubai: Phone 80051115, Email *ccc.moe@moe.gov.ae (MOE Call Center)*.

Health History

AUD prides itself in offering quality health services. To maintain our standards and fully address the health and medical needs of our students, the AUD Health Center requires that all AUD students submit the Student *Health History Form* (available at the AUD Health Center and online) to the Health Center.

All health information is confidential. Only the following staff members have access (as needed): President, Executive Vice President, Provost and Chief Academic Officer, and Dean of Student Affairs. All student medical records are kept under a locked filing system, and they are not released to others without the written consent (*Authorization of Health Information Release*) of the student or his or her parents.

People of Determination/Disabilities

Non-Discrimination Statement

AUD does not discriminate against individuals on the basis of physical or mental disability and is fully committed to providing reasonable accommodations, including appropriate auxiliary aids and services, to qualified individuals with a disability, unless providing such accommodations would result in an undue burden or fundamentally alter the nature of the relevant program, benefit, or service provided by AUD.

People of Determination

The American University in Dubai is committed to providing reasonable accommodations and equal access to university programs and activities for people of determination with documented disabilities. A reasonable accommodation is one that is consistent with academic standards of the university and does not require substantial course or program alteration.

The Health Center welcomes and encourages students with disabilities to identify themselves and to seek access to needed accommodations.

It is the responsibility of all people of determination to contact the Health Center Director for an interview and needs assessment prior to their first term of enrollment. To ensure that accommodations are provided in a timely fashion, the university strongly encourages students to submit accommodation requests well in advance of the start of any coursework for which the accommodation is requested. The Health Center maintains a file on each person of determination including specifics on needed accommodations and adaptations. This information will be kept confidential except that relevant faculty and staff may be informed if they are expected to provide accommodations or if emergency treatment may be required. The Office of Student Affairs may be consulted should specific academic support or advising be deemed necessary for the student's academic success.

For more information, students should contact the Health Center.

Campus Security/Crime and Safety Prevention Program

AUD is concerned about the safety and welfare of its students and employees. Therefore, AUD has implemented a security policy for the protection of students, staff and faculty. AUD maintains a log of all crimes committed and reported on its campus. Information is updated annually. Updated information for the prior calendar year is made available, upon request, to all continuing students, faculty and staff each year. For emergency situations, students are asked to call the **university hotline: 04-3183 500/3183555**. A security guard will get in touch with the appropriate authority or university staff member for appropriate action.

Disclosure

Students are encouraged to share personal experiences while participating in classes at AUD. However, students must be aware that should they disclose to any AUD faculty member or staff information that they may cause harm to

themselves or others. Faculty members and staff are required to report such information to the Deans or Chairs, Provost and Chief Academic Officer, or President.

AUD Councils

The following summarizes the function of those Councils, which deliberate Student Affairs issues. The role and composition of each can be found in the *Student Handbook* and on the AUD website.

Conduct Council

To investigate suspected violations of the AUD Code of Conduct, such as, but not limited to theft, harassment, verbal abuse, inappropriate public displays of affection, violent behavior, and not complying with the directives of university officials.

Grade Appeal Council

To investigate grade appeals.

Honor Council

To investigate suspected violations of the AUD Honor Code, such as, but not limited to cheating, plagiarism, and turning in papers purchased through online semester paper services.

Conflict of Interest Clause

No Council member shall sit in review of any decision he or she previously rendered which comes before the Council for review. This imperative applies to situations where the Council's decision is actually being challenged and applies in situations where there may be an appearance of impropriety for a Council member to review a decision based on either direct or indirect contact with the matter in question.

General Statement of Philosophy on Student Conduct

AUD believes strongly in promoting the development of personal and social responsibility and also believes in a humanistic approach to discipline conducive to academic pursuits; however, AUD recognizes that its responsibility for the protection of personal and institutional rights and property is a primary focus of the disciplinary process. The administration reserves the right to develop any policy or take any action(s) deemed appropriate to maintain the safety and well-being of any or all students. Policies and procedures on offenses related to persons, property, campus operations and welfare, health or safety can be found in the *AUD Student Handbook* and online on the AUD website.

Code of Student Conduct

AUD is an academic community committed to the educational and personal growth of its students. Behavior that infringes upon rights, safety or privileges or that impedes the educational process is unacceptable and may lead to sanctions up to and including dismissal from the university. An explanation of violations of university regulations can be found in the *AUD Student* Handbook and online on the AUD website.

AUD Smoking Policy (Students)

It is common knowledge that exposure to second-hand smoke from a variety of products, tobacco-based and non-, represents a significant health hazard. UAE Federal Law 15 prohibits the use of such products on the indoor premises of educational institutions.

In order to comply with UAE law and to promote a healthy environment, AUD **strictly prohibits** smoking, vaping, and other like-practices* (1) on its indoor premises in all buildings, and (2) outdoors on its campus, except in designated smoking areas.

including but not limited to any lit cigarette, cigar, pipe, midwakh, dokha, bidi, electronic cigarette or any other smoking device, along with any form of smokeless or spit tobacco such as dip, chew or snuff.

Three areas on campus have been designated for smokers, equipped with benches and ashtrays: behind the School of Architecture, Art and Design building, behind the School of Business building, and adjacent to the School of Engineering building.

All students, faculty, staff and visitors to the AUD campus are obligated to follow the above policy.

Enforcement

Those responsible for the enforcement and implementation of this policy among students are the security supervisor and staff, together with the dean of student affairs. Specifically, an *Incident Report* is filled out by the party who detects a violation. This report is filed with the Office of Student Affairs for record keeping purposes.

Disciplinary Action

All first-time offenders will be placed on Disciplinary Probation.

The following will result in a **one-semester suspension** from the university:

A second indoor offence
Three outdoor offences
Two outdoor offences + an indoor offence

Upon return from suspension, any additional offence will result in **dismissal**.

Students are urged not to test the administration's resolve in enforcing this policy. It is rooted in UAE law and AUD's objective of providing a safe, healthy environment.

(A similar policy has been inserted in the faculty handbook and staff manual.)

Dress Code

The American University in Dubai, in accordance with the laws of the UAE, adheres to specific guidelines regarding appropriate attire. As a result, students are expected to dress properly while on campus. Inappropriate attire will not be tolerated, and violations are subject to disciplinary action.

Inappropriate attire is defined as, but not limited to:
- Tight or revealing clothing;
- Short shorts and micro-skirts;
- Low-cut tops or dresses;
- Sagging jeans or jeans with suggestive holes or markings;
- T-shirts with inappropriate logos or language;
- Midriff-baring, open-back or halter tops.

Details of the procedure are included in the AUD Student Handbook and online on the AUD website.

Use of AUD Social Media Channels

With social media, the AUD Community grows beyond the walls of the university to include the whole world. AUD's Facebook®, Twitter®, LinkedIn®, Instagram®, and YouTube® profiles have been created to share news and events about the university and its community. It is important that we remain respectful of the environment in which we are in, mindful of other people and constructive in our day-to-day postings. The following guidelines will keep AUD's social media profiles up to standard.

Posting comments: while feedback and criticism are always welcome, they need to be constructive. No political, religious, ethnic, racist, commercial, sexual, alcohol and tobacco-related or potentially offensive content may be posted on AUD's social media profiles. Material deemed offensive by the Administration will immediately be deleted, and the student will be blocked.

Advertising and Promotions (Anti-Spam): some promotions and advertising pertaining to the AUD Community may be welcome but require the Administration's approval. Abuse on AUD's social media profiles will be considered as spam and dealt with accordingly. Advertising and promotions deemed as spam by the Administration will immediately be deleted and the person and/or company will be blocked.

The full policy is available online at AUD's website www.aud.edu.

AUD Technology Use Policy

Information technology resources include all university-owned computers, peripherals, and related equipment and software; voice and data communications infrastructure, all other associated tools, instruments, and facilities; and the services that make use of any of these technology resources. Users are encouraged to use the university computing systems in an effective, efficient, ethical, and lawful manner.

AUD invests in technology resources in order to accomplish more effectively university-specific tasks, goals, and learning objectives. As expected in a contemporary environment, the presence of technology on campus is pervasive. University operating processes and procedures are nearly always computer-supported, and course syllabi more frequently than not reflect the imparting of technological learning outcomes and the use of technology in pedagogy.

Computer users at AUD are required to use proper social and professional etiquette when using the AUD systems. Use of the network implies consent for monitoring of traffic that is necessary for smooth administration of the resource. University computing resources shall not be used for purposes that could reasonably be expected to cause directly, or indirectly, excessive strain on computing systems or unwarranted and unsolicited interference with use of email or email systems.

AUD does not condone the use of inappropriate language and visuals when storing, replicating or transmitting messages by/to instructors, staff or students. The AUD computing facilities and network infrastructure is a distributed and shared environment. Improper behavior that could disrupt the computing resources may be ground for termination of access or other penalties deemed appropriate. Anyone accessing or utilizing university computer systems, related data, and information shares the responsibility for the security, integrity, and confidentiality of information.

Online Student Complaint System

Students may file their complaint through an online application: https://complaints.aud.edu/ is accessible through the AUD website under the My AUD Student Portal section. The Student Complaint System is focused on providing feedback to problems/issues raised by AUD students.

Procedure

It is advised that students should first directly communicate with the person/department with whom they have a complaint. If the student still wishes to formalize the complaint with the relevant academic or administrative head, then they can log into the *Student Complaint System* application and submit their complaint.

Once a complaint is submitted, the academic or administrative head receives a notification email prompting him or her to log into the application and follow up on the complaint.

Students will receive an update on the status of their complaint via email within 5 working days. If input is not received within this timeframe, students are requested to follow up with the Office of Institutional Effectiveness.

The *Student Complaint System* is not relevant for grade or academic standing appeals.

In the event that the above procedure does not yield reasonable outcomes, students may consult the Grievance Officer by following the *AUD Grievance Process* described below.

Grievance Process

This process applies to all members of the AUD community. Specifically, it applies to all student, faculty and staff grievances, including those related to academic matters, as well as to those related to administrative, interpersonal and other non-academic issues.

Grievance Officer

The Grievance Officer facilitates the resolution of grievances within the AUD community through the Grievance Process as outlined below. The Grievance Officer offers confidential, informal, independent, and neutral dispute resolution services by providing mediation, information, advice and referrals as appropriate.

Grievance Procedure

To resolve an issue,

- A grievant should **directly communicate** with the person with whom they have a complaint. It is the grievant's responsibility to do this before any further action is pursued;

- If a grievant wishes to formalize the process; they are required to seek the counsel of the **Grievance Officer within ten working days** of the incident leading to the complaint;
- If the grievant wishes to pursue the matter further, he or she should submit a written complaint to the Grievance Officer (grievance@aud.edu) with the following information:
    - his or her description of the incident(s);
    - the name of the person with whom he or she has a concern/complaint;
    - a suggested remedy.

- The Grievance Officer will then contact the respective Dean, Associate Dean, Program Director or Chair (academic issues), Office Director (non-academic issues), or Supervisor (as appropriate) and provide them with the information regarding the complaint;

- The Dean, Associate Dean, Program Director or Chair (academic issues), Office Director (non-academic issues) or Supervisor will then begin the investigation of the complaint;

- The Dean, Associate Dean, Program Director or Chair (academic issues), Office Director (non-academic issues) or Supervisor will provide a report reflecting the findings and give recommendations **within ten working days** of the filing of the written complaint;

- If a written report is not received within this timeframe, the Grievance Officer will forward the grievance to the Provost and Chief Academic Officer (academic issues), Office Director (non-academic issues) or respective Senior Supervisor;

- The Grievance Officer **in consultation** with the Provost and Chief Academic Officer (academic issues), Office Director (non-academic issues) or Senior Supervisor, will summarize the decision and rationale in writing **within ten working days** to the grievant, the respondent, and the Dean, Associate Dean, Program Director or Chair (academic issues), Office Director (non-academic issues) or Supervisor.

- Appropriate action will be taken by the Dean, Associate Dean, Program Director or Chair (academic issues), Office Director (non-academic issues) or Supervisor within *five working days* after receiving the summary of the decision/rationale.
- Confirmation in writing that action has been taken will be provided to the Grievance Officer within *five working days*.

If at any time during this process, input is not provided within the stated timeframe, the Grievance Officer will collaborate with the appropriate parties to move the process forward. It is the responsibility of the Grievance Officer to keep the university Complaint Log. In the event that a grievance filed in Summer I or Summer II cannot be processed within the prescribed timeframe because one or more of the parties to the grievance are not available, the grievance will then be processed within the ten-day period immediately following the start of the Fall semester.

Grievance Appeal Process

In the event that the above procedure does not yield a satisfactory resolution, the grievant may appeal to the President in writing. The grievant may seek the counsel of the Grievance Officer in preparing the appeal.

- This appeal must be received in the Office of the President *within five working days* after the grievant, the respondent, and the Dean, Associate Dean, Program Director or Chair, Office Director or Supervisor have received written notification of the action.

- The decision previously made can only be overturned by the President if *additional compelling information* is deemed relevant to the case outcome.

Note

Georgia resident students have the right to appeal the final decision to the Nonpublic Postsecondary Education Commission (NPEC) at: 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305; tel.: +1-770-414-3300; website: https://gnpec.georgia.gov/student-resources/complaints-against-institution

Transfer of Credit from AUD to Other Colleges and Universities

AUD neither implies nor guarantees that credits completed will be accepted by other institutions. Each institution has policies that govern the acceptance of credit from other institutions. Transfer of credit is a privilege granted by the institution to which a student may seek admission. Students seeking to transfer credits earned at AUD to other postsecondary institutions should contact the college or university to which they seek admission to inquire as to that institution's policies on credit transfer and acceptance.

OFFICE OF ACADEMIC AFFAIRS

- Office of Academic Affairs
- Mission
- Goals
- Faculty Recognition

Office of Academic Affairs

The Office of Academic Affairs (synonymous with the Office of the Provost and Chief Academic Officer) is responsible for the design and delivery of AUD's academic programs and the quality of academic life at the university.

Provost and Chief Academic Officer

The Provost and Chief Academic Officer oversees the appointment and promotion of all academic staff (Deans, Associate Deans, Chairs, Directors, faculty members and academic support staff), chairs the Academic Council, serves on the Administrative Council, and chairs or is a member of various standing and ad hoc committees whose work impacts academic life at the university.

The Provost and Chief Academic Officer also performs external outreach and representation functions that are aimed at building collaborative relationships and promoting the academic well-being and reputation of the university with the academic and professional communities and with government bodies, locally, regionally, and internationally.

Mission

The Provost and Chief Academic Officer is responsible for overseeing all aspects of academic affairs at the university. Working closely with the President, the primary Mission of the Office of the Provost and Chief Academic Officer is to lead the development and supervise the implementation of academic strategies, policies and procedures whose purpose is to ensure the fullest achievement of the university's educational mission and goals. To this end, the Provost and Chief Academic Officer collaborates with the President and the Executive Vice President in allocating resources to the different academic units and academic support functions through the budgetary process.

Goals

- To foster academic leadership in all academic units at AUD;
- To help new faculty to integrate quickly and successfully into AUD's teaching-focused, student-centered culture;
- To pursue excellence in student learning by continually upgrading the quality of teaching and enhancing teaching effectiveness;
- To enhance communication between faculty, Deans Associate Deans, and Chairs, and the Provost and Chief Academic Officer's Office;
- To recognize, publicize, and celebrate faculty accomplishments;
- To oversee the planning and budgeting process for academic units;
- To upgrade the organizational and administrative setup of the academic units for higher effectiveness in program delivery and student learning; and,
- To provide faculty with opportunities for professional involvement and outreach that would serve the community and enhance student learning.

Faculty Recognition

AUD faculty are recognized annually through the President's Awards and the Provost's Awards. Eligibility all full-time faculty members who have been employed by The American University in Dubai for at least one full academic year are eligible to participate in the competition for the below awards.

President's Award for Teaching Excellence

Awarded to the faculty member who has contributed to the university through extraordinary performance as a teacher. Evaluation criteria include service to students/mentoring outside the classroom.

President's Award for Institutional Effectiveness

Awarded annually to a faculty or staff member for a superlative contribution to AUD's institutional effectiveness initiatives. The basis for this Award will be an outstanding achievement within the IE sphere (e.g.,

assessment/measurement, continuous improvement, strategy formulation, establishment of learning outcomes, etc.) resulting in a significant enhancement in the achievement of AUD's mission.

President's Award for Distinguished Service

Awarded to a staff member who has made significant ongoing contributions to AUD above and beyond the call of duty. The selected staff member is one whose impact on the institution is formidable and universally recognized.

Provost's Award for Innovation in Teaching

Awarded according to the following criteria:

- Evidence of effective use of the innovation to enhance student learning;
- Support for the innovation by academics, both within and outside AUD, and by professionals in the discipline;
- Potential for continued use and long-term impact of the innovation on teaching and learning.

Provost's Award for Outstanding Research

Awarded according to the following criteria:

- Track record of activity and productivity in research and scholarly work;
- Originality and quality of the research or scholarly work;
- Local and international recognition of the research or scholarly work;
- Contribution of research to conceptual knowledge in the academic discipline;
- Contribution of research to applications and practices in the professional discipline.

Provost's Award for Creativity in Design and the Visual Arts

Awarded according to the following criteria:

- originality of the creative work;
- evidence of local and international recognition of the creative work such as participation in local and international exhibitions, displays, competitions, etc., and/or presentation at adjudicated conferences and/or publication in adjudicated journals;
- evidence (e.g., through media coverage) of cultural and social significance of the creative work and its impact on the human experience and on public opinion.

Provost's Award for Outstanding Literary Achievement

Awarded according to the following criteria:

- originality of the literary work;
- evidence of local and international recognition of the literary work such as interviews with the author, discussions in the media, citations, participation in local and international literary competitions and contests, presentations at adjudicated literary events, publication in adjudicated journals;
- evidence (e.g., through media coverage) of cultural and social significance of the literary work and its impact on the human experience and on public opinion.

Provost's Award for Professional Engagement and Community Outreach

Awarded according to the following criteria:

- evidence of contribution to advancing the achievement of AUD's mission and purpose-related goals and enhancing AUD's name and reputation;
- evidence of positive impact on teaching and learning (e.g., internship opportunities for students, professional certification opportunities for faculty and students, research grants and professional consulting opportunities for faculty, etc.);
- evidence (e.g., through media coverage) of external recognition of the significance and success of the engagement or outreach in advancing social, environmental or charitable causes.

ACADEMIC POLICIES AND PROCEDURES

- Statement on Academic Freedom
- Academic Advising/Registration
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- Academic Credit Hour Determination
- Course Load
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- Course Sequencing
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- Academic Honesty
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- The Graduate Academic Committee
- Inactive Status
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- Graduation/Diploma
- Graduation Modalities
- Participation in Annual Graduation Ceremony (Eligibility)
- Time Limit for Completion of Graduate Degree Programs
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Statement on Academic Freedom

Academic freedom is the freedom for faculty to discuss all relevant matters in the classroom, to pursue other professional academic activities related to student learning and research, and to explore all avenues of inquiry, learning and instruction in an institution of higher learning. This freedom also extends to students as they engage in learning activities and inquiry related to those activities. However, academic freedom is accompanied by academic responsibility which, for faculty, implies faithful performance of assigned academic duties and obligations including a presentation of course content that meets the requirements and learning objectives of each course. For both faculty and students, responsible exercise of academic freedom involves adherence to the highest standards of academic integrity in all teaching, learning and research-related activities. Academic responsibility also requires that faculty members make clear that they are not speaking for the institution, unless expressly authorized to do so by AUD, particularly in areas of politics, topics related to religious beliefs, and commercial endorsements. Faculty members and students should at all times act with integrity, express themselves within the confines of law and competent authority, show respect for the rights of others to hold differing opinions, be accurate, exercise appropriate restraint, be culturally sensitive, and make every effort to indicate that statements they make express their own views and not those of AUD.

The American University in Dubai recognizes and will uphold for all its faculty, full-time and adjunct, and for its students, the freedom to pursue knowledge wherever it may lead, the freedom to test received wisdom, and the freedom to research, review and put forward new, controversial, or unpopular ideas or opinions within the standards of academic integrity, scholarly inquiry and professional ethics, without interference and without placing themselves in jeopardy— of losing their jobs or any of their rights or privileges as AUD faculty, or of academic detriment or penalty as students.

A faculty member or student who believes his or her academic freedom has not been protected due to violation of this policy may seek redress by filing a grievance with the Grievance Officer. The grievance process described on   pp. 52-53 will apply to the processing of grievances related to academic freedom.

Academic Advising/Registration

Graduate students should contact their Program Director for academic advising and approval of courses prior to registration.

Students are encouraged to maintain close contact with their Program Director during their time at AUD. Program Directors provide them with information and perspective related to academic policy and concerns, specific course related problems/issues and other academic matters. However, students are required to become familiar with the various program requirements and necessary requisite coursework and sequencing and are expected to assume responsibility for program planning and course selection. *Ultimately the responsibility for fulfilling degree requirements rests squarely with the student.*

Academic Year

AUD defines the academic year as a period of time in which a full-time student is expected to complete two semesters (Fall, Spring) of instructional time.

AUD's academic calendar operates on the semester system with each semester consisting of 15 weeks of scheduled classes plus a 16th week for study/makeup classes and final examinations. The Summer sessions are optional and fall outside the academic year. A detailed Academic Calendar is included in this *Catalog*.

Academic Credit Hour Determination

AUD follows commonly accepted American best practice for determining course credit hours.

The number and mode of delivery of weekly contact hours determine the credit hours assigned to a course.

For every three hours of **lecture** delivered weekly throughout a semester or summer session, amounting to approximately 45 contact hours of instruction, three hours of credit are assigned.

Learning experiences such as **studios and laboratories**, which serve the primary purpose of reinforcing the learning and understanding of previously presented material and/or putting theory and principles into practice, ordinarily receive one-half the credit value of a lecture; that is, for every two hours weekly spent in a laboratory or studio during a semester or summer session, one hour of credit is assigned. Accordingly, a semester course consisting of three weekly hours of lecture and two weekly hours of studio or laboratory would be assigned four credit hours.

In calculating credit hours, AUD's courses must follow the above principle and apply the ratio between the value of an hour of lecture and an hour of another form of delivery (e.g.,1:0.5) in determining the credit hours assigned to a course. However, there may be a reason to propose a deviation. Proposals to deviate from this ratio of contact hours to credit will only be considered for the non-lecture-based component comprising a given course. The amount of contact time required to constitute a credit hour may be adjusted, depending on judgment concerning the instructional intensity or other factors of this component of the course.

Subject to ratification by the Academic Council, it is the purview of the University Curriculum Committee (UCC) to evaluate the credit hours assigned by the schools to those courses proposed for inclusion in the university's curriculum.

Internships and field experiences provide students an opportunity to earn credit by working in a professional capacity in a position related to their degree discipline. Unless otherwise specified in a program*, and by consensus across the university's schools, all students must work a minimum of 225 hours (i.e., 20 weekly hours) in a professional setting to be awarded three credit hours. The amount of credit generated by such workplace activity in any given term is usually capped at three.

In cases where various instructional experiences are blended (e.g., lecture and internship), the ratios cited in this policy are used to determine credit hours. Study tours ordinarily require some lectures, visits to discipline-relevant sites, report writing and other assignments. The contribution of each experience to credit hour calculation is determined with a view to the hours dedicated to each component and the judged intensity of instruction.

In awarding transfer credit (see p. 22), all courses are evaluated for their equivalency to AUD courses in terms of content and contact hours. For those systems not based on semester credit hours, conversions are made to the semester credit hour system using the above criteria.

*Please refer to the Internship Manual for details

Course Load

The normal academic load in the graduate programs is 9 credit hours per semester for full-time students, six credit hours per semester for part-time students and three credit hours for the summer term.

Audits

A student may audit a course at his or her discretion and with the approval of the Dean, Associate Dean, Program Director or Chair of the academic unit offering the course. ***An audited (i.e., not-for-credit) course may not be taken for credit at a later date.*** The normal fee schedule governs audited courses.

Course Sequencing

Students admitted to a graduate program may be required to follow a specific course sequence, which will depend on the student's program option at admission (i.e., choice of concentration/track if applicable). All course sequences will be based on a set schedule and will be designed to make it possible – assuming a Fall term start and a course load of two courses per semester – to complete a program in just six consecutive terms (excluding Summer II); i.e., in less than two years. This program completion time would become significantly shorter for students who take a full course load of three or more courses per term.

Students should consult the course sequencing charts in the program-specific sections.

School of Architecture, Art and Design Laptop Initiative

The School of Architecture, Art and Design at AUD acknowledges laptop computers have become an integral part of the commercial industries related to the programs offered by the School. To advance computing skills required to enter and succeed in today's competitive job market, School learning objectives require all students to own a laptop. This will greatly enhance the learning process and will address instances of limited availability of or access to AUD-supplied computers and software. The complete *Laptop Policy* is available online and in the *AUD Student Handbook*.

Student Attendance and Class Participation

At the graduate level, classroom activities and the learning process in general can be greatly enriched through the active participation of students. It is therefore expected that students will contribute continually to the learning outcomes of the program by attending all class sessions and bringing their diverse professional backgrounds to bear on the lectures, discussions, presentations, and other classroom activities.

While attendance will be taken at the start of each class session, it is not attendance per se, but the amount and quality of class participation that may, at the discretion of the instructor, be included in the evaluation plan and final grade determination for the course. The weight assigned to class participation may vary depending on the subject matter and nature of each course but will not exceed 15% of the final grade. Instructors will state their policy on class participation in their course syllabi, including the weight assigned to class participation in the final grade determination.

Grading System*

Letter grades are issued to students at the completion of each semester/term. Grades are based on the quality of work as shown by written tests, term papers, presentations and projects as indicated in the course syllabus. The following scale is used in the evaluation of academic performance and grading in all graduate programs. Earned quality points are calculated for each course by multiplying the quality point value for the grade received in the course by the credit –hour value of the course. For example, a three-credit course with a grade of B would earn nine quality points [credit value of course (3) times quality point value of B (3)]. The Cumulative Grade Point Average (CGPA) is calculated by dividing the total earned quality points by the corresponding number of attempted credits.

	Letter Code	Description	Quality Points
Earned Grades	A	Excellent	4.00
	A-	Very Good	3.70
	B+	Good	3.30
	B	Good	3.00
	B-	Acceptable	2.70
	C+	Minimally Accepted	2.30
	C	Minimally Accepted	2.00
	F	Failing	0.00
	P	Thesis, Pass	n/a
	I	Incomplete	n/a
	AU	Audit	n/a
	IP	Thesis, In Progress	n/a
	TC	Transfer Credits	n/a
	W	Withdrawal	n/a

I | Incomplete

This grade is issued in rare cases for extenuating non-academic circumstances that prevent the student from completing all course requirements on time. A grade of "I" requires the approval of the Program Director. The incomplete coursework must be completed before the end of drop/add period of the of the subsequent term the

student is enrolled in; otherwise, the Incomplete will be changed automatically to a grade of F. The university does not grant incompletes retroactively. Students should apply for an incomplete through the online system under the Registrar's webpage: https://registrar.aud.edu/.

AU | Audit

No credit is given for audit (AU) classes, nor is the grade included in the student's academic average. Students must receive written approval from the Program Director to audit a class, or classes, prior to the first day of the semester. Instructor approval may be required for some courses.

W | Withdrawal

Students who withdraw officially from graduate courses (using the designated withdrawal form) before the final examination will receive a grade of W. Credits for the course in which the grade of W was awarded are considered attempted credits but are not included in the CGPA calculation. A grade of W may not be awarded after the final examination in the course.

IP | In Progress

This is used in lieu of a grade when a thesis is still in progress. It is assigned at the end of the first term of registration for the thesis, and in subsequent terms within the time limit for completion, until the thesis is completed, submitted, evaluated and a final grade (P or F) is assigned. No credits are awarded for a thesis while it is in progress.

P | Pass

This grade is awarded upon satisfactory completion of the thesis. Thesis credits are considered attempted credits once a grade of P or F is issued but are not included in the CGPA calculation.

Application of Grades and Credits/Repeating a Course

An asterisk appearing next to the grade indicates that the course was repeated due to a low grade (B- or lower) obtained the first time the student took the course. A student may repeat a course previously taken and failed, to replace a grade of W, or to try to improve a passing grade achieved the first time the student took the course. (See *Limit on Repeated Courses* p. 66.) When a course is repeated, a new grade is assigned in the semester or term n which the course was retaken. Both the original grade and the new grade are reported on the transcript.

The original (older) grade will be followed by an asterisk (*) indicating that the course has been repeated. Credits for both the original taking and the retaking of the course will be counted as attempted credits; i.e., both the original grade and the new grade will be included in the CGPA computation. However, In the M.B.A. program, the higher grade (whether the original or the new) will replace the lower grade and the latter will not be included in the CGPA computation. All earned grades, including P and F, are included in the CGPA computation. Grades of I, AU, IP, TC, and W are not earned grades and are not included in the CGPA computation.

Grade Appeal

Questions and concerns about grades often result from misunderstandings about grading practices and expected standards. Direct communication between instructors and the students usually clears up these misunderstandings. In some cases, however, a grade appeal is warranted.

Students have the right to appeal a grade and request a reconsideration of the assigned grade within one month subsequent to the issuance of the grade; however, they must provide sufficient, tangible evidence to support their request for a re-examination of the assigned grade.

Reasons for reconsideration of a grade appeal may include:
- Miscalculation of marks;
- Mis grading of a paper, project or exam;

- Application of an evaluation or grading system which was not included in the course syllabus;
- A departure from the instructor's previously announced standards;
- Assignment of a grade on some basis other than the student's performance in the course;
- ***Demonstrable*** evidence of discrimination or prejudice in the assignment of the grade;
- Arbitrary assignment of grade (lack of consistent and equitable standards for grading).

Grade Appeals will be dismissed if:
- Allegations by the student do not indicate erratic grading;
- The basis of the disagreement is with the instructor's particular grading standards; or,
- The appeal is not submitted within the given one-month period subsequent to the issuance of the grade.

Online Grade Appeal Application

The Application

A student who believes that he/she has the basis to appeal a grade, must apply online within one month subsequent to the issuance of the grade. The application is accessible through the AUD website under the *Registrar's Webpage*.

Grade Appeal Procedure

- The student should make an appointment with the appropriate instructor when there is any question about a particular grade or the instructor's grading policy. Students in the Study Abroad Program (SAP), if they have returned to their home countries, may contact the instructor via telephone or email;

- Subsequently, ***if students wish to file for a grade appeal***, they log into the *Grade Appeal Application* available under the *Registrar's Webpage:* https://registrar.aud.edu/.

- Once a grade appeal is submitted, the course instructor receives a notification email prompting him/her to log into the application and confirm a meeting with the student and entering his/her remarks.

- The Chair of the department offering the course in which the grade appeal is made will then follow up on the case and enter his/her decision into the system.

- Students and concerned faculty will receive an update on the status of the appeal via email. If the grade appeal is approved by the Department Chair, the instructor will proceed with the grade change, with an explanation of the reasons and the new grade. In the event that the appeal is not approved by the relevant Chair, students may choose to appeal to the Dean, who will then follow up on the case and enter his/her decision to the system.

- The student, concerned faculty, and Chair will receive an update on the status of the appeal via email. If the grade appeal is approved, the instructor will proceed with the grade change, with an explanation of the reasons and the new grade. In the event that the appeal is not approved by the relevant Dean, the student may raise the appeal to the Provost and Chief Academic Officer for review.

- The Provost and Chief Academic Officer will discuss the questions raised with the instructor, give the student a perspective regarding the grade and review the mechanism for appeal.

- The student, concerned faculty, Chair, and Dean will receive an update on the status of the appeal via email. If the grade appeal is approved, the instructor will proceed with the grade change online.

Academic Honesty

At AUD, students are expected to demonstrate academic integrity by completing their own work, assignments and assessments. Effective planning and progress must be accomplished for students to be successful in their degree program of study. Submission of work from another person, whether it is from printed sources or someone other

than the student; previously graded papers; papers submitted without proper source citation; or submitting the same paper to multiple courses without the approval of all instructors involved can result in a failing grade or be reported to the Dean, Associate Dean, Program Director or Chair for appropriate sanction or disciplinary actions. All students are expected to maintain the standards as set forth in the Code of Student Conduct and Statement on Academic Honesty.

AUD Honor Code Pledge

The administration and faculty of AUD believe strongly in the concept of an honor system. This belief is based on the knowledge that in competitive professional environments, greater emphasis is placed on originality and integrity of ideas and work. With the freedom to pursue an AUD degree comes the obligation to abide by the rules of the AUD Honor Code. All members of the AUD academic community, including faculty, students, and administration, are expected to assist in maintaining the integrity of the university, which includes reporting incidents that violate the *Statement on Academic Honesty*. To this end, all students are asked to sign and adhere to the honor pledge that reads as follows:

"As a student of The American University in Dubai, I pledge that all tests taken by me and that all work submitted by me will be original and solely the results of my own efforts. Furthermore, as a student and member of the academic community of The American University in Dubai, I am bound to uphold standards of personal integrity and honesty and to accept my personal, academic and professional responsibilities in the community.

Specifically, I pledge:
- *to adhere to the university's policy on cheating and plagiarism;*

- *not to lie or steal in my university undertakings;*

- *not to evade the truth or deceive;*

- *to inform the appropriate faculty member and Dean, Associate Dean, Program Director or Chair of any and all cases of academic dishonesty and violations of the Honor Code."*

Definitions

Cheating: is using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It includes the following:
- For both in-class and out-of-class academic exercises, using books, notes, materials, calculators, internet, Intranet or, communication or collaboration with others which has not been authorized by the instructor.

    - *Examples include but are not limited to the following: mobile phones, recording devices, texts, friends, relatives, tutors and others.*
- Having someone else take an examination in your place.

- During an examination, copying from another student's examination paper, facilitating other students' copying, or allowing another student to copy from one's own paper.

- Presenting or handing in a paper, sketch, artwork, project, take-home exam, costume, photographs or any other work written, prepared or completed in full or even in part by someone else.

- Unauthorized access to or use of examinations, tests or quizzes.

    - *If a student inadvertently sees an exam, it is his or her responsibility to report this immediately to the instructor or relevant Dean, Associate Dean or Chair.*
    - Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise; for example, listing sources that were not used in the academic exercise
        - *Making up the names of books, page numbers, data, charts, tables, etc.*
- Using an essay, paper, artwork, sketch, etc. for one course to satisfy the requirements of another without the permission of the instructors involved. This includes repeating the same course and handing in work completed during the previous unsuccessful attempt. (If a student wishes to use a previously completed assignment as a

starting point for additional research and development, he or she must receive the approval of both instructors and provide them with a copy of the original assignment.)

- Handing in the same assignment simultaneously in two or more courses without the full knowledge and approval of all instructors involved.

Plagiarism: is the use of someone else's ideas, words, projects, artwork, phrasing, sentence structure or other work without properly acknowledging the ownership (source) of the property (item). This includes material, text, images or designs from generative artificial intelligence tools. Plagiarism is dishonest because it misrepresents the work of someone else as one's own.

<u>Self-Plagiarism:</u> The publication or the presentation of a student's previous work as the original one. Similar to plagiarism, self-plagiarism is unethical. Acts of self-plagiarism include:

- Using an essay, paper, artwork, sketch, etc. for one course to satisfy the requirements of another without the permission of the instructors involved. This includes repeating the same course and handing in work completed during the previous unsuccessful attempt.

  Note: If a student wishes to use a previously completed assignment as a starting point for additional research and development, he or she must receive the approval of both instructors and provide them with a copy of the original assignment;

- Handing in the same assignment simultaneously in two or more courses without the full knowledge and approval of all instructors involved.

<u>Fabrication</u>: The intentional and unauthorized falsification or invention of any information or citation in an academic exercise; for example, listing sources that were not used in the academic exercise, such as making up the names of books, page numbers, data, charts, tables, etc.

Plagiarism takes many forms and includes the following:

- Using someone else's words without putting these words in quotation marks.

<u>Original version</u>: *On this small planet where the actions of people across the globe have a profound influence on our daily lives and our futures, we must understand something about the lives of people across oceans and the way they view the world, if we are to successfully interact with them. This is the mission of anthropology: to understand the differences and similarities, the understanding, expectations, and desires of peoples living in a wide variety of conditions, circumstances and environments.*

<u>Student version</u>: *As the world is such a small place our lives and futures are heavily influenced by what others do. Therefore, we must understand something about the lives of people across oceans and the way they view the world, if we are to successfully interact with them (McCaffrey and Marcus I).*

Why is this plagiarism? The student has copied the underlined text word-for-word from the original text. As the copied text has not been placed in quotation marks, the text has been stolen. Even though the student has cited the source, that is, indicated in brackets the authors of the source, the student is still guilty of plagiarism.

- Using unique, original ideas, phrases, sentences, paragraphs, etc. from a single source or a variety of sources such as a text, journal, web page, electronic source, design, artwork etc. in one's work without citing (all) the source(s).

<u>Original version</u>: *Everyone knows that we live in a global world. Today, children with inexpensive personal computers send and receive messages across the globe in seconds using technology that was once only available to scientists and statesmen. Native people in the most remote villages in the high mountains of South America gather around a village television set to watch [MTV] and the X-files. Colombian peasants without running water in their homes watch CNBC financial news to decide when to sell their coffee harvest, while high school janitors in Little Rock, Arkansas, keep track of the Singapore stock market to decide when they can retire.*

<u>Student version</u>: *We live in a shrinking world in which children can communicate with others around the world using computer technology that is much cheaper now than it was several decades ago. In addition, people in remote areas increasingly have access to information from far-flung corners of the globe. For example, South Americans in isolated mountain villages watch*

MTV and X-files on a communal television set, while Colombian peasants, with no access to running water, tune in to CNBC financial news before they sell their coffee beans.

Why is this plagiarism? The student has clearly used the ideas and thoughts of McCaffrey and Marcus. Even though the ideas and thoughts have been put into the student's own words, the source of the ideas has not been given to the reader. Therefore, the student is guilty of plagiarism.

Even when students seek to summarize the main points of any passage(s), they should take care to use their own words; that is, the summary must differ considerably from the original in terms of both vocabulary and sentence structure. Every attempt has been made to ensure that the definitions above and accompanying examples are comprehensive. *However, students should understand that examples of cheating and plagiarism other than those listed above are equally unlawful. Any form of plagiarism or cheating, as well as any other form of academic dishonesty, is in violation of the AUD Honor Code and hence in breach of the university's desired standard of integrity.*

(The original text used in the examples above is reprinted with the kind permission of Dr. A Marcus, editor of Anthropology for a Small Planet; Culture and Community in a Global Environment).

Other Forms of Academic Dishonesty
Students who have falsified or omitted academic information from applications and other university documents have also violated the *AUD Honor Code*.

Administration of the University's Academic Integrity Policy
The university uses a two-level process for reviewing suspected violations of academic integrity. The first level is the *Dean of the school* in which the violation is suspected to have been committed. The second level is the *University Honor Council (UHC)*.

The Provost and Chief Academic Officer oversees all aspects of administration of the university's academic integrity policy; both of the preceding levels are answerable directly to the Provost and Chief Academic Officer on all matters pertaining to this process. For additional information, please see the relevant section of the AUD *Student* and *Faculty Handbooks*.

Penalties For Academic Integrity Violation

A. Following careful consideration at the school Dean level or deliberation at the University Honor Council (UHC) level, a penalty commensurate with the seriousness of the offense and the degree of student culpability will be determined from the menu below:
   1. Zero on the graded work involved in the offense (normally applied to offenses reviewed at the school Dean level, although more severe penalties may not be ruled out)
   2. A grade of F in the course
   3. A grade of F in the course plus suspension in the academic term following the term in which the offense was committed
   4. A grade of F in the course in which the offense was committed, immediate withdrawal from all courses in which the student is enrolled, and immediate dismissal from the university (dismissal is subject to ratification by the Provost and Chief Academic Officer before going into effect)
B. The penalty for second-time offenses can never be less than A.3 above.
C. Students who aid in someone else's cheating or plagiarism are equally at fault and will be sanctioned accordingly.
Students in need of clarification of the university's Academic Integrity Policy may consult the Dean or Associate Dean of their School, or their Department Chair.

The Graduate Academic Committee

The Graduate Academic Committee for each program consists of two full-time graduate faculty members and the Program Director as Chair. The Committee reviews the status and academic performance of graduate students each term to ensure that the academic standards of the graduate program are met. The Committee makes decisions on specific actions or future levels of academic performance that are required of students who are found not to be in good academic standing, and these decisions are communicated to each student in writing.

Periodic Evaluation of Academic Standing

All students must maintain satisfactory academic performance in order to remain enrolled at AUD. Academic standing is evaluated periodically by measuring each student's cumulative Grade Point Average (CGPA). Students are expected to meet minimum CGPA requirements in order for their academic performance to be considered satisfactory. ***Graduate students are required to maintain a minimum CGPA of 3.0 throughout their enrollment in order to be in good academic standing.*** A student's CGPA will be reviewed at the end of each academic term after grades have been posted to determine whether the student is in good academic standing. Students admitted to an AUD graduate program on probation must attain a CGPA of 3.0 or higher at the end of their first term in the program.

Limits on Grades

1. Limits on Grades of C or C+
Grades of C and C+ are considered minimally acceptable for the purpose of passing a course. No more than two grades of C and/or C+ will count toward completion of the degree requirements. A student who earns C and/or C+ in three core course must repeat one of these courses and secure a grade of B- or higher in order to satisfy the degree completion requirements. A student who earns a third grade of C or C+ in an elective course may either repeat the elective or take another elective instead.

2. Limits on Grades of F
A student who receives a grade of F will be placed on Academic Probation. The course for which an F is earned must be retaken the next term the course is offered. ***A student who receives a second F grade will be subject to dismissal from the graduate program.***

3. Limit on Repeated Courses
A graduate student may not repeat more than three courses. Within this limit, the same course may only be repeated once. All failed courses must be repeated. ***Failure in the same course twice will result in terminating the student's enrollment in the graduate program.***

4. Limit on Ws
Students who withdraw from a course receive a grade of W. Students may receive no more than three W grades.

Academic Probation

In its review following the end of each semester or term, the program's Graduate Academic Committee will identify cases of noncompliance with the above standards and place the following students on academic probation:
- Students whose CGPA has fallen below 3.0.
- Students who have earned a first grade of F in a course.

The Graduate Academic Committee will inform each student placed on probation, in writing, of the specific conditions required for reversion to good academic standing. In all cases, students on academic probation (other than those admitted on probation) must maintain a term GPA of 3.0 or higher until they revert to good academic standing. If a student fails to maintain a minimum term GPA of 3.0 or higher in any subsequent semester, the student will be dismissed from the graduate program.

Conditions Applicable to Students on Academic Probation

Students on Academic Probation must consult with the Program Director prior to selecting their courses and obtaining their academic advisor's approval to register.

Appeal of Termination

A student who has been terminated from the graduate program may be readmitted by filing an appeal to the Program Director, within fifteen days of notification. The School housing the program will reach a decision upon critically assessing the student's academic performance, his or her overall contributions to the classroom learning environment, and his or her prospect for successfully completing the program. The School's decision must be ratified by the Provost and Chief Academic Officer and will be communicated by the School to the student in writing within five days of receiving the appeal. If the appeal is denied, the student has the right to submit a final appeal of the decision to the President within three days from notification of the denial. The President's decision will be final and will be communicated to the student in writing within three days of receiving the appeal.

Inactive Status

Graduate students (including those taking Foundation courses) who do not register for two consecutive terms will be considered "inactive" and will be notified of their status by their program's Academic Committee in writing. Inactive students will be required to make their plans known to their Program Director, also in writing, regarding resumption of their studies. As a rule, students who are inactive for two consecutive terms beyond the first two, i.e., for a total of four consecutive terms of non-registration, will be terminated. Exceptions to this rule must be approved by the respective Program Director on a case-by-case basis.

Should inactive students who have been dropped from a graduate program eventually decide to resume their studies, they will be required to apply for readmission to the program. **Approval of readmission will not be automatic but will be decided on a case-by-case basis.**

Readmission Following Interruption of Degree Progress

A student desiring to re-enroll at AUD after a period of one year from the official date of withdrawal or inactivity is considered a new student. Should the student decide to resume their studies, they will be required to apply for readmission to the program and will be required to complete the degree in accordance with the *Graduate Catalog* in effect upon their reenrollment.

Readmitted students, who will exceed the time limit for completion of their degree, must submit an appeal along with the reapplication form.

A student desiring to re-enroll after less than a one-year period from the official date of withdrawal should contact the Office of the Registrar to initiate the reenrollment process.

Graduation/Diploma

A student may not request a diploma any earlier than the student's last semester at AUD. The request must be completed online http://registrar.aud.edu/ before to the end of the student's final semester. Failure to complete the application online by the specified date may result in a delay receiving the diploma.

Diplomas are available for personal pick-up by students at the Registrar's Office. A student who prefers an alternative for collecting or receiving his or her diploma should consult the Registrar's Office. (For purposes of graduation verification, the university can provide a letter [stamped] to the student until their diploma is issued.)

Graduation Modalities

In order to qualify for graduation, students must meet the following eligibility requirements:

Academic
- Minimum CGPA of 3.0;
- Clearance by the Program Director that all program requirements have been met.

Administrative
Students with overdue library books or who are delinquent in the payment of fees may not apply for their diploma until the irregularity is remedied.

Participation in the Annual Graduation Ceremony (Eligibility)

The American University in Dubai holds its Commencement Exercises once a year following the *Spring* semester. In order to be eligible to participate, candidates for *graduate* degrees:

1. must be in good academic standing (cumulative GPA of 3.0 or higher) as of the end of the *Spring* semester;
2. must have **not more than one course (3 credits, including Thesis)** remaining for completion of their degree requirements by the end of the *Spring* semester preceding the graduation ceremony; and
3. must complete the remaining course not later than the Fall semester of the same academic year; **OR** (in the case of a Thesis) must have an approved Thesis Proposal with a completion timeline and an assigned Thesis Advisor; and,
4. must complete an Application Form for Participation in the graduation ceremony (available online at graduation.aud.edu)

Students who are approved for participation in the graduation ceremony before completing all degree requirements, as described above, are not eligible for the Graduate Program Award at the graduation ceremony.

Administration of the above policy is the purview of the Registrar's Office. Any situation requiring more specific interpretation of the policy will be referred to the Provost and Chief Academic Officer.

Time Limit for Completion of Graduate Degree Programs

All graduate coursework and other requirements must be completed no later than *five calendar years* from the date of initial admission to the graduate program.

Study terms, inactive terms during which the student was not registered in any courses, and, if relevant, the three-terms time limit for completion of a thesis (plus the one-term extension, if applicable) will all be counted in determining adherence to this time limit. However, the terms during which the student was registered for Foundation (non-600 level) courses will not be counted in this determination.

Graduate Program Award

For each program, the Graduate Program Award is presented during the commencement ceremony to the graduating student with the highest academic standing.

ACADEMIC UNITS, PROGRAMS AND DEGREE REQUIREMENTS

- Degree Requirements
- Student Responsibility
- Credit Hour Requirements
- School of Architecture, Art and Design
- School of Arts and Sciences

- School of Business
- Mohammed Bin Rashid School for Communication
- School of Education
- School of Engineering

Degree Requirements

To be recommended by the faculty for graduation with a Master's degree, students must fulfill all degree requirements. Students on a previous curriculum may choose to fulfill the requirements of that curriculum or the current one. Program-specific requirements as they now stand are outlined on the following pages.

Student Responsibility

It is the student's responsibility to fulfill the degree requirements of his or her program. **Regulations will not be waived, nor exemptions granted based on a student's claimed lack of awareness of degree requirements as per this Catalog and subsequent changes.** Although a number of university personnel (e.g., advisors, faculty, etc.) assist students, it is ultimately the student who is accountable for adhering to the mandates of his or her degree program. **Citing as an excuse misinformation provided by university personnel will not exonerate a student from this accountability.**

Credit Hour Requirements

The total number of credit hours required in each degree program is clearly stated in the respective sections of this *Catalog*.

SCHOOL OF ARCHITECTURE, ART AND DESIGN

The School of Architecture, Art, and Design offers four programs. At the undergraduate level a five-year professional Bachelor of Architecture (B.Arch.) and four-year Bachelors of Fine Arts (B.F.A.) in Interior Design (ID) and Visual Communication (VC). All three curricula are accredited both locally and internationally. At the graduate level the School provides an accredited program, the Master of Urban Design and Digital Environments (M.U.D.D.E.). The VC Department offers a choice of four majors, namely Advertising, Digital Media, Graphic Design, and Studio Art. The Interior Design Department offers on top of the general B.F.A. in ID, a Concentration in Hospitality Design, which allows students to explore the hospitality field and related subject areas to understand and develop knowledge of the topic in all its aspects, Students wishing to pursue the concentrations are responsible for completing all the course prerequisites. The Architecture Department offers a B.Arch. in Architecture and a Master in Urban Design and Digital Environments. Students in the B.Arch. who wish to pursue a Master in Urban Design and Digital Environments at AUD can opt for an accelerated path.

Digital Design and Fabrication (DDFT) courses represent a salient trait of the school, hence many are core requirements in Architecture, Interior Design, and Visual communication curricula. Additionally, through the Center of Research, Innovation and Design (CRID), which is the first and only authorized Rhino, VR Sketch, and Gravity sketch training center in the UAE, students can be certified in related software. Moreover, AUD is a Certiport Authorized Testing Center and students can take the User Certified Exam in any Autodesk application taught at AUD.

Courses offered by the School are taught by faculty using the latest facilities, equipment, and techniques. The four programs rely heavily on a one-to-one, hands-on studio-based teaching, promoting direct interaction between faculty and students by limiting studio class size while extending contact time.

Students are trained to think, analyze and perform creatively to smoothly and efficiently integrate an increasingly demanding and competitive market in their respective fields. Finally, the school graduates are prepared to advocate and promote cultural diversity, professional ethical values, and environmental awareness.

School Goals

To achieve its mission, the School of Architecture, Art and Design pursues the following goals:
- Establish strong ties with the professional community;
- Foster an educational environment conducive to creativity, competitiveness and excellence;
- Promote cultural diversity and professional ethics;
- Protect the environment;
- Contribute to the advancement of society.

Master of Urban Design and Digital Environments (MUDDE) Program

Program Mission

The mission of the MUDDE program is to prepare students to solve complex and multi-faceted urban problems using the best practices and the latest technologies. The program creates high-caliber design professionals who are also critical thinkers, capable researchers, advocates of social justice and life-long learners

Program Goals

To prepare graduate students who:

- Thoroughly understand the multifaceted nature of the urban environment
- Are equipped with the latest knowledge, skills, technologies, and best-practices relevant to both the local and international contexts
- Are critical thinkers, and can develop creative solutions to complex urban problems
- Contribute to the wider society by becoming an important generator of scholarly activity in the areas of urbanism and design
  Can advance their careers through the knowledge, professionalism, and work ethic gained in the program

Program Learning Outcomes

Upon completion of the Master of Urban Design and Digital Environments, students will be able to:

1. Develop creative solutions for urban design problems at different urban scales, and with varying levels of complexity.
2. Apply a holistic approach to design which looks beyond the build form and incorporates environmental, social, cultural, political, sustainable and economic themes and values.
3. Reflect knowledge of contemporary urbanism, urban history, and theory in creative and scholarly work.
4. Use various digital technologies to inform design decisions, throughout the design process, and in final productions.
5. Demonstrate a solid understanding of research methodology, and produce research reports, scholarly papers, creative, and innovative work with depth and rigor suitable for master's degree level.
6. Collaborate successfully and professionally in demanding work environments and under tight deadlines.
7. Apply contact-relevant best practices in urban design, digital design, and master planning to solve local and international design.
8. Develop areas of specialization and innovation in urban design and become life-long learners and critical thinkers.

Master of Urban Design and Digital Environments Program Director:
Dr. Maryam Shafiei, Assistant Professor of Architecture, mshafiei@aud.edu or 04-3183 229

MUDDE Summary of Degree Requirements

Course Classification	Credit Hours Required
Core	27
Electives	3
Total	**30**

MUDDE Core

		Credit Hours
UDDE 601	Urban Design Studio I	3
UDDE 603	Digital Techniques for Urban Design	3
UDDE 604	Urban Design Studio II	3
UDDE 605	Sustainable Infrastructure	3
UDDE 606	Urban Design Studio III	3
UDDE 608	Geographic Information Systems	3

UDDE 610	Thesis Research	3
UDDE 613	Artificial Intelligence in Urban Design	3
UDDE 614	Thesis Studio	3

Total Core Requirements **27**

MUDDE Electives		**Credit Hours**
UDDE 607	Urban Research Lab	3
UDDE 609	Parametric Urban Design	3
UDDE 611	Emerging and Critical Urbanism	3
UDDE 612	Master's Internship	3
Total Electives Requirement		**3**

TOTAL MASTER OF URBAN DESIGN AND DIGITAL ENVIRONMENTS (M.U.D.D.E.) DEGREE REQUIREMENTS **30**

MUDDE Course Sequencing

	Fall	Spring
Year I	UDDE 601 UDDE 613 UDDE 603	UDDE 604 UDDE 605 UDDE 608
Year II	UDDE 606 UDDE 610	UDDE Elective UDDE 614

CORE COURSES

UDDE 601 | URBAN DESIGN STUDIO I (0-6-3)
F, and upon demand

This foundational studio course offers an introduction to fundamental theories and urban design movements pivotal to the discipline, essential urban analysis and design techniques with an emphasis on digital tools and technology such as the Digital Twin concept. The overarching objective is the development of an 'urban infill project' wherein students engage with stakeholders to produce innovative urban design solutions that adhere to industry best practices and leverage state-of-the-art technologies.

UDDE 603 | DIGITAL TECHNIQUES FOR URBAN DESIGN (3-0-3)
F, and upon demand

This course explores the integration of digital tools within urban design through hands-on projects. Students will learn 3D modelling and overlaying spatial data for comprehensive urban analysis. They also learn using tools such as parametric modelling, BIM, Virtual Reality (VR) or Augmented Reality (AR) for design and visualization of their design by-products. Through in-class tutorials and hands-on experiences, students will gain proficiency in leveraging digital technologies to address contemporary urban design challenges.

UDDE 604 | URBAN DESIGN STUDIO II (0-6-3)
Prerequisite: UDDE 601 | S, and upon demand

Theme: The New Neighborhood

In this second urban design studio, students are expected to develop a masterplan for a new area. The students will be assigned a predetermined site with some inherent restraints including environmental, social and economic elements. They are then to develop a complete masterplan for the area following best practices while conducting significant urban analysis and research, involving stakeholders, and by following local urban design and planning regulations. The use of digital design methods is a requirement in this studio and all subsequent studios.

UDDE 605 | SUSTAINABLE INFRASTRUCTURE (3-0-3)
S, and upon demand

Contemporary large cities (including Dubai) are suffering from the negative impacts of ailing and underperforming infrastructure and congested transport networks. This course introduces the students to the basics of transport and infrastructure systems through a series of readings, guest speakers, and digital simulations. Students conduct research and experiments with some cutting-edge approaches to dealing with transport and infrastructure, including altering urban forms. The expected outcome of this course is a research paper that could also be expanded upon with collaboration with faculty members into a more significant research effort and publications.

UDDE 606 | URBAN DESIGN STUDIO III (0-6-3)
Prerequisite: UDDE 604 | F, and upon demand

Theme: Future Urban Environments

This is the third and final urban design studio before the thesis studio. In this highly conceptual course, students will work on developing forward-thinking/ conceptual designs for urban environments while incorporating the latest innovations in mobility, urban infrastructure, and structure. The resulting individual projects should reflect significant creativity and the mastery of urban design skills. The final work will be shared with wider audiences and could be the seed for the gradation project topic in the subsequent semester and further research.

UDDE 608 | GEOGRAPHIC INFORMATION SYSTEMS (GIS) (3-0-3)
S, and upon demand

The importance of GIS for the areas of city planning, information sharing, scenario building, and urban visualization cannot be ignored. This course will take students through the full spectrum of GIS use, starting from the basic concepts of GIS to advanced modeling and prediction of urban growth patterns. The course would specifically appeal to those students interested or employed in public sector jobs due to the wide use of GIS in the municipalities and by regulatory authorities.

UDDE 610 | THESIS RESEARCH (3-0-3)
Prerequisite: Completion of 15 credits | F, and upon demand

In this thesis course, students will be introduced to research methodology and proper approaches for urban research. Students will then develop their individual research topics, research questions, case studies, in addition to an extensive review of literature and precedents. Any tools needed for fieldwork will be developed during the course, and the necessary fieldwork will be conducted. The final course deliverable will be in the form of a short book representing the foundation for the design project in UDDE 612. Some of the research conducted could be later converted into publications with the collaboration of faculty members

UDDE 613 | ARTIFICIAL INTELLIGENCE IN URBAN DESIGN (3-0-3)
F, and upon demand

This course introduces the revolutionary impact of Artificial Intelligence (AI) in urban design and planning. Covering key AI concepts like machine learning, deep learning, neural networks, and generative AI, it focuses on their applications in creating sustainable, efficient, and innovative urban environments. Students will learn to harness AI for data-driven decision-making, urban simulations, and enhancing design creativity through hands-on projects and case studies.

UDDE 614 | THESIS STUDIO (0-6-3)
Prerequisite: UDDE 610 | S, and upon demand

This is the final design project in the program and the last milestone prior to obtaining the master's degree. Based on the research conducted in UDDE 610, and as the culmination of skills and knowledge throughout the program, the students will develop an extensive digital-design solution for the problem or urban challenge identified and researched earlier. The final project submission will be in a graphical format and will be widely shared and advertised especially among consultancies and professionals in the field.

ELECTIVE COURSES

UDDE 607 | URBAN RESEARCH LAB (3-0-3)
S, and upon demand

In this course, the faculty member proposes some areas of ongoing research or further investigation and interested students could join the course to be part of the research team. The work could be based in the lab or in the field, or even abroad as part of a research and study tour. The ideal final output for this course is a research paper presented at a local or international conference or a journal publication.

UDDE 609 | PARAMETRIC URBAN DESIGN (3-0-3)
S, and upon demand

This course advances the digital focus of the MUDDE program. The course content relates to creating future urban environments and scenarios through advanced digital manipulations based on parametric design principles. The course will use the software (Rhino) and will expand in custom programming using grasshopper and other relevant plugins and extensions.

UDDE 611 | EMERGING AND CRITICAL URBANISM (3-0-3)
Prerequisite: UDDE 606 | S, and upon demand

In this advanced elective course, the students are introduced to the latest emerging and/or critical themes in the areas of urbanism and urban/digital design. The course will be based around extensive readings, videos, and discussions, including input from guest speakers in the public and private sectors. The students will produce a number of small research papers and visual compositions to reflect the different course topics.

UDDE 612 | MASTERS INTERNSHIP (0-15-3)
S, and upon demand

Professional experience is essential for all those in the design field, and especially at the Master's level. Joining a design firm or a public sector agency as an intern is a rewarding experience that not only supplements the students with real-life experiences but also helps establish connections with the industry and future employers. Though this course is an elective, it is advised that all students in the MUDDE program complete a professional internship.

School of Arts and Sciences

School Mission

The School of Arts and Sciences exemplifies the tradition that a college education liberates the mind. The School values the pursuit of knowledge for its own sake and believes that all college graduates are capable of studying a broad spectrum of subjects and of following a rational process to draw conclusions and inferences. The mission of the School of Arts and Sciences is to foster a culture of independent thought and a tradition of academic programs, curricula and external learning opportunities, featuring an interdisciplinary perspective of knowledge and emphasizing collegial interactions between faculty and students.

School Goals

- Facilitate implementation of the mission and goals of the university
- Provide a broad-based general education in language, science and mathematics, the humanities and the social sciences for all students
- Develop in-depth understanding of one or more disciplines anchored by a contextual framework of information, interconnected knowledge and interdisciplinary awareness
- Prepare students for graduate school programs and careers related to various traditional arts and sciences fields
- Inculcate a thirst for knowledge that manifests itself in scholarly activity, lifelong learning and ethical real-world application
- Deliver a high-quality educational experience that features extracurricular programs and alternative learning opportunities

The School of Arts and Sciences offers five programs: Bachelor of Science (B.S.) in Biology, Bachelor of Arts in International Studies (B.A.I.S.), Bachelor of Arts (B.A.) in Psychology, Master of Arts (M.A.) in International Affairs, and a Certificate in Middle Eastern Studies (MEST).

MAIA   MASTER OF ARTS (M.A.) IN INTERNATIONAL AFFAIRS

Program Mission

The mission of the M.A. in International Affairs program is to prepare the next generation of policymakers to serve in national, regional, or local government agencies; international or nongovernmental organizations; or multinational corporations while contributing to the advancement of Emirati and global society.

Program Goals

1. To provide students with a broad understanding of contemporary issues in international affairs while developing specialized knowledge in the focus areas.
2. To graduate analytical thinkers and future policy makers who are globally aware and qualified to address transnational challenges through innovative solutions.
3. To prepare students for global careers in governments, corporations, international organizations and nongovernmental organizations.
4. To prepare students to recognize the ethical and social implications of international affairs.

Program Learning Outcomes

Upon completion of the program, students will demonstrate the ability to:

1. Create innovative solutions that apply analytical and critical thinking skills to understand and interpret local, regional, and global challenges while contributing to Emirati and global society.
2. Apply strong technology-based research skills to evaluate data from various sources.
3. Communicate research findings in an effective manner, both orally and in writing, to a wide audience.
4. Evaluate current international affairs while demonstrating advanced knowledge of the focus areas.
5. Analyze political, economic, historical and social factors impacting international affairs.
6. Evaluate ethical and cultural dimensions of complex interdependencies influencing local, regional and global actors.

Program Overview

The main International Affairs program is a graduate-level, ten-course, 30 credit-hour program. It consists of four common core courses and six elective courses. Two of the common core courses provide broad exposure to the field of international relations and public policy. The third core course provides students with the necessary methodological skills to write their fourth core course, which is a Master thesis taken in the students' last semester. The remaining six courses are electives, and students have a choice to take two courses in each of the following three areas: International Law and Diplomacy, Global Governance and Sustainability, and Security Studies.

Master of Arts in International Affairs Program Director:
Dr. Omar Bortolazzi, Associate Professor of Political Science, obortolazzi@aud.edu or 04-3183 549

M.A. in International Affairs Summary of Degree Requirements

Course Classification	Credit Hours Required
Common Core	12
Advanced Electives	18
Total	**30**

Curriculum/Courses

Common Core		Credit Hours
MAIA 600	Fundamentals of International Relations	3
MAIA 610	Research Methodology in Social Sciences	3
MAIA 620	International Policy Analysis	3
MAIA 690	Master Thesis	3
Total Core Requirements		**12**

Advanced Electives*

International Law and Diplomacy (ILD)		Credit Hours
MAIA 630	International Law	3
MAIA 635	International Law and Conflicts in the Middle East	3
MAIA 640	Theory and Practice of Diplomacy	3
MAIA 642	Cultural Diplomacy and Soft Power	3
Total International Law and Diplomacy Requirements		**6**

Global Governance and Sustainability (GGS)		Credit Hours
MAIA 650	Environmental Governance and Sustainability	3
MAIA 652	Migration Governance and Humanitarianism	3
MAIA 660	Technology and Innovation for Sustainable Development	3
MAIA 665	Public Health and Sustainable Development	3
Total Global Governance and Sustainability Requirements		**6**

Security Studies (SEC)		Credit Hours
MAIA 670	Conflict Resolution Strategies in Theory and Practice	3
MAIA 675	War and Technology in the 21st Century	3
MAIA 682	Transnational Trafficking	3
MAIA 685	Human Security and the Middle East	3
Total Security Studies Requirements		**6**

Total Electives Requirements		**18**

TOTAL MASTER OF ARTS (M.A.) IN INTERNATIONAL AFFAIRS DEGREE REQUIREMENTS   30

Special Topics in International Affairs (MAIA 645) may count toward the Track Electives. The Track to which the course applies will be determined by the Program Director. Students are limited to one Special Topics course.

Recommended MAIA Course Sequencing

Students must take MAIA 600 and MAIA 610 in their first semester, as these are prerequisites for subsequent electives, and they must take their Master Thesis in their final semester. Apart from these restrictions, there are no further sequencing requirements, and students can take any elective courses, as long as they ensure fulfilling two courses in each of the three elective areas: International Law and Diplomacy (ILD), Global Governance and Sustainability (GGS), and Security Studies (SEC). The sequencing of the electives below is a suggestion only and may be amended based on student interest.

	Fall	**Spring**
Year I	MAIA 600 MAIA 610 ILD ELE	MAIA 620 GGS ELE SEC ELE
Year II	ILD ELE GGS ELE SEC ELE	MAIA 690

MAIA Course Legend

ILD ELE   International Law and Diplomacy Elective
GGS ELE   Global Governance and Sustainability Elective
SEC ELE   Security Studies Elective

MAIA Course Descriptions

MAIA 600 | FUNDAMENTALS OF INTERNATIONAL RELATIONS (3-0-3)
F and upon demand

This is an introductory course to the field of international relations for Master's degree students. Through lectures, discussions, debates and role plays, students are introduced to theories and analytical tools used in this field to understand contemporary international affairs. Starting with theories in IR, this course covers topics pertaining to power politics, statecraft, political economy, markets and trade, security and foreign policy, economic and political development, globalization, and more. The course aims to enhance students' critical and analytical thinking while addressing global challenges in international relations.

MAIA 610 | RESEARCH METHODOLOGY IN SOCIAL SCIENCES (3-0-3)
F and upon demand

The course focuses on the different stages of the research process and the critical choices that a researcher is confronted with. The course introduces students to the tools of modern social science discussing the fundamental structural elements of research: research questions; the criteria that should guide a theory formulation; the strength and weaknesses of different research designs; how to interpret empirical data. The course analyses the principles of inference and effective research, the criteria and the formalization of a theory, the purpose of research design, qualitative and quantitative methods such as case studies, casual process observation, comparison, statistical methods for descriptive and casual inference, techniques for the presentation of data and research biases.

MAIA 620 | INTERNATIONAL POLICY ANALYSIS (3-0-3)
Prerequisite: MAIA 600 and MAIA 610 / S

This course is a survey of major issues in designing, implementing and evaluating public policies in international relations. Theories and concepts from public policy will be applied to a variety of topics pertaining to the operations of states and international organizations with a view to understanding how policy is made and implemented.

MAIA 630 | INTERNATIONAL LAW (3-0-3)
Upon demand

This course offers an introduction to international law broadly defined. It introduces students to the basic concepts and theories of international law while examining the international political context within which laws operate. The course familiarizes students with the sources of international law, the actors in the international legal order, the functionality and the limits of this order. Students will be exposed to various subfields and regimes of international law, such as human rights law, humanitarian law, environmental law, law of armed conflict and international trade.

MAIA 635 | INTERNATIONAL LAW AND CONFLICTS IN THE MIDDLE EAST (3-0-3)
Upon demand

This course introduces students to the ways in which international law interacts with international and regional politics. The course examines the origin, design, use and consequences of international law for a wide range of actors in Middle East politics. The focus of the course, however, is on International Organizations, in particular, the League of Nations and the United Nations and their role in the development and maintenance of international legal order. Throughout the course, special attention will be paid to evaluating the logic and evidence supporting various theories of commitments and compliance with international law and its practice in the MENA region with a focus on armed conflicts, fight against terrorism, environmental issues and economic affairs.

MAIA 640 | THEORY AND PRACTICE OF DIPLOMACY (3-0-3)
Upon demand

Building on the history of diplomacy, its actors and practices, this course provides students with the necessary tools to better understand and analyze the contemporary issues and challenges of international diplomacy. It aims to equip students with the conceptual framework and specific skills needed to be effective and innovative policy makers and administrators in various spheres of governance within governmental, regional, and international institutions.

MAIA 642 | CULTURAL DIPLOMACY AND SOFT POWER (3-0-3)
F

In the course of the last two decades, cultural diplomacy has become a newly rediscovered and highly relevant field for academic studies. This course focuses on the analysis of cultural diplomacy and discusses the uses of culture as a way of promoting the interests and international position of a nation. In order to properly understand this phenomenon and evaluate its significance, different theoretical approaches to power, diplomacy and culture combined with practical insights and empirical findings will be analyzed.

MAIA 645 | SPECIAL TOPICS IN INTERNATIONAL AFFAIRS (3-0-3)
Upon demand

This course provides advanced topics in International Affairs which are not covered by other course offerings. The specific topics will be determined by the student/instructor interest. Students should check with the M.A.I.A. Program Director or with the Dean of the School of Arts and Sciences to determine course content for a specific semester.

MAIA 650 | ENVIRONMENTAL GOVERNANCE AND SUSTAINABILITY (3-0-3)
S

This course introduces students to the main actors and institutions involved in creating and addressing environmental issues at local, national and global levels. Students will examine theoretical explanations and empirical findings to explore the roles that governments, markets and civil society play in managing environmental resources.

MAIA 652 | MIGRATION GOVERNANCE AND HUMANITARIANISM (3-0-3)
S

This course provides students with a critical framework with which to examine the global patterns of migration and humanitarian crises associated with them. The course introduces students to the core concepts, theories and scholarly debates about mass migration produced by political, economic and environmental disruptions. This course aims to challenge the students to examine the circumstances of vulnerable groups of political, economic and environmental migrants at risk, and design policy frameworks targeting institutional and social systems that assist and govern humanitarian situations at the local, national, regional and global levels.

MAIA 660 | TECHNOLOGY AND INNOVATION FOR SUSTAINABLE DEVELOPMENT (3-0-3)
Upon demand

This course focuses on the complex nature of the relationship between technology, innovation, social change and sustainable systems. It examines the new technologies and technological innovation in the context of sustainable

development and investigates how contemporary technologies present challenges and opportunities for social, economic and environmental aspects of sustainable development.

MAIA 665 | PUBLIC HEALTH AND SUSTAINABLE DEVELOPMENT (3-0-3)
Upon demand

This course examines the determinants of health and wellbeing, and the importance of both in promoting national and global sustainability, productivity and economic growth. Students will examine prevalence and causation of global public health problems, understand the importance of achieving UN Sustainable Development Goal 3 and its direct impact and interdependence on other sustainable development goals. Students will propose innovative solutions and interventions for achieving health and wellbeing from personal, societal, organizational and governmental levels.

MAIA 670 | CONFLICT RESOLUTION STRATEGIES IN THEORY AND PRACTICE (3-0-3)
Upon demand

This thematically organized seminar familiarizes students with conflict resolution, emphasizing political, social, and economic reconciliation and reconstruction in war-affected nations in Europe and the Global South, primarily in the Balkans, Latin America, Africa, and Asia. Students learn to assess the causes of conflicts, particularly internationalized civil wars, insurgencies, and secessionist movements, while comparing and evaluating the effectiveness of nations, international organizations, and NGOs' responses to them in modern and contemporary history. The course thus uses case studies and problem solving to train students to offer policy-relevant analysis while proposing their own practical solutions.

MAIA 675 | WAR AND TECHNOLOGY IN THE 21ST CENTURY (3-0-3)
Upon demand

This chronologically organized seminar explores the influence of technology on warfare into the twenty-first century. Innovations in technology have been revolutionizing military affairs since human beings picked up sticks and rocks to fight each other. This has accelerated to a dizzying pace since the late nineteenth century, particularly with respect to industrial-era weapons and reconnaissance systems; communications, mobility and transportation capabilities; and new sources of energy, from nuclear-powered warships to electrically charged rail guns. This seminar brings students up to date in this field while training them to account for the role technology plays in military operations and warfare.

MAIA 682 | TRANSNATIONAL TRAFFICKING (3-0-3)
Upon demand

This seminar introduces students to the multi-faceted issue of trafficking, from slavery and illegal arms sales to stolen art and cultural artifacts, narcotics, falsified medical products, and poaching in a global and comparative context. It also highlights the major problems that international organizations, governments, and grassroots actors must deal with when addressing and combatting transnational networks of production, smuggling, and buying and selling of human beings and contraband.

MAIA 685 | HUMAN SECURITY AND THE MIDDLE EAST (3-0-3)
Upon demand

This interdisciplinary graduate seminar introduces students to the study of human security, broadly defined in terms of survival, rights and well-being of human beings rather than those of the states, with a focus on the Middle East. The course explores the implications and applications of the concept of human security for humanitarian purposes such as the protection of human lives, dignity, justice and equality, and for geopolitical purposes such as international security, stability and sustainability. This course aims to challenge students to apply theoretical approaches to and imagine policy recommendations for human security in the Middle East by examining the political, military, legal, environmental and economic circumstances that put human lives and livelihoods at risk.

MAIA 690 | MASTER THESIS (3-0-3)
Prerequisite: MAIA 600, MAIA 610 and MAIA 620 / S or upon demand

The master thesis concludes the master program in International Affairs. Students conduct a major research assignment and write an individual final thesis. Students are required to creatively, critically, and independently delimit and formulate a scientific problem within the field of international affairs. The purpose of the master thesis is for students to demonstrate the links between research methodology, theory and practice, and to show proficiency in academic writing.

SCHOOL OF BUSINESS

School Mission

The mission of the School of Business (SB) is to provide U.A.E., G.C.C. and international students with an American-style, forward-looking and career-oriented business education that fosters critical thinking, ethical awareness and cultural sensitivity in future global business leaders.

School Goals

To accomplish its mission, the School follows a set of broad-based goals:
1. To ensure the highest levels of student satisfaction with the School's educational experience;
2. To ensure that the School's educational programs are continually aligned with the employment needs of the market for business professionals;
3. To ensure the School's sustainable growth through recruitment and retention of appropriately qualified faculty;
4. To provide faculty with a supportive environment that is conducive to their professional growth; and,
5. To continually enhance the School's reputation and visibility through maintaining a close relationship with the business community.

The School of Business offers three programs, a Bachelor of Business Administration (B.B.A.), Master of Business Administration (M.B.A.), and a Master of Science (M.S.) in Innovation Management program. The curricula in these programs are rich in conceptual content; however, the primary emphasis of our educational experience is on equipping students with the applied skills and the professional and ethical perspectives necessary for success in the global marketplace.

Master of Science in Innovation Management (M.S.)

M.S. in Innovation Management Program Mission

The mission of the Master of Science in Innovation Management is to equip professionals of today and tomorrow with the knowledge and skills needed to convert intellectual property and innovations into competitive advantages. The program, through its courses and thesis, is dedicated to conducting impactful research in the field by means of collaboration between expert faculty and students. It provides students with a rigorous conceptual foundation and strong research skills, coupled with real-world experiences from local and global settings.

M.S. in Innovation Management Program Learning Outcomes

Upon completion of the M.S. in Innovation Management , students will be able to:

1. Critically evaluate the intricate theories and practices in innovation management.
2. Design solutions for complex and ambiguous problems related to innovation management for various types of organizations.
3. Formulate innovation management strategies related to technology and intellectual property to help local and global organizations achieve competitive advantage in highly dynamic environments.
4. Evaluate innovation models to help entrepreneurs and leaders of innovative business entities make more informed decisions.
5. Contribute to the body of knowledge and practice in innovation management through advanced research.

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M.S. in Innovation Management Summary of Degree Requirements

Course Classification	Credit Hours Required
Common Core	27
Electives	3
Total	30

Curriculum/Courses

Common Core		Credit Hours
IPIN 600	Technology and Innovation Strategies	3
IPIN 602	Innovation and Entrepreneurship	3
IPIN 603	Intellectual Property Protection in The Digital Age	3
IPIN 605	Social Innovation	3
IPIN 606	Research Methodology	3
IPIN 607	Commercialization of Innovation	3
IPIN 608	Master Thesis	6
MGMT 651	Change Management and Organizational Development	3
Total Core Requirements		**27**

Electives Option		Credit Hours
MGMT 601	Managing Organizations and Leading People	3
MGMT 621	Leadership	3
Total Electives Requirements		**3**

TOTAL MASTER OF SCIENCE (M.S.) IN INNOVATION MANAGEMENT DEGREE REQUIREMENTS　　　　　　　　　　　　　　　　　**30**

Course Sequence

The proposed course sequence for the Master of Science in Innovation Management program is as follows:

Year/Semester	Fall	Spring	Summer I
Year 1	IPIN 600 IPIN 602	IPIN 603 IPIN 605	No classes Work on thesis (IPIN 608)
Year 2	IPIN 606 MGMT651	IPIN 607 Elective	

M.S. in Innovation Management Course Descriptions

IPIN 600 | TECHNOLOGY AND INNOVATION STRATEGIES (3-0-3)

This course is designed to prepare students for leadership positions in the evolving world of technology. It covers a range of topics related to managing innovation and technology management strategies. Through a hands-on project underwent with a tech company, students will develop their skills and learn from the best practices adopted by practitioners and scholars. Students will gain insights into effectively managing technological change and fostering innovation. Ultimately, this course equips students with the knowledge and strategies needed to lead existing tech firms and/or startups.

IPIN 602 | INNOVATION AND ENTREPRENEURSHIP (3-0-3)

This course exposes students to different approaches used by organizations to generate and sustain high degrees of innovation. It also teaches students techniques that help enhance the originality and flexibility of their thinking. The course covers innovation both in start-ups and SMEs, as well as large global organizations. Students are exposed to the general lifecycle of a start-up and will analyze innovation from product design to commercialization. The course teaches students how to search for innovation, how to develop employee creativity and how to learn in an innovative organization. It also helps them develop their innovative thinking skills and develop their own personal innovation plan.

IPIN 603 |INTELLECTUAL PROPERTY PROTECTION IN THE DIGITAL AGE (3-0-3)

This course exposes students to the evolving and fluid intellectual property regime of the current and future digital age. This course explains how the laws of various jurisdictions adapt to the changing use and venues of use regarding intellectual property. The course will take special note of Intellectual Property Law in the UAE. The course will further expand upon the following but not limited to topics of copyright recognition and registration globally and in the region, fair use, open-source materials, technological innovations, trademarks in the new information society, trademark dilution and infringement, the intellectual property rules and social media, and the information culture of the current digital age and the next.

IPIN 605 |SOCIAL INNOVATION (3-0-3)

The environmental, social and economic problems the world is facing need to be addressed not only by governments, but as well the business community and civil society. Social innovations have emerged as a new form of organizing business activities that address environmental problems and social issues while being financially sustainable. This course gives insights on the frameworks, processes, business models and strategies of social innovation. The course will discuss the intricate mechanisms of supporting social innovations by governments and private organizations. It also deals with the challenges pertaining to the promotion of social innovation and related policies globally and in the UAE.

IPIN 606 |RESEARCH METHODOLOGY (3-0-3)

This course provides students with the knowledge and skills required to design, conduct, analyze and find solutions to research problems. The course covers four areas. First, it covers research methods, which includes various procedures, techniques and algorithms used in research. Second is the research methodology, which includes

descriptive, explanatory and predictive procedures to solve the research problem. Third is the development of required software skills (Excel, SPSS, Minitab, Stata, etc.) to analyze the data. Finally, the course covers several report writing techniques to communicate effectively the research findings and recommendations to decision makers.

IPIN 607 |COMMERCIALIZATION OF INNOVATION (3-0-3)

This course covers topics like the identification, nurturing, protection, and commercialization of innovative ideas and products. Challenges of adopting and transforming new technologies into commercial products or services are investigated as well, in connection with the use of life cycle and stakeholder models. The course illustrates how individuals and companies deal with the range of innovations happening within their firms. Students will be developing their own entrepreneurial skills through preliminary assessment, proposals, potential meetings with venture capitalists and final report.

IPIN 608 Master Thesis (0-0-6)
Prerequisites: IPIN 602, 603 and 606

In this course students will complete independently a scientific research work (thesis). The aim of the thesis is to contribute to the body of knowledge (both academic and practical) in the fields of intellectual property and innovation management. Students pursuing the thesis should adhere by the guidelines described in this syllabus and in the thesis handbook.

MGMT 651 | ORGANIZATIONAL CHANGE AND DEVELOPMENT (3-0-3)
Prerequisites: MGMT 601 or MGMT 621

The course discusses organizational development as a process of planned change in organizations including diagnosis of the organization and implementation of appropriate interventions to improve organizational effectiveness. Drawing on theory and research, the course discusses issues in organizational change and development from the human resource, symbolic, structural, and political perspectives. The course provides managers with a theoretical background and develops their skills to become effective agents of change in organizations.

Options for Electives:

MGMT 601 | MANAGING ORGANIZATIONS AND LEADING PEOPLE (3-0-3)

This course provides M.B.A. students with a rigorous, intensive introduction to the applied fields of organizational behavior and human resource management. The course considers micro-organizational issues: motivation, job design, leadership, conflict and stress management, group dynamics and individual perception. In addition, the macro-organizational issues of organization structure and design, organizational culture and operating in inter-cultural environments are presented. The course concludes with the important human resource issues of performance evaluation, HRM planning, staffing, compensation and legal and work environments.

MGMT 621 | LEADERSHIP (3-0-3)

This course integrates major leadership theories with recent concepts and practices, in an attempt to provide methods and insights for becoming effective leaders in the 21st century. The course considers leadership as a complex process of influencing groups toward achieving their stated objectives. The approach is highly inclusive and involves analyzing the behavior of the leader and followers, within the context of their relationship; thus, providing a thorough examination of what constitutes effective leadership skills. In addition, the course views effective leadership as a skill which is developed through education and experience.

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

M.B.A. Program Mission

The mission of the M.B.A. program is to provide graduates who aspire to leadership and management roles within the field of business administration with the opportunity to pursue a high level of professional preparation which will enhance their prospective career options. The M.B.A. curriculum is designed to ensure a broad and integrated conceptual coverage of the functional areas of business, by enabling the application of the concepts, principles, and analytical research tools and techniques from the different business disciplines to guide decision making in the global environment of business. The program promotes strategic thinking, ethical values, social responsibility, and cultural diversity.

M.B.A. Program Goals

1. Provide students with the relevant functional skills critical to their roles as business leaders;
2. Provide students with the ability to evaluate the global context of business and make appropriate decisions;
3. Provide students with the ability to research complex problems and formulate solutions using advanced analytic skills;
4. Provide students with cutting-edge tools and techniques to manage dynamic business settings;
5. Provide students with the ability to recognize the ethical and social implications of business decisions.

M.B.A. Program Learning Outcomes

Upon completion of the program, students will demonstrate that they have acquired:
1. Recognize the conceptual foundation of the functional disciplines of business and their applications.
2. Analyze solutions to complex business problems across a wide range of functional areas and business contexts including innovative and entrepreneurial settings.
3. Formulate recommendations and solutions for managerial problems and policy in their respective concentration area (for students in a concentration).
4. Assess functional and overall performance of contemporary and intricate business organizations using quantitative and qualitative research techniques.
5. Apply advanced business communication and presentation skills effectively and persuasively, both orally and in writing.
6. Evaluate the global and international environments of business, considering the environmental, ethical and social ramifications of business decisions.

M.B.A. Program Overview

The M.B.A. program is a graduate-level, twelve-course, 36 credit hour program. It consists of seven common core courses, a 6-credit thesis and three advanced elective/concentration courses. 6 of the common core courses provide broad exposure to the functional areas of management. The seventh common core course, Strategic Management and Policy, is the program's capstone course and is normally taken during the last term in the program. In their application for admission, students must specify whether they are interested in pursuing the Generalist M.B.A. program or a program with a concentration in Finance, Marketing, Strategic Human Resource Management and Leadership. The Industry-Based Applied Thesis is mandatory for all students and counts as a 6-credit core course.

Students in the MBA program who choose a concentration should complete 12 courses out of which 3 are concentration courses. For those who opt to complete an additional concentration, they need to take 3 additional courses from the other chosen concentration.

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M.B.A. Summary of Degree Requirements

Course Classification	Credit Hours Required
Common Core	21
Thesis	6
Advanced Electives/Concentration	9
Total	**36**

Curriculum/Courses

Common Core		**Credit Hours**
ACCG 601	Accounting Information and Management Decisions	3
ECON 601	Managerial Economics	3
FINA 601	Corporate Finance	3
MGMT 601	Managing Organizations and Leading People	3
MGMT 699	Strategic Management and Policy (Capstone)	3
MKTG 601	Marketing Management	3
QUAN 601	Quantitative Methods for Business Decisions	3
Total Core Requirements		**21**

Thesis		
THES 690	Industry-Based Applied Thesis	6

Advanced Electives Generalist Option		**Credit Hours**
FINA 611	Financial Analysis Tools and Techniques	3
FINA 621	Investment Management	3
FINA 633	International Finance	3
FINA 641	Financial Institutions and Markets	3
MGMT602	Information System in Business	3
MGMT603	Operations and Supply Chain Management	3
MGMT 610	Human Resources Management	3
MGMT 621	Leadership	3
MGMT 631	Law and Ethics in Business Organizations	3
MGMT 651	Organizational Change and Development	3
MKTG 611	Marketing Research	3
MKTG 621	Consumer Behavior	3
MKTG 631	International Marketing	3
MKTG 651	Marketing for Service Organizations	3
Total Advanced Electives Generalist Requirements		**9**

Advanced Electives Finance Concentration Option		**Credit Hours**
FINA 611	Financial Analysis Tools and Techniques	3
FINA 621	Investment Management	3
FINA 633	International Finance	3
FINA 641	Financial Institutions and Markets	3
Total Advanced Electives Finance Concentration Option		**9**

Advanced Electives Strategic Human Resource Management and Leadership Concentration Option		**Credit Hours**
MGMT 610	Human Resources Management	3
MGMT 621	Leadership	3
MGMT 631	Law and Ethics in Business Organizations	3
MGMT 651	Organizational Change and Development	3
MGMT 602	Information Systems in Business	3
MGMT 603	Operations and Supply Chain Management	3
Total Advanced Electives Strategic Human Management and Leadership Concentration Option		**9**

Advanced Electives Marketing Concentration Option		**Credit Hours**
MKTG 611	Marketing Research	3
MKTG 621	Consumer Behavior	3
MKTG 631	International Marketing	3
MKTG 651	Marketing for Service Organizations	3
Total Advanced Electives Marketing Concentration Option		**9**

TOTAL M.B.A. DEGREE REQUIREMENTS 36

Recommended M.B.A. Course Sequencing

The following is a **recommended** course sequence for students who wish to pursue their MBA program on a full-time or part-time basis:

Full-time

	Fall	**Spring**	**Summer**
Year I	ACCG 601 MGMT 601 MKTG 601	FINA 601 QUAN 601 ECON 601	ADV ELEC (CONCN*)
Year II	THES 690 ADV ELEC (All CONCN*)	MGMT 699 ADV ELEC (CONCN*)	

Part-time

	Fall	**Spring**	**Summer**
Year I	ACCG 601 MGMT 601	FINA 601 QUAN 601	ADV ELEC (CONCN*)
Year II	ECON 601 MKTG 601	THES 690	ADV ELEC (CONCN*)
Year III	MGMT 699 ADV ELEC (CONCN*)		

* CONCN = Finance, Strategic Human Resource Management and Leadership, Marketing

The Industry-Based Applied Thesis

Eligibility of M.B.A. Students

To be eligible for the Industry-Based Applied Thesis, students *(1) Completion of at least 6 core courses and 1 concentration course (for students within concentrations) or 6 core courses for generalist MBAs and (2) must be in good academic standing.*

Thesis Application Procedure for M.B.A. Students

Students who are eligible in writing an Industry-Based Applied Thesis must contact an M.B.A. faculty member in the business discipline of the intended Thesis, and discuss with him/her, in preliminary form, the topic, purpose, scope, objectives, data sources (if applicable) and methodology of the proposed Thesis. The student must obtain the faculty member's agreement, in principle, that the foregoing constitutes an acceptable basis for a Thesis Proposal. At this point, the faculty member starts acting as the prospective Thesis Supervisor.

Before the application process can go further, the student must submit to the Thesis Supervisor a short, written Thesis Proposal consistent with what was agreed upon in principle and must include a tentative outline and a timetable for

completion of each part of the proposed Thesis. The Thesis Supervisor must then approve the Proposal or request modifications and re-submission of the Proposal by the student.

Acceptance of the Thesis Proposal and Registration for the Industry-Based Applied Thesis

The Thesis Supervisor will indicate approval of the Thesis Proposal by writing a memorandum to the M.B.A. Program Director and attaching a copy of the approved Proposal. The M.B.A. Program Director will then sign the approval memorandum and send a copy to the Registrar's Office, clearing the student to register for the Industry-Based Applied Thesis.

Writing the Thesis

There is no specific format to organize a thesis; it depends primarily on the nature of the research (empirical vs. theoretical). However, it is advisable to have a thesis structured as the following:

1. Introduction
2. Literature review
3. Data and methodology
4. Results (or findings)
5. Analysis and Discussion (e.g., interpretation of the main findings, connection with previous literature, limitations, and recommendations for future researchers).
6. Conclusion
7. References
8. Appendices (if any)

The above-proposed structure is to be discussed with the supervisor. Master's thesis should be between 20,000 and 40,000 words.

Time Limit for Completion

The minimum period to complete a thesis is 5 months and the maximum period is 12 months.

Evaluation and Grading of the Industry-Based Applied Thesis

on completion, the Industry-Based Applied Thesis will be submitted to the Thesis Supervisor in duplicate. The Thesis Supervisor will evaluate the Thesis and arrange for a Second Faculty Reader (M.B.A. faculty member) to evaluate the Thesis at the same time. The results of this evaluation will be discussed by the Thesis Supervisor and the Second Faculty Reader. The Thesis Supervisor will then assign a grade (P or F) to the thesis on a Thesis Evaluation Form, which must carry the signature of both the Thesis Supervisor and the Second Faculty Reader. The signed form assigning the grade must be submitted to the Registrar's Office. A bound copy of the accepted Thesis will be submitted to the M.B.A. Program Director's Office, and a second bound copy will be submitted to the university library.

M.B.A. Course Legend

ACCG Accounting
ECON Economics
FINA   Finance
MGMT Management

MKTG Marketing
QUAN Quantitative Methods
THES   Industry-Based Applied Thesis

Hours

Where relevant, the Courses carry the following hours' legend:
(lecture – lab, studio, field work – credits)

M.B.A. Course Descriptions

ACCG 601 |ACCOUNTING INFORMATION AND MANAGEMENT DECISIONS (3-0-3)
Prerequisite: Accounting module if required

This course focuses on the nature and structure of accounting information that is generated by the business firm. The main emphasis is not on the process through which accounting information is generated, but on how this information can be used in decision making by business managers. Topics covered include key financial statements and their interpretation, ratio analysis and its uses in performance evaluation as well as its limitations, financial planning and budgeting, use of accounting information for more effective control of operations, economic value added vs. ROI, and other approaches to performance measurement.

ECON 601 | MANAGERIAL ECONOMICS (3-0-3)
Prerequisite: Micro-economics module if required

This course explores the relationship of economics to managerial decisions. Consideration is given to optimization techniques, fundamental microeconomics, theory of competition, market structures, innovation techniques, research and development, oligopolistic behavior and game theory, pricing strategies and other management related matters such as sociopolitical influences, cultural diversity and differing forms and conventions of business.

FINA 601 | CORPORATE FINANCE (3-0-3)
Prerequisite: ACCG 601

This course introduces key topics in corporate financial management, focusing on valuation and value creation. The topics covered include time value of money, the valuation and role of debt and equity, dividend policy, capital budgeting/project evaluation techniques, company valuation, and cost of capital and capital structure decisions. Students are presented with a conceptual framework for understanding and innovatively applying these concepts in addressing valuation problems commonly faced by corporate decision makers.

FINA 611 | FINANCIAL ANALYSIS TOOLS AND TECHNIQUES (3-0-3)
Prerequisite: FINA 601

This course develops various tools and techniques that are useful to managers for analyzing corporate financial performance. The analysis is carried out both in the financial statement framework and in the capital market environment. The course covers topics such as the operating cycle, the cash cycle, profitability decomposition, working capital changes, cash changes, free cash flow, projection of financial performance, growth indicators, and operating, financial and total leverage.

FINA 621 | INVESTMENT MANAGEMENT (3-0-3)
Prerequisite: FINA 601

This course presents the theoretical framework that gives rise to widely used methods for valuing financial instruments, including treasury bills, bonds, and common and preferred stocks. The main focus of the course is on efficient risk diversification to arrive at optimal portfolios of risky and risk-free assets. Topics covered include the term structure of interest rates, risk and return measurement, mean-variance models, efficient capital markets, and performance evaluation for portfolios.

FINA 633 | INTERNATIONAL FINANCE (3-0-3)
Prerequisite: FINA 601

This course covers issues related to the global environment, international financial markets, and international financial management. The first part of the course covers topics related to Balance of Payments. The second part focuses on the international financial markets, including foreign exchange markets, international money markets, and their interrelation. The course concludes with an analysis of issues related to the operation of a firm in the global environment.

FINA 641 | FINANCIAL INSTITUTIONS AND MARKETS (3-0-3)
Prerequisite: FINA 601

This course focuses on the structure and role of major financial institutions including commercial banks, insurance companies, mutual funds and pension funds. The role of commercial banks as intermediaries in the financial markets is examined. In addition, various approaches to asset-liability management in financial institutions are examined in detail.

MGMT 601 | MANAGING ORGANIZATIONS AND LEADING PEOPLE (3-0-3)

This course provides M.B.A. students with a rigorous, intensive introduction to the applied fields of organizational behavior and human resource management. The course considers micro-organizational issues: motivation, job design, leadership, conflict and stress management, group dynamics and individual perception. In addition, the macro-organizational issues of organization structure and design, organizational culture and operating in inter-cultural environments are presented. The course concludes with the important human resource issues of performance evaluation, HRM planning, staffing, compensation and legal and work environments.

MGMT 602 | INFORMATION SYSTEMS IN BUSINESS (3-0-3)

This course introduces students to the criticality of Information Systems (IS) and Information Technology (IT) in today's businesses. The course has 4 main themes: (1) leadership issues of the IT function, (2) managing essential technologies, (3) managing the development of new systems, and (4) using systems to support knowledge-based work.

MGMT 603 | OPERATIONS AND SUPPLY CHAIN MANAGEMENT (3-0-3)
Prerequisite: MGMT 601

This course prepares students to design and manage the operations and supply chain activities of a firm with a view towards creating competitive advantage and superior returns. Upon completion of this course, students will be able to design and develop operations processes and strategies of a firm, and design and control its supply chain. Topics that will be covered in this course include operations and supply strategies, project management, process analysis and management, inventory control, supply chain design and strategy, and logistics and distribution strategies.

MGMT 610 | HUMAN RESOURCES MANAGEMENT (3-0-3)
Prerequisite: MGMT 601

This course provides students with a grounding in theory and best practices of Human Resource management and an understanding of the important strategic role that human resources play in high performance organizations. Topics that will be covered include planning and forecasting human resource needs, job analysis, design and evaluations of training and development, recruitment and selection, design of performance appraisal systems, and the strategic role of Human Resources.

MGMT 621 | LEADERSHIP (3-0-3)

This course integrates major leadership theories with recent concepts and practices, in an attempt to provide methods and insights for becoming effective leaders in the 21st century. The course considers leadership as a complex process of influencing groups toward achieving their stated objectives. The approach is highly inclusive and involves analyzing the behavior of the leader and followers, within the context of their relationship; thus, providing a thorough examination of what constitutes effective leadership skills. In addition, the course views effective leadership as a skill which is developed through education and experience.

MGMT 631 | LAW AND ETHICS IN BUSINESS ORGANIZATIONS (3-0-3)
Prerequisite: MGMT 601

This course exposes students to the most commonly faced legal and ethical issues encountered in setting up and operating a business organization domestically as well as internationally. Topics covered include agency, partnership, corporations (formation, characteristics, and operation), governance, fiduciary duties, mergers and acquisitions, securities regulation and ethical systems.

Business cases will be analyzed to examine the legal and ethical reasoning, which managers and judges use in resolving disputes arising in the realm of business. The goal of this course is to develop students' understanding of the primary legal and ethical issues facing today's business leaders.

MGMT 651 | ORGANIZATIONAL CHANGE AND DEVELOPMENT (3-0-3)
Prerequisites: MGMT 601 or MGMT 621

The course discusses organizational development as a process of planned change in organizations including diagnosis of the organization and implementation of appropriate interventions to improve organizational effectiveness. Drawing on theory and research, the course discusses issues in organizational change and development from the human resource, symbolic, structural, and political perspectives. The course provides managers with a theoretical background and develops their skills to become effective agents of change in organizations.

MGMT 699 | STRATEGIC MANAGEMENT AND POLICY (3-0-3)
Prerequisite: Completion of all other core courses and at least one advanced elective/concentration course, or approval of M.B.A. Program Director.

This capstone course deals with the craft of strategy, i.e., how to analyze a situation from a strategic perspective, how to identify and choose a superior competitive position, how to sustain competitive position, how to sustain competitive advantage, and finally how to create the organizational context to make the chosen strategy work. As such, the objectives of this course are twofold: 1) to explore conceptual frameworks and models which will assist the student to analyze competitive situations and strategic dilemmas and gain insight into creating and sustaining competitive advantage; 2) to help the student acquire practical experience in dealing with strategic issues.

MKTG 601 | MARKETING MANAGEMENT (3-0-3)
This course starts with a review of basic marketing principles and the marketing mix. The main focus then shifts to the systematic development and implementation of a sound marketing policy. To this end, case studies are used to illustrate and critically evaluate the integration of the business mission into the development and implementation of product, pricing, communication, and distribution policies. Ethical issues facing marketing managers are also considered.

MKTG 611 | MARKETING RESEARCH (3-0-3)
Prerequisite: MKTG 601

This course is designed to provide the student with the opportunity to acquire an understanding of methods and challenges of marketing analysis including desk and field research in the international arena. The course will include research methods such as library research and electronic data storage and retrieval using the University's information technology. Standard sources of financial and economic information from firms, markets and countries will be investigated. Other forms of research design including questionnaire and survey design, database organization and cross-tabulation are introduced in the course with an emphasis on analysis, interpretation and application of data to solve business problems.

MKTG 621 | CONSUMER BEHAVIOR (3-0-3)
Prerequisite: MKTG 601

The focus of this course is on the process of consumer decision making, including attitude formation, attitude change, cognition, perception, and learning. The course also considers the effects of product positioning, market segmentation, brand loyalty, shopping preferences and diffusion of innovations on the consumer decision making process. Cultural, ethical and social influences on consumer behavior are also considered.

MKTG 631 | INTERNATIONAL MARKETING (3-0-3)
Prerequisite: MKTG 601

This course is a detailed examination and application of the marketing function in the era of globalization. Emphasis is given to local consumer behavior and the cultural, competitive, economic, political, and regulatory environments prevailing within and across world, regional, and national markets. Students will focus on the strategic and operational

aspects of marketing including assessment of country attractiveness, mode of entry strategies, multinational product development and management, pricing strategies, promotional campaigns, and marketing networks and channels.

MKTG 651 | MARKETING FOR SERVICE ORGANIZATIONS (3-0-3)
Prerequisite: MKTG 601

This course provides an intensive review of current theory as well as application in service organizations including for-profit and non-profit as well as professional services firms. The unique challenges and characteristics of service marketing are examined particularly with respect to future directions in the field.

QUAN 601 | QUANTITATIVE METHODS FOR BUSINESS DECISIONS (3-0-3)
Prerequisite: Statistics module if required

This course is designed to provide the student with the opportunity to acquire an understanding of management science techniques in particular optimization techniques, simulation, decision analysis under risk and uncertainty, regression analysis, and forecasting. All are illustrated through the use of computer-based applications.

THES 690 | INDUSTRY-BASED APPLIED THESIS (6)
Prerequisite: Approval by the Dean

For a description of the Industry-Based Applied Thesis and the rules, procedures and academic policies applicable to Generalist and concentration students, see the relevant sections on pp. 88-89.

THES 699 | M.B.A. THESIS (3)
Prerequisite: Approval by the Dean

For a description of the M.B.A. Thesis and the rules, procedures and academic policies applicable to Generalist and concentration students, see the relevant sections on pp. 88-89.

MOHAMMED BIN RASHID SCHOOL FOR COMMUNICATION

The Mohammed Bin Rashid School for Communication (MBRSC) was established in 2008 per the directives of H.H. Sheikh Mohammed Bin Rashid Al Maktoum for AUD to coordinate with various Dubai-based constituencies to insure the uniqueness of the School's offerings. To facilitate access to the School's programs, His Highness funds scholarships bestowed on 75% of the undergraduate students who meet the rigorous admissions requirements of the School.

The focal point of the School's mission is to educate media professionals with an outstanding command of the Arabic language, serving to bridge the linguistic and cultural gaps undermining the Arab media sector. AUD collaborates with an advisory council consisting of media specialists from the Middle East and the United States in developing the School's curriculum. The School offers a Master of Arts in Leadership and Innovation in Contemporary Media (LICM) and a Bachelor of Communication and Information Studies (B.C.I.S.) in Digital Production and Storytelling (DPST) and in Journalism (JOUR).

The MBRSC offers an American-based curriculum with an Arabic track option in the undergraduate program in addition to the English track.

School Mission

The mission of the AUD Mohammed Bin Rashid School for Communication is to take advantage of its position in the local and international media hub of Dubai to achieve distinction in scholarship, instruction and facilities that graduate media professionals who are proficient in the creation of media content of local, regional or global relevance. Such content, reflective of the highest ethical standards, embraces a multitude of subjects and platforms and effectively informs and/or entertains diverse consumers of media.

School Goals

The School will:
1. Provide the opportunity for the creation of original content that is anchored in the students' native cultures and societies;
2. Graduate storytellers in various platforms whose proficiency is enhanced through a solid grounding in the art, history, culture and society of the Middle East and beyond;
3. Ensure that the programs offered by the School are continuously aligned with advancements in communication technologies and the employment needs of the local and global markets;
4. Support media-related research that contributes to the advancement of professional practice; and,
5. Enrich the experience of faculty and students by cultivating an environment that is tolerant and accepting of diverse nationalities and cultures.

MASTER OF ARTS (M.A.) IN LEADERSHIP AND INNOVATION IN CONTEMPORARY MEDIA

Program Mission

The mission of the M.A. program in LICM is to expand the capacity of professionals to understand, predict, and manage change in a context characterized by constant evolution as emerging media and communication technologies impact business and culture.

Program Goals

The Master of Arts in LICM seeks to:

1. Promote talent that will take on leadership positions in global and local media companies located in the MENA region with an emphasis on the GCC;
2. Enable graduates, through research, to generate and support startup companies in the field of contemporary media and introduce new business models in legacy media companies;
3. Qualify graduates to play an instrumental role in the MENA region by introducing new management and leadership practices that foster innovation and sustainability in their field;
4. Enhance student's ethical decision-making and practices and enforce social responsibility in the Creative Industries.

Program Learning Outcomes

Upon completion of the M.A. in LICM, students will be able to:

1. Assess the current media landscape in its diverse technological, entrepreneurial, behavioral, cultural and ethical aspects.
2. Compose theoretical and practical frameworks about the use of social and digital media in marketing strategies to engage audiences.
3. Create innovative management strategies to explore new opportunities and solve problems in the Creative Industries.
4. Develop impactful, ethical and sustainable management and leadership practices in the field of contemporary media.
5. Formulate innovative digital marketing and branding strategies based on primary and secondary data analysis and current research methods that support effective decision-making.
6. Appraise the opportunities and challenges in the media industry to create sustainable solutions through digital prototypes.

MA in LICM Overview

The M.A. in LICM is a two-year, 30 credit hours (ten courses at three credit hours each) professional program. As students advance through the program, courses increase in complexity and focus on leadership, marketing, business models, and management of innovations in relation to contemporary media. After the first year of the program, certain courses will be offered every semester allowing students to proceed with their studies at the pace they want.

The M.A. program includes 6 credit hours for the Capstone project, which can be developed individually or in small groups.

MA in LICM Summary Of Degree Requirements

Course Classification	Credit Hours Required
Core	24
Capstone	6
Total	**30**

Curriculum/Courses

Core		**Credit Hours**
LICM 601	Survey of Media Landscape	3
LICM 602	New Media, New Lifestyles:	
	Societal Impacts of Contemporary Media	3
LICM 603	Audiences and Brands	3
LICM 604	Global Media Economics	3
LICM 605	Managing the Media Sector: Local vs. Global	3
LICM 606	Creative Opportunities in Contemporary Media	3
LICM 607	Managing Emerging Media	3
LICM 608	Leading in the Digital Age	3
Total Core Requirements		**24**

Capstone		
LICM 609	Innovation in Media: Capstone I	3
LICM 610	Innovation in Media: Capstone II	3
Total Capstone Requirements		**6**

TOTAL M.A. IN LEADERSHIP IN LEADERSHIP AND INNOVATION IN CONTEMPORARY MEDIA DEGREE REQUIREMENTS   **30**

Recommended M.A. in LICM Course Sequencing

Students can join in either the fall or the spring semester. Most courses, LICM 602, 603, 604, and 606, are stand-alone courses that can be taken in any order prior to taking the capstone courses, LICM 609 and 610. The proposed course sequence for students is illustrated in the following Table:

Recommended Course Sequence*

	Fall	Spring
Year I	LICM 601 LICM 602	LICM 603 LICM 604 LICM 605
Year II	LICM 606 LICM 607 LICM 609	LICM 608 LICM 610

*Courses may be offered during Summer I terms, based on student demand and availability of faculty.

M.A. in LICM Course Descriptions

Hours
Where relevant, the Courses carry the following hours' legend:
(lecture – lab, studio, field work – credits)

LICM 601 | SURVEY OF MEDIA LANDSCAPE (3-0-3)
The course provides an orientation within the field of communications and media and anticipates issues covered in greater depth in subsequent courses. It will examine global and local frameworks, technology and social transformation, followed by the challenges of media regulation, diffusion, and innovation. The final section of the course focuses on new media, with special attention to politics, new audiences, and the role of social media in local and global contexts.

LICM 602 | NEW MEDIA, NEW LIFESTYLES: SOCIETAL IMPACTS OF CONTEMPORARY MEDIA (3-0-3)
Students investigate contemporary new media practices to understand new forms of media-related behaviors and their underlying beliefs and attitudes. This course reflects on these shifts brought by the digital media and networked connectivity exploring new forms of personal identity, political action, commerce, and culture, and new concepts of privacy, intellectual property, and community.

LICM 603 | AUDIENCES AND BRANDS (3-0-3)
The course looks into strategic branding and how audience data may be analyzed and interpreted to improve marketing outcomes. The way the Internet and social media have altered the amount and kind of data that can be collected; and the strategic use of Twitter, Facebook and other platforms for social media marketing and the collection of audience data (data mining) will be explored as well.

LICM 604 | GLOBAL MEDIA ECONOMICS (3-0-3)
This course looks into the common challenges that are facing media industries such as volatility of the business, the content-consumption-sponsorship interface, balancing local and international markets, and balancing social responsibility with profitability. It highlights the new approach to content impacted by digitization and emerging economic feasibilities.

LICM 605 | MANAGING THE MEDIA SECTOR: LOCAL VS. GLOBAL (3-0-3)
This course examines management issues and techniques related to these challenges in the global media environment, addressing cultural differences, recognizing heterogeneity of global audiences, and fostering collaboration and ethical business practices.

LICM 606 | CREATIVE OPPORTUNITIES IN CONTEMPORARY MEDIA (3-0-3)
This course establishes an understanding of the history, particular characteristics, and future directions of emerging media and transmedia, with an emphasis on cultivating a critical and creative perspective. Through case studies and a critical examination of diverse media platforms, students will learn to identify the design characteristics and interactions fostered through diverse media forms.

LICM 607 | MANAGING EMERGING MEDIA (3-0-3)
Managing Emerging Media provides students with a comprehensive view of theoretical and practical communication strategies for content creation, product marketing in digital media, including managing websites, positioning a brand, creating viral trends, and marketing locally with centralized operation.

LICM 608 | LEADING IN THE DIGITAL AGE (3-0-3)
The course examines a wide variety of case studies in emerging business models that foster creativity and success in managing media productions in a global context, focusing on strategies of leadership, emerging technologies and awareness of cultural context.

LICM 609 | INNOVATION IN MEDIA: CAPSTONE I (3-0-3)

Students in this course synthesize learning from courses taken in the Program to create a new venture idea for an existing firm or for a new company, demonstrating an awareness of innovation, emerging media technologies and platforms, and entrepreneurship.

LICM 610 | INNOVATION IN MEDIA: CAPSTONE II (3-0-3)

Students in this course synthesize learning from earlier courses to develop the business model for the prototypes created during LICM 609, demonstrating their capacity to combine innovation, emerging media technologies and digital platforms with business and entrepreneurial knowledge.

SCHOOL OF EDUCATION

AUD's School of Education offers a Master of Education degree (M.Ed.). The M.Ed. program focuses on elementary and secondary school educator preparation.

School Mission

The mission of the School of Education is to provide the region with educators who are current in pedagogy, instructional technologies, and content knowledge, as well as committed to ongoing professional learning for the benefit of all whom they serve.

School Goals

The goals of the School of Education, through the M.Ed. program, are to ensure that our graduates

1. Develop professional ethics and collaborative skills required to meet the needs of diverse learners in 21st century learning environment;

2. Develop specific knowledge of the latest trends in teaching methodologies and in the use of instructional technology;

3. Develop problem-solving abilities aimed at advancing the academic achievement of all students;

4. Develop professional dispositions along with the knowledge and skills needed to become highly qualified effective educators and lifelong learners;

5. Understand and use a variety of instructional strategies along with multiple methods of assessment to meet the needs of all learners in meaningful ways;

6. Meet the generally accepted international standards for teacher education; and,

7. Know how to conduct research and utilize current findings to guide and inform practice.
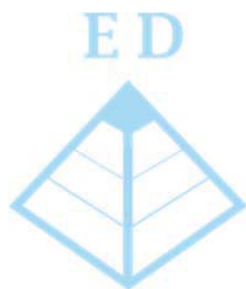
MASTER OF EDUCATION (M.Ed.)

M.Ed. Program Mission

The mission of the Master of Education program at AUD is to provide the region with qualified and culturally responsive educators who are current in pedagogy and content knowledge at either the elementary or secondary level, skillful in professional practice and adept in the use of instructional technologies.

M.Ed. Program Goals

1. Develop professional ethics and collaborative skills to meet the needs of a multicultural student population in a 21st century learning environment;
2. Develop specific knowledge of current trends in teaching and learning and innovative instructional technologies, as well as problem-solving abilities aimed at improving student learning;
3. Develop the knowledge, skills, and dispositions required to meet the unique learning needs of all students and guide them to becoming lifelong learners;
4. Apply contemporary curricular theory to teaching practices with appropriate modes of assessment;
5. Meet generally accepted international standards for teacher education; and,
6. Develop the capacity to conduct and critically assess research in order to guide and inform professional practice.

M.Ed. Program Learning Outcomes

At the completion of the programs, students will:
1. Be an effective part of an educational team within a creative learning environment;
2. Be able to understand the political, social and cultural contexts of education;
3. Be able to differentiate instruction to meet students' unique learning needs and create environments that are conducive to student learning and development;
4. Be able to meet the challenges of teaching by designing and implementing an effective classroom management plan;
5. Be able to use assessment data to improve instruction, advance student learning, and better design content-specific instruction;
6. Be able to identify, locate, evaluate, design, prepare, and use technology as an instructional resource; and,
7. Be able to conduct research and utilize important findings to inform current practices and make new contributions to the field of education.

M.Ed. Program Overview

The M.Ed. is a two-year, 36-credit-hour professionally oriented program with a solid academic basis for practicing or prospective educators. The program combines six core courses for all candidates, with specialized courses in elementary education or secondary education including a 15-week practicum experience and a capstone research project.

Dr. Nadera Alborno, Dean and Program Director
nalborno@aud.edu or 04-3183 441

Education Course Legend

EDCO   Education – Common Core
EDEL   Education – Elementary Concentration
EDSE   Education – Secondary Concentration

M.Ed. Summary of Degree Requirements

Course Classification	Credit Hours Required
Core	18
Concentration	12
Capstone Experience	6
Total	**36**

Curriculum/Courses

Core (18 credit hours) — Credit Hours
EDCO 600	Learning and Human Development	3
EDCO 602	Curriculum, Instruction and Assessment	3
EDCO 604	Principles of Learning and Classroom Management	3
EDCO 610	Inclusive Education and Differentiation	3
EDCO 620	Technological Applications in the Classroom	3
EDCO 621	Teaching in a Multicultural Classroom	3
Total Core Requirements		**18**

Elementary Concentration (12 credit hours) — **Credit Hours**
EDEL 603	Elementary Reading Methods	3
EDEL 605	Elementary Language Arts and Social Studies Methods *or*	3
EDEL 606	Elementary Science and Mathematics Methods	3
EDEL 630	Elementary Teaching Practicum**	6
Total Elementary Concentration Requirements		**12**

Secondary Concentration (12 credit hours) — **Credit Hours**
EDSE 603	Secondary General Methods and Assessment	3
EDSE 605	Reading across the Curriculum	3
EDSE 630	Secondary Teaching Practicum**	6
Total Secondary Concentration Requirements		**12**

Capstone Experience — **Credit Hours**
EDCO 622	Educational Research	3
EDCO 630	Master of Education Capstone Project	3
Total Capstone Requirements		**6**

TOTAL M.ED. DEGREE REQUIREMENTS   36

**Practicum
Candidates are expected to complete either EDEL 630 (Elementary Teaching Practicum) or EDSE 630 (Secondary Teaching Practicum) over a 15-week period to fulfill degree requirements. For practicing teachers, this offers supervised support to improve their professional practice. For candidates new to the profession, the practicum provides supervised experience in applying theory to practice under the mentorship of an experienced teacher. The Dean of Education will collaborate with students and schools to secure suitable placements for pre-service teachers.

M.Ed. Course Sequencing

Students admitted to the M.Ed. Program follow a typical course sequence, depending on the date of admission and scheduling availability. Students who wish to complete the program within two years follow a course schedule similar to the one below.

		Elementary Concentration	Secondary Concentration
Year I	Fall	EDCO 600 EDCO 621	EDCO 600 EDCO 621
	Spring	EDCO 602 EDCO 610	EDCO 602 EDCO 610
	Summer	EDEL 603	EDSE 605
Year II	Fall	EDCO 604 EDCO 622 EDEL 605/606	EDCO 604 EDCO 622 EDSE 603
	Spring	EDCO 620 EDCO 630 EDEL 630	EDCO 620 EDCO 630 EDSE 630

Hours

Where relevant, the Courses carry the following hours' legend:

(lecture – lab, studio, field work – credits)

M.Ed. Course Descriptions

EDCO 600 | LEARNING AND HUMAN DEVELOPMENT (3-0-3)

This course provides fundamental and useful knowledge about human growth and development from birth to young adulthood, particularly as it relates to learning. Students will explore and examine the practical applications of major theories and current findings in behavioral, cognitive and developmental psychology.

EDCO 602 | CURRICULUM, INSTRUCTION AND ASSESSMENT (3-0-3)

The primary purpose of this course is to help candidates, including teachers, administrators, and curriculum coordinators develop an in-depth understanding of 21st century concepts and practices in curriculum development, the delivery of instruction, and the role of assessment. Students will design a unit plan or a project-based instructional unit in their respective content areas.

EDCO 604 | PRINCIPLES OF LEARNING AND CLASSROOM MANAGEMENT (3-0-3)

The primary purpose of this course is to assist candidates in acquiring basic knowledge and understanding of the processes of learning, human development and motivation as they relate to classroom management. Students will learn to design effective learning environments and master communication skills in teaching while managing and monitoring individual and group behavior.

EDCO 610 | INCLUSIVE EDUCATION AND DIFFERENTIATION (3-0-3)

This course aims to develop the knowledge, skills and dispositions of teachers to meet the diverse needs to all learners in inclusive classrooms. Students explore the historical development of special education and inclusion along with the different categories of disabilities. They develop practical skills in planning and implementing differentiated instruction. In addition, they identify accommodations, modifications, and assessment strategies needed to design and operationalize Individual Education Plans (IEPs) for students with disabilities.

EDCO 620 | TECHNOLOGICAL APPLICATIONS IN THE CLASSROOM (3-0-3)

The purpose of this course is to familiarize candidates with technology applications commonly used in educational settings. Students will learn to identify, evaluate, design, prepare, and use technology as an instructional resource. The course is designed to meet the requirements of the International Society for Technology in Education (ISTE) Standards for Teachers: http://www.iste.org/standards/standards-for-teachers.

EDCO 621 | TEACHING IN A MULTICULTURAL CLASSROOM (3-0-3)

This course critically examines the construction of ethnicity, class, religion, disability, age, and gender among others. In doing so, candidates will develop a historical understanding and appreciation for others of diverse backgrounds. Given the diverse cultural context in the United Arab Emirates, it is particularly vital candidates understand this level of multiculturalism particularly in relation to social relationships and power structures that will have critical implications for classroom teachers.

EDCO 622 | EDUCATIONAL RESEARCH (3-0-3)

In this course, candidates study the key concepts, norms, and principles of educational research with an emphasis on qualitative methodologies and action research designs. Candidates will develop the research skills needed for effective inquiry into practice such as interviewing, observation, coding and analysis, synthesis, and evaluation. Students will conclude the course with an approved proposal for the capstone thesis project (EDCO 630) which will be carried out in the following semester.

EDCO 630 | MASTER OF EDUCATION CAPSTONE PROJECT (3-0-3)
Prerequisite: EDCO 622

This course is the capstone project for all master's level candidates pursuing a concentration in elementary or secondary education. The final product is a master's thesis reporting the outcome of an in-depth study of an area of educational practice selected by the student. Approved research proposals from EDCO 622 will be carried out in EDCO 630 (Capstone). Thus, students dedicate an entire year of study to the design and conduct of a major research project.

EDEL 603 | ELEMENTARY READING METHODS (3-0-3)
This is a course in reading instruction for teachers of grades K-8. Emphasis is given to theories of reading, contemporary literacy debates, grade-level strategies for reading instruction, comprehension skills, and the uses of literature and technology in reading. Candidates will examine the challenges that students face when learning to read and explore how to foster lifelong reading habits.

EDEL 605 | ELEMENTARY LANGUAGE ARTS AND SOCIAL STUDIES METHODS (3-0-3)
This course prepares candidates to become effective elementary language arts and social studies educators capable of teaching children the content knowledge, intellectual skills, and civic values necessary for fulfilling the responsibilities of global citizenship, particularly in the UAE. Special attention is given to effective teaching strategies and methodologies, the integration of culturally and linguistically diverse learners, assessment tools, and interdisciplinary teaching.

EDEL 606 | ELEMENTARY SCIENCE AND MATHEMATICS METHODS (3-0-3)
This course is designed to prepare teacher candidates with a broad-based understanding of central issues involved in the learning and teaching of elementary science and mathematics for children (grades K-8). Candidates will design individual lessons and a unit plan, taking into consideration school curricula, classroom management, physical and emotional safety of students, learning, and assessment. Candidates will also apply accurate science and mathematics content and problem-solving skills through class activities and assignments.

EDEL 630 | ELEMENTARY TEACHING PRACTICUM (6)*
The practicum is a full-semester, full-time clinical component of the teacher education program. It provides candidates with a carefully mentored real world experience of the requirements, rigors, and rewards of the teaching profession. The practicum is designed to help practicing and prospective teachers develop and enhance the knowledge, skills, and dispositions they need to become highly qualified educators. A minimum of 120 hours is dedicated to this learning experience at a K-8 school site.

EDSE 603 | SECONDARY GENERAL METHODS AND ASSESSMENT (3-0-3)
This course is designed to enable secondary teachers to understand, implement, evaluate, and reflect upon the processes of secondary school teaching and learning. Content is focused on methods of instruction, classroom climate, adolescent learning styles, assessment practices and adaptations, curriculum planning and modifications, effective collaboration strategies, support services, and classroom management skills.

EDSE 605 | READING ACROSS THE CURRICULUM (3-0-3)
This course provides guidelines in reading instruction for teachers of grades 7-12. Emphasis is given to theories of reading, contemporary literacy debates, grade-level strategies for reading instruction, comprehension skills, and the uses of literature and technology in reading. Candidates will examine the challenges that students face in reading and explore how to foster lifelong reading habits.

EDSE 630 | SECONDARY TEACHING PRACTICUM (6)*
The practicum is a full-semester, full-time clinical component of the teacher education program. It provides candidates with a carefully mentored real world experience of the requirements, rigors, and rewards of the teaching profession.

The practicum is designed to help practicing and prospective teachers develop and enhance the knowledge, skills, and dispositions they need to become highly qualified educators. A minimum of 120 hours is dedicated to this learning experience at the secondary school level (Grades 7-12).

*Includes three hrs. of weekly lecture and minimum 20 weekly hours of student teaching.

EDSI 603 | LITERACY INSTRUCTION FOR STUDENTS WITH DISABILITIES (3-0-3)

This course provides an in-depth examination of special education approaches to teaching literacy to students with disabilities and/or at-risk learners. Through a combination of theoretical exploration, practical application, and case studies, students will develop the knowledge and skills necessary to design effective literacy interventions that address the needs of students with disabilities and students from diverse cultural, linguistic, and economic backgrounds.

EDSI 605 | INSTRUCTIONAL METHODS & ASSESSMENTS FOR STUDENTS WITH DISABILITIES (3-0-3)

This course offers a comprehensive exploration of instructional practices and assessments tailored to support students with disabilities in special education and inclusive settings. Through theoretical inquiry, practical application, and analysis of case studies, students develop the knowledge, skills, and dispositions essential for planning and implementing inclusive learning experiences. Emphasis is placed on understanding the characteristics of various disabilities, screening tools, curriculum modification, instructional adaptations, monitoring and assessment techniques and positive behavior management strategies.

EDSI 630 | SPECIAL AND INCLUSIVE EDUCATION PRACTICUM (6)

The practicum is a full-semester, full-time clinical component of the teacher education program. It provides a carefully mentored real-world experience to develop competences related to special and inclusive education, such as planning inclusive learning experiences, screening and assessment, curriculum modification, instruction adaptation and behavior management for students with various disabilities. A minimum of 120 hours is dedicated to this learning experience in special and inclusive K-12 settings.

*Includes three hrs. of weekly lecture and minimum 20 weekly hours of student teaching.

SCHOOL OF ENGINEERING

The School of Engineering at the American University in Dubai provides students with a unique opportunity to experience American-style engineering education in one of the fastest growing and most diverse metropolitan areas in the world.

The School offers undergraduate programs leading to Bachelor of Science degrees in Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering, as well as Master of Science in Artificial Intelligence* and Master of Science in Construction Management. The curricula are supported by state-of-the-art labs and facilities, a diverse group of faculty with outstanding expertise, and solid links with the professional community. With local and international accreditations in place, and through a broad education grounded in cultural diversity and technical excellence, our graduates continue to be highly sought at both the regional and global levels.
*Effective 2025

School Mission

The School of Engineering prepares a culturally diverse community of learners for successful professional careers grounded in strong engineering knowledge, a culture of innovation, and an awareness of the global societal, economic, and environmental contexts within which engineering decisions are made.

School Goals

1. To prepare our graduates for professional practice, pursuit of new knowledge, and leadership roles within their professional communities;

2. To promote the importance of inquiry and innovative thinking, cultural diversity, and social and professional responsibility as catalysts for positive change within local and global contexts;

3. To foster a constructive learning environment through positive faculty-student interactions, recruitment and retention of highly qualified faculty, and engagement with the community; and,

4. To provide unique learning and development opportunities by maintaining strong ties with industry and aligning the curricula with the evolving needs of the global engineering community.

MASTER OF SCIENCE IN ARTIFICIAL INTELLIGENCE (M.S.A.I.)
Effective 2025

MSAI Program Mission

The Mission of the Master of Science in Artificial Intelligence Program is to provide a culturally diverse student population with the fundamental knowledge, applications, and modern skills necessary for advanced careers in the artificial intelligence field. The Program is designed to ensure excellence, while emphasizing the role of ethical and social responsibility, technical communication, and scholarly contributions in the academic discipline.

MSAI Program Goals

The MSAI Program prepares graduates who will:

1. Advance in their professions while staying technically current in the artificial intelligence area or related disciplines.

2. Adhere to the standard principles of social and ethical responsibility and cultural diversity in their field of practice.

3. Supplement their knowledge and expertise with the necessary oral and written communication skills.

MSAI Program Learning Outcomes

Upon completion of the Master of Science in Artificial Intelligence, students will:

1. Demonstrate innovative problem-solving skills in a broad range of industry and business contexts, utilizing advanced knowledge in machine learning, pattern recognition, knowledge representation, and data mining

2. Develop, independently and within teams, intelligent hardware and software systems, using modern computational methods and tools

3. Evaluate, communicate and critique new and emerging research and technologies in artificial intelligence, in both written and oral forms

4. Analyze and formulate sound judgments on the deployment of artificial intelligence solutions and systems, taking into account the relevant social and ethical complexities

5. Implement strategies for research, development, and further learning in relation to current issues and modern trends in artificial intelligence.

MSAI Program Overview

The MSAI curriculum consists of 30 credit hours of graduate-level courses. Students must complete 24 credit hours of course work, as well as a six-credit-hour master's thesis in a research topic agreed upon with their graduate advisor. A thesis defense will be presented before a committee of three professors, including the graduate advisor. To earn the required six credit hours toward the thesis, the student must enroll over two semesters in EECE 698 and EECE 699 (pass/fail courses).

MSAI Summary of Degree Requirements

Course Classification	Credit Hours
Core	9
Mathematics and Computing	6
Electives	9
Thesis	6
Total	**30**

Curriculum/Courses

MSAI Core Courses		Credit Hours
EECE 620	Statistics and Decision Theory	3
EECE 650	Artificial Intelligence	3
EECE 651	Machine Learning	3
Total MSAI Core Requirements		**9**

Mathematics and Computing		
ENGG 610	Linear and Complex Analysis	3
ENGG 640	Advanced Computational Methods and Architectures	3
Total Math and Computing Requirements		**6**

MSAI Electives		
EECE 652	Information Retrieval	3
EECE 653	Computer Vision	3
EECE 654	Natural Language Processing	3
EECE 655	Deep Learning	3
EECE 660	Internet of Things	3
EECE 670	Robotics	3
EECE 680	Research Topics in Artificial Intelligence	3
Total MSAI Elective Requirements		**9**

Thesis		
EECE 698	MSAI Thesis I	3
EECE 699	MSAI Thesis II	3
Total MSAI Thesis Requirements		**6**

Total Master of Science in Artificial Intelligence Degree Requirements		**30**

Course Sequencing

MSAI students are advised to adhere to the following course sequencing:

	Fall	Spring	Summer
Year I	ENGG 610 ENGG 640	EECE 650 EECE 651 Elective	EECE 620
Year II	Elective EECE 698	Elective EECE 699	

M.S.A.I. Course Legend

EECE Engineering – Electrical and Computer Engineering
ENGG Engineering – Mathematics

Where relevant, the Courses carry the following hours' legend:

      (lecture – lab/studio/field work – credits)

MSAI Course Descriptions

ENGG 610 | LINEAR AND COMPLEX ANALYSIS(3-0-3)

The course will explore complex number systems, functions of complex variables, complex integration, and theorems pertinent to complex analysis, alongside linear algebraic structures such as vector spaces, matrices, determinants, and linear transformations. It will emphasize both theoretical aspects and practical applications. The course will include a blend of lectures, problem-solving sessions, and the application of software tools for complex numerical computations.

ENGG 640 | ADVANCED COMPUTATIONAL METHODS AND ARCHITECTURES(3-0-3)

This course covers advanced computational methods and architectures in artificial intelligence, emphasizing evolutionary algorithms, neural networks, and their foundational structures. The course explores in-depth the computational techniques and algorithms essential for evolutionary optimization and genetic algorithms, along with the architectural frameworks that underpin neural networks. Additionally, the course offers practical insights into the implementation of these methods in various AI applications such as online search agents and predictive behavior modeling.

EECE 620 | STATISTICS AND DECISION THEORY (3-0-3)

The focus of the course is on providing a deep understanding of statistical methods and decision theory, equipping students with the tools necessary to make informed and effective decisions in complex environments. Students will explore advanced statistical concepts, including probability theory, inferential statistics, regression analysis, and Bayesian methods. The course will also cover decision theory, including topics such as decision analysis and game theory, with an emphasis on their applications in the AI field.

EECE 650 | ARTIFICIAL INTELLIGENCE (3-0-3)

This course provides an overview of the history and development of cognitive modeling, knowledge representation, data mining, and pattern recognition, which together form the conceptual foundation of artificial intelligence. Logic, ontology, and knowledge representation paradigms and processes are covered within the context of perception, information storage, data mining, natural language processing, and intelligent agents.

EECE 651 | MACHINE LEARNING (3-0-3)
Prerequisite: ENGG 640

The course covers the concepts used in modern machine learning systems for real world applications. Linear regression, classification models, and neural networks are reviewed within the context of machine learning. Supervised, unsupervised, and reinforcement learning algorithms are discussed, along with their suitability for different classes of real-life problems. Kernel methods, graphical models, mixture models, and combined models are also covered.

EECE 652 | INFORMATION RETRIEVAL (3-0-3)

This course covers information retrieval using set theory models, algebraic models, and probabilistic models. Topics covered include Boolean retrieval, positional postings phrase queries, scoring and term weighting, and vector space models. Modern search algorithms are discussed, including link analysis and link-based algorithms, parametric and zone indexing, and binary Independence models. Online crawling, indexing, and web searches are covered, along with context-aware search and information retrieval algorithms, and personalization in online systems.

EECE 653 | COMPUTER VISION (3-0-3)
Prerequisite: ENGG 640

This course covers the essential elements of computer vision, from theory to algorithms and implementation. Topics include image formation, image processing, feature-based detection, matching and alignment. Structure estimation from motion, image classification, and scene recognition algorithms are covered, along with the challenges and limitations of 3D reconstruction. Software-based implementation using OpenCV and Matlab is presented. Realistic constraints and limitations to accurate recognition and reconstruction, and legal and ethical aspects are also discussed.

EECE 654 | NATURAL LANGUAGE PROCESSING (3-0-3)
Prerequisite: EECE 651

This course covers the foundations of natural language processing (NLP) using deep learning, transformers and other modern approaches. The theories and algorithms needed for building NLP tools are presented, including mathematical and linguistic foundations, collocation finding, word sense disambiguation, probabilistic parsing, and information retrieval.

EECE 655 | DEEP LEARNING (3-0-3)

Complex, hierarchical feature representations from raw data. Fundamentals of Neural Networks (ANN), DL algorithms and related programming libraries.

EECE 660 | SENSOR NETWORKS AND INTERNET OF THINGS (3-0-3)

The course covers key concepts and architectures of IoT, with a particular focus on the development, deployment, and integration of sensor networks. Students will examine various sensor network architectures, communication protocols, and their critical role in IoT systems, including data collection, analysis, and transmission. The course also addresses vital aspects of IoT such as reliability, security, and privacy, emphasizing the unique challenges and solutions related to sensor networks.

EECE 670 | ROBOTICS (3-0-3)
Prerequisite: ENGG 610

This course covers the fundamentals of robotics, including robot programming and integration, software tools, sensing and action control, and control systems and architecture. Navigation and positioning systems are also covered, along with the characteristics of robot and human vision, motion planning and advanced decision-making, and compression and communication for robotics. Assignments related to a collaborative robot will be given.

EECE 680 | RESEARCH TOPICS IN ARTIFICIAL INTELLIGENCE (3-0-3)
Prerequisite: Approval of the Dean

Study of selected research topics not covered in regular course offerings. Prior approval of the course material and syllabus by the Dean is required.

EECE 698 | MSAI Thesis I (3)
Prerequisites: Completion of 15 hours;

This course is required for students opting for the thesis track in the MSAI program. Students work with a faculty advisor and a research committee to develop a proposal for a research thesis, to be completed in the subsequent course, EECE699. Students prepare a written proposal and defend it in an oral presentation to committee members.

EECE 699 | MSAI Thesis II (3)
Prerequisite: EECE 698

In this course, students conduct the research needed to complete the MSAI thesis proposed in EICM698, and validate the results. Students work closely with a faculty advisor on collecting data and analyzing the results, and consult with the external reviewers for feedback. At the end of the course, students prepare high quality manuscript to document their research findings, and defend the thesis in an oral presentation.

MASTER OF SCIENCE IN CONSTRUCTION MANAGEMENT (M.S.C.M.)

M.S.C.M. Program Mission

The mission of the Master of Science Program in Construction Management is to prepare a culturally diverse student population for successful careers by equipping them with the technical tools needed to plan, manage, and execute construction programs and projects in a safe, sustainable, and ethical manner. The Program provides a unique integration of global and regional perspectives within the curriculum, and emphasizes the role of technology, technical communication, and research in the construction management profession.

M.S.C.M. Program Goals

The M.S.C.M. Program prepares graduates who will:

1. advance their professional careers while staying technically current in the field of construction management or related disciplines;
2. demonstrate social and ethical responsibility by adhering to the principles of sustainability, safety, and cultural diversity in the workplace; and,
3. articulate professional arguments, perspectives, and decisions through technical communication.

M.S.C.M. Program Learning Outcomes

Upon completion of the Master of Science in Construction Management, students will have demonstrated:

1. apply knowledge in the core areas of planning, scheduling, estimating, and construction equipment and methods;
2. differentiate between different project delivery methods and contract types, in relation to construction laws and regulations;
3. use decision analysis tools and computer applications to reach informed decisions in construction projects;
4. communicate technical information effectively in written, oral, and graphical formats;
5. explain the professional and ethical obligations governing the construction management profession;
6. demonstrate knowledge of current issues and modern trends in construction management research and practice.

M.S.C.M. Program Overview

The M.S.C.M. curriculum consists of 30 credit hours of graduate-level courses.

Students must complete 24 credit hours of course work, as well as a 6-credit-hour master's thesis in a research topic agreed upon with their graduate advisor. A thesis defense will be presented before a committee of three professors, including the graduate advisor. To earn the required 6 credit hours toward the thesis, the student must enroll in two separate semesters in EICM 698 and EICM 699 (pass/fail courses).

Curriculum offerings are structured around a set of four (4) core construction engineering courses, combined with one course in Decision Management. The requirements are summarized in the following tables.

Master of Science in Construction Management Program Director:
Dr. Peiman Kianmehr, Chair and Professor – Department of Civil Engineering, pkianmehr@aud.edu

M.S.C.M. Summary of Degree Requirements

Course Classification	Credit Hours Required
Core	12
Decision Management	3
Primary Electives	6-9
Secondary Electives	0-3
Thesis	6
Total	**30**

Curriculum/Courses

Core		**Credit Hours**
EICM 612	Planning and Scheduling in Construction	3
EICM 622	Construction Cost Estimating	3
EICM 632	Construction Laws and Regulations	3
EICM 642	Construction Equipment and Operations	3
Total Core Requirements		**12**

Decision Management		
ACCG 601	Accounting Information and Management Decisions	3
ENGG 620	Advanced Decision Analysis and Optimization	3
Total Decision Management Electives		**3**

Primary Electives		
EICM 636	Construction Safety Engineering	3
EICM 656	Computer Applications in Construction Management	3
EICM 662	Sustainability in Design and Construction	3
EICM 666	Lean Construction	3
EICM 672	Megaproject Development and Management	3
EICM 680-685	Special Topics in Construction Management	3
Total Primary Electives		**6-9**

Secondary Electives		
FINA 601	Corporate Finance	3
FINA 611	Financial Analysis Tools and Techniques	3
ECON 601	Managerial Economics	3
MGMT 601	Managing Organizations and Leading People	3
MGMT 621	Leadership	3
MKTG 601	Marketing Management	3
MKTG 611	Marketing Research	3
Total Secondary Electives		**0-3**

Thesis		
EICM 698	M.S.C.M. Thesis	3
EICM 699	M.S.C.M. Thesis	3
Total Thesis Requirements		**6**

TOTAL M.S.C.M. DEGREE PROGRAM   30

Course Sequencing

M.S.C.M. students should adhere to the following course sequencing:

Full-time

	Fall	Spring	Summer
Year I	EICM 612 Decision Management Elective Elective	EICM 622 EICM 632 Elective	EICM 642 EICM 698
Year II	Elective EICM 699		

Part-time

	Fall	Spring	Summer
Year I	EICM 612 Decision Management Elective	EICM 622 EICM 632	EICM 642
Year II	Elective Elective	Elective EICM 698	EICM 699

M.S.C.M. Course Legend

ACCG Accounting
ECON Economics
EICM   Engineering – Construction Management
ENGG Engineering – Mathematics
FINA   Finance
MGMT Management
MKTG Marketing

Hours

Where relevant, the Courses carry the following hours' legend:
(lecture – lab, studio, field work – credits)

M.S.C.M. Course Descriptions

ACCG 601| ACCOUNTING INFORMATION AND MANAGEMENT DECISIONS (3-0-3)
Prerequisite: Module if required

This course focuses on the nature and structure of accounting information that is generated by the business firm. The main emphasis is not on the process through which accounting information is generated, but on how this information can be used in decision making by business managers. Topics covered include key financial statements and their interpretation, ratio analysis and its uses in performance evaluation as well as its limitations, financial planning and budgeting, use of accounting information for more effective control of operations, economic value added vs. ROI, and other approaches to performance measurement.

ECON 601 | MANAGERIAL ECONOMICS (3-0-3)
Prerequisite: Module if required

This course explores the relationship of economics to managerial decisions. Consideration is given to optimization techniques, fundamental microeconomics, theory of competition, market structures, innovation techniques, research and development, oligopolistic behavior and game theory, pricing strategies and other management related matters such as sociopolitical influences, cultural diversity and differing forms and conventions of business.

EICM 612 | PLANNING AND SCHEDULING IN CONSTRUCTION (3-0-3)

This course aims to introduce project planning and scheduling for analysis and control of construction projects. Topics include bar charts, cost-loaded Gantt Charts, network and precedence diagramming, PERT/GERT, linear scheduling, integration of construction costs and optimization of resources within the schedule context, exploration of contractual and ethical implications, and development of an understanding of the role of predominant computer applications, and the integration of such, within the scheduling process. Multi-project planning and control across multinational borders will also be explored.

EICM 622 | CONSTRUCTION COST ESTIMATING (3-0-3)

This course covers the capital-life cycle for construction estimating and cost control. Topics include cost coding; conceptual, preliminary and detailed cost estimates; adjustments for unique construction conditions; indirect project costs; bidding strategies and payment line items; bid-evaluation techniques; historical information for business intelligence; computer applications; surety bonding; range and contingency estimating; international considerations of construction estimating; and ethical and legal implications of estimates and bids.

EICM 632 | CONSTRUCTION LAWS AND REGULATIONS (3-0-3)

This course provides an in-depth analysis of the legal aspects of the relationships between the parties involved in construction operations, including the owner, architect/engineer, contractor, construction manager, creditors, investors, material suppliers, and the public. Students will study contracts, forms of association, agency relationships, project delivery methods, property and labor law, remedies for contract breach, professional registration issues, ethical considerations, and professional liability. Specific topics include competitive bidding, payment, rights of third-party risk allocation, variations and delays, intellectual property, surety bonds, lien law, arbitration and indemnification and contract claims. Regulatory restrictions on owners, engineers, contractors, and professional construction managers are also discussed.

EICM 636 | CONSTRUCTION SAFETY ENGINEERING (3-0-3)
Prerequisite: EICM 632

This course focuses on construction safety and construction safety management, with an emphasis on international and regional construction health and safety provisions and regulations. Safety hazards on construction sites are

evaluated, along with safety management programs. Topics include safety management strategies, industrial hygiene, equipment safety, construction ergonomics, accident prevention techniques, and personnel management.

EICM 642 | CONSTRUCTION EQUIPMENT AND OPERATIONS (3-0-3)

This course introduces basic and advanced construction equipment and methods used in medium to large-scale commercial and heavy-highway construction projects. Predominant tools and techniques for equipment decision support will be explored with a focus on obtaining a competitive advantage in the bid process and adding value within construction implementation. Other topics covered in the course include site preparation, earth fill, land reclamation, and ground excavation methods; sustainability in construction operations; advanced techniques for construction visualization; and regional differences in selection and availability of equipment and construction methods.

EICM 656 | COMPUTER APPLICATIONS IN CONSTRUCTION MANAGEMENT (3-0-3)
Prerequisite: EICM 612, EICM 622

This course presents an overview of current computer usage in the construction industry; computer and applications and numerical analysis in construction; commercially available software applications for estimating, visualization of construction activities, productivity assessment, and decision support; and development of specialized software tools. The course will introduce Autodesk's Revit and Navisworks Building Information Modeling (BIM) software platforms.

EICM 662 | SUSTAINABILITY IN DESIGN AND CONSTRUCTION (3-0-3)

Understanding the design and construction of green buildings are key elements in the operation of sustainable engineering systems. This course introduces the major aspects of green building design and construction, including sustainable sites, water efficiency, energy and atmosphere, materials and resources, indoor environmental quality, innovation, and design process. The internationally recognized United States Green Building Council's Leadership in Energy and Environmental Design (LEED) green building rating system is used as an example of a green building rating system, along with an understanding of the need for different regional rating systems. Life cycle principles will be discussed to expand the focus into use, operations, and decommissioning of infrastructure and building systems.

EICM 666 | LEAN CONSTRUCTION (3-0-3)
Prerequisite: EICM 612 or EICM 622

The course introduces the concept of lean construction and covers specific process improvement tools and lean-based project delivery methods. Lean tools covered include value stream mapping (VSM), PDCA cycle and Ishikawa diagram. Emphasis is placed on system and process-level concepts to increase value and reduce waste within the construction climate.

EICM 672 | MEGAPROJECT DEVELOPMENT AND MANAGEMENT (3-0-3)
Prerequisite: EICM 612 or EICM 622 or EICM 632

This course covers the challenges megaprojects typically encounter and the strategies required to achieve successful completion. The course topics emphasize project delivery methods suited for megaprojects, including Public Private Partnerships and Special Purpose Vehicles, important specific management functions as well as risk management and procurement routes and problems particular to megaprojects such as optimism bias, and long-term branding and marketing. The course outlines specialized sets of project and program management skills associated with megaproject construction are outlined and exposes students to important historical case studies.

EICM 680-685 | SPECIAL TOPICS IN CONSTRUCTION MANAGEMENT (3-0-3)
Prerequisite: Dean's Approval

Construction Management topics of interest to students and faculty which are not available in the existing graduate curriculum can be offered through this course. Prior approval of the course material and syllabus by the Dean is required.

EICM 698 | M.S.C.M. THESIS (3)
Prerequisite: Completion of 15 credit hours

This is the first of the two courses required to complete the thesis. Students will work with a faculty advisor and a thesis committee to develop a proposal for a research thesis. The research work is completed in the subsequent EICM 699 course.

EICM 699 | M.S.C.M. THESIS (3)
Prerequisite: EICM 698

In this course, students conduct the research work proposed in EICM698 and validate the obtained results. Students work closely with a Faculty Advisor on collecting and analyzing data (if required) and developing models or systems to address existing limitations in the field of construction management. At the end, students prepare a thesis to document their research findings and defend their work through an oral presentation.

ENGG 620 | ADVANCED DECISION ANALYSIS AND OPTIMIZATION (3-0-3)

This course covers the fundamental quantitative techniques for decision making in engineering. Topics include linear programming for engineering system optimization, goal programming, multi-objective decision-making techniques, dynamic programming, game theory, integer programming and non-linear programming. The role of probabilistic decision algorithms is covered, including stochastic processes, inventory theory, forecasting, utility approaches, simulation, and sensitivity analysis.

FINA 601 | CORPORATE FINANCE (3-0-3)
Prerequisite: ACCG 601

This course introduces key topics in corporate financial management, focusing on valuation and value creation. The topics covered include time value of money, the valuation and role of debt and equity, dividend policy, capital budgeting/project evaluation techniques, company valuation, and cost of capital and capital structure decisions. Students are presented with a conceptual framework for understanding and innovatively applying these concepts in addressing valuation problems commonly faced by corporate decision makers.

FINA 611 | FINANCIAL ANALYSIS TOOLS AND TECHNIQUES (3-0-3)
Prerequisite: FINA 601

This course develops various tools and techniques that are useful to managers for analyzing corporate financial performance. The analysis is carried out both in the financial statement framework and in the capital market environment. The course covers topics such as the operating cycle, the cash cycle, profitability decomposition, working capital changes, cash changes, free cash flow, projection of financial performance, growth indicators, and operating, financial and total leverage.

MGMT 601 | MANAGING ORGANIZATIONS AND LEADING PEOPLE (3-0-3)

This course provides M.B.A. students with a rigorous, intensive introduction to the applied fields of organizational behavior and human resource management. The course considers micro-organizational issues: motivation, job design, leadership, conflict and stress management, group dynamics and individual perception. In addition, the macro-organizational issues of organization structure and design, organizational culture and operating in inter-cultural environments are presented. The course concludes with the important human resource issues of performance evaluation, HRM planning, staffing, compensation and legal and work environments.

MGMT 621 | LEADERSHIP (3-0-3)

This course integrates major leadership theories with recent concepts and practices, in an attempt to provide methods and insights for becoming effective leaders in the 21st century. The course considers leadership as a complex process of influencing groups toward achieving their stated objectives. The approach is highly inclusive and involves analyzing the behavior of the leader and followers, within the context of their relationship; thus, providing a thorough

examination of what constitutes effective leadership skills. In addition, the course views effective leadership as a skill which is developed through education and experience.

MKTG 601 | MARKETING MANAGEMENT (3-0-3)

This course starts with a review of basic marketing principles and the marketing mix. The main focus then shifts to the systematic development and implementation of a sound marketing policy. To this end, case studies are used to illustrate and critically evaluate the integration of the business mission into the development and implementation of product, pricing, communication, and distribution policies. Ethical issues facing marketing managers are also considered.

MKTG 611 | MARKETING RESEARCH (3-0-3)
Prerequisite: MKTG 601

This course is designed to provide the student with the opportunity to acquire an understanding of methods and challenges of marketing analysis including desk and field research in the international arena. The course will include research methods such as library research and electronic data storage and retrieval using the university's information technology. Standard sources of financial and economic information from firms, markets and countries will be investigated. Other forms of research design including questionnaire and survey design, database organization and cross-tabulation are introduced in the course with an emphasis on analysis, interpretation and application of data to solve business problems.

FACULTY LISTING

Internationally qualified educators and practitioners in the business and professional communities comprise AUD's graduate faculty. Faculty members, in addition to having appropriate academic credentials and contributing to knowledge in their disciplines, often are or have been actively involved professionals. Students and faculty share a close and special bond which comes from dedication and commitment to a discipline and its associated professions.

Akin, Zafer – Associate Professor of Economics
Ph.D. (2006), Penn State; M.A., Bilkent University; B.S., Bilkent University

AlBorno, Nadera – Dean of the School of Education and Professor of Education
Ed.D. (2013), British University in Dubai; M.Sc., Imperial College, University of London; B.S., Kuwait University

Arkadan, Farah – Chair of the Department of Management and Marketing, Accreditation Lead, and Assistant Professor of Marketing
Ph.D. (2017), Cranfield University; Master, Instituto Europeo di Design; B.B.A., Rafik Hariri University

Assaf Charbel, Rima – Assistant Professor of Finance
Ph.D. (2019), Lebanese University; M.B.A., Lebanese University; B.A., Lebanese University

Ayish, Nader – Associate Professor of Education
Ph.D. (2003), George Mason University; M.Ed., University of Houston; B.A., The Ohio State University

Bortolazzi, Omar – Graduate Program Director-Master of Arts in International Affairs and Associate Professor of Political Science
Ph.D. (2015), Università di Bologna and Sciences Po; Laurea, Università di Bologna; Laurea, Università di Bologna

Dedousis, Evangelos - Professor of Management
Ph.D. (1992), Griffith University; M.A., Waseda University; B.B.A., Athens University of Economics and Business

Elburai, Mahmoud Hesham – Director of the Middle East Cities Center (MECC) and Assistant Professor of Management
D.B.A. Grenoble Ecole de Management; M.Sc., National University of Singapore; M.B.A., American University in Dubai; B.Sc., American University in Dubai

El Khoury, Wissam – Chair of the Department of Economics, Finance and Accounting and Assistant Professor of Finance
Ph.D. (2015), Kedge Business School; M.B.A., Lebanese American University; B.S., Lebanese American University

Farah, Assaad – Dean – School of Business and Associate Professor of Management
Ph.D. (2011), University of Bath; M.Sc., Concordia University; B.Eng., Concordia University

Gokalp, Deniz – Associate Professor of Sociology
Ph.D. (2007), University of Texas at Austin; M.A., University of Texas at Austin; B.A., Koç University (Istanbul)

Guliyev, Farid Zakir Oglu- Assistant Professor of Political Science
Ph.D. (2014), Jacobs University Bremen; M.A., Central European University: M.A., Academy of Public Administration; B.A., Baku State University

Jarrar, Yosra – Associate Professor of Communication and Information Studies
Ph.D. (2016), Girne American University; M.A., Yarmouk University; B.A., Hashemite University

Kianmehr, Peiman – Chair of the Department of Civil Engineering, Graduate Program Director-Master of Science in Construction Management and Professor of Civil Engineering
Ph.D. (2010), University of Waterloo; M.Sc., Mazandaran University; B.Sc., Shiraz University

Obeidat, Mohammad – Associate Professor of Marketing
D.B.A. (2015), Wilmington University; M.B.A., Strayer University; B.A., Yarmouk University

Ponnaiyan, Subramaniam – Associate Professor of Decision Sciences
Ph.D. (2013), University of North Texas; M.Tech., Indian Institute of Technology; M.B.A. University of Madras; B.E., Marathwada University

Rebolledo de La Calle, Marta – Associate Dean of the Mohammad Bin Rashid School for Communication, and Associate Professor of Leadership and Innovation in the Creative Industries
Ph.D. (2017), Université Paris-Est; Ph.D. (2018), University of Navarra; Master, University of Navarra; Licenciatura, University of Navarra

Sbei Trabelsi, Nadia – Associate Professor of Accounting
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Ph.D. (2009), University of Ottawa; M.Sc., University of Windsor; B.S., American University of Beirut

Emeritus

Hill, Catherine - Dean Emeritus of the School of Education
Ed.D, (1996) Harvard University, Graduate School of Education; M.Ed., Harvard University, Graduate School of Education; M.A., Villanova University; B.A., Saint Joseph College

FINANCIAL INFORMATION 2024-2025

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FINANCIAL INFORMATION

Tuition and Fees

University institutional policy requires all students to pay tuition and fees in advance. A student whose account is delinquent will not be allowed to register for the subsequent semester until the balance owed is paid in full.

The university evaluates institutional tuition and fee rates in the second semester of each academic year, and rates may be subject to change at the beginning of the following academic year. In the recent past, when implemented, tuition increases have been in the range of the 2-5% per annum. Any future increases in tuition, if any, are expected to be within this range.

(The standard academic year is comprised of the Fall [September-December] and Spring [January-April] semesters. There are two Summer sessions [May-June and July-August].)

All fees are inclusive of 5% VAT where applicable.

Undergraduate Programs
Fall and Spring Semesters

Tuition (less than 12 credit hours)	AED 4,368	per credit
Tuition (12 to 16 credit hours)	AED 50,505	per semester
Tuition overload (over 16 credit hours)	AED 3,385	per credit
Services Fee	AED 525	per semester

Summer Sessions

Tuition	AED 4,368	per credit
Services Fee	AED 315	per session

Graduate Programs

All Master's Degree Programs except Master of Education	AED 4,586	per credit
Master of Education Master	AED 4,368	per credit
Additional Modules if required	AED 2,625	per module

Intensive English Language Program (IELP) and English Bridge Program
Fall and Spring Semesters

Tuition for ENGB097 or ENGB098	AED 29,400	per semester
Tuition for ENGB099	AED 22,050	per semester
Additional credits with ENGB099 only	AED 4,368	per credit
Services Fee	AED 525	per semester

Summer Sessions

Tuition for ENGB097 or ENGB098	AED 21,000	per session
Tuition for ENGB099	AED 15,750	per session
Additional credits with ENGB099 only	AED 4,368	per credit
Services Fee	AED 315	per session

Study Abroad Program
(Includes tuition and fees for 5 classes [15 hours], shared housing and some classroom-related activities)

Tuition and Fees   US$ 16,584
of which US$274 is refundable housing deposit (unless damage has occurred).

Family Tuition Waiver*
For families who have more than one son/daughter **enrolled simultaneously** at AUD as full-time undergraduates, a tuition remission of 25% is given to each offspring (sibling) after the first in Fall and Spring semesters only. Students who qualify for this waiver must, upon registration, complete a form available at the Finance Office. Scholarship students are not eligible for a *Family Tuition Waiver*.

* Applicable during Fall and Spring semesters only

Health Insurance for AUD-sponsored students

Private health insurance covering care in the U.A.E. is mandatory for all AUD-sponsored students. In order to meet this requirement by enrolling in the AUD-sponsored health insurance plan, students are charged a non-refundable fee as per the below schedule:

Health Insurance Fees (Inclusive of VAT 5%)*
Student joining beginning of:
Fall Semester (covering September 2024 – August 2025): AED 3,200
Spring Semester (covering January 2025 – August 2025): AED 2,300
Summer I Term (covering May 2025 – August 2025): AED 1,200

Health insurance fees are payable at the time of visa application and renewed annually at the beginning of the Fall semester for each consecutive year.

AUD non-sponsored students are required to have and maintain private health insurance covering all UAE care on a continual basis while enrolled and are responsible for all charges related to their medical care.

Visiting students requiring AUD residence visa must enroll in the AUD-sponsored health insurance plan as part of the visa process.

Visiting Students are charged a non-refundable fee as per the below schedule:
Fall or Spring Semester: AED 1,600 - US$439 per semester

Summer Session: AED 1,200 - US$329 per session

* Fees are subject to change

Explanation of Fees and Expenses

Application Processing Fee
A non-refundable application processing fee of AED 420 must accompany the Application for Admission.

Reservation Deposit
A reservation deposit (non-refundable) of AED5,000 (for undergraduate applicants) and AED2,000 (for graduate applicants) which is fully applied toward tuition, is required upon acceptance for admission (provisional or other).

Entrance Exam Fee
Math and English Exam Fee	AED 315 (non-refundable)
Computer Proficiency Exam Fee	AED 150 (non-refundable)

Late Registration Fee
A late registration fee of AED 1,050 will be charged for those registering after the final advising and registration date set for the semester (see *AUD Academic Calendar*).

Services Fee
Services Fee are designated for labs and activities, for undergraduate and IELP and ENGB students.

Books/Other Supplies
Students are responsible for buying their own books. Book expense is not included in the tuition.

Students in the B.Arch. Program are required to buy a laptop for the approximate cost of AED 4,000 in addition to books, general supplies and specialized materials which cost approximately AED 2,500 per year.

Graduation Processing Fee
A non-refundable diploma fee of AED 600 will be billed to students earning degrees.

Middle Eastern Studies Certificate Fee

A non-refundable fee of AED 300 will be billed to students to cover processing and production of the Middle Eastern Studies Certificate.

Part-Time Undergraduate Students

An undergraduate student taking less than 12 credit hours per semester is considered part-time. The fee per 1 credit hour is AED 4,368.

Housing (Optional)

Accommodation is provided by semester for those who wish student housing. The nonrefundable housing fees per semester are:

- AED   8,500 (shared)
- AED 14,000* (single)

A one-time, refundable security deposit of AED 1,000 is required. This one-time security deposit is payable with the student's first housing payment. Housing charges are subject to change. In the summer sessions, housing fees are AED5,700 for a shared room and AED 8,500 for a single room*.

* Single rooms are available upon request and will not be guaranteed. In the event that there are cancellations and there is availability of rooms, requests for single rooms will be considered.

A housing reservation fee of AED 2,500 is required to reserve a place in the residence halls. This is payable according to the following schedule:

Semester	Deadline
Spring 2025	November 8, 2024
Summer I 2025	March 28, 2025
Summer II 2025	June 6, 2025
Fall 2025	April 18, 2025

The balance of the student housing fee must be paid in full before the beginning of the semester or summer session. Failure to pay the housing fee in full may result in the cancellation of the housing reservation. ***In such cases, the housing reservation fee will not be refunded.***

Student Residence Visa (Optional)*

Students who are accepted and enrolled on a full-time basis can be sponsored by AUD for a student resident visa for one year (renewable). The current fee is AED 2,000, in addition to a refundable AED 3,000 passport security deposit. This deposit is refunded once the sponsorship has been cancelled within the time frame set by the university.

Students sponsored by AUD for a student residence visa must be aware of the regulations regarding visa cancellation before leaving the country. It is essential to cancel your residence visa before exiting the UAE permanently, as failing to do so can lead to legal complications and fines. Properly canceling your visa ensures a smooth exit and avoids potential issues if you plan to return to the UAE in the future. Students who fail to comply with AUD visa regulations will forfeit their Passport Security Deposit.

*Additional fees may apply, check with the Visa Officer (Emirates ID, blood test, cancellation, change of status, etc.)

AUD Global Seminars (Optional)

AUD Global Seminars are scheduled annually. The fee, is determined annually. Students are responsible for incidentals. Students may earn three hours of academic credit upon satisfactory completion of requirements set by the seminar instructor.

Payment Methods

Tuition and fees are due upon registration, unless a student is registering online, in which case the deadline for payment established by the Finance Office must be respected.

Students can pay for tuition and other fees by **cash**, **check** drawn on a UAE banks, **bank transfer** or through **credit card**.

Cash
Students can pay cash in UAE dirham at the CASH machine located in front of the Office of Finance, Administration building.

Bank Transfer
Payable to the "American University in Dubai", Account number: 1000351229, IBAN number AE470230000001000351229 at the Commercial Bank of Dubai, Dubai Head Office, and swift code: CBDUAEADDXB. Please Include student name and I.D. number on the payment details.

Checks
Payments can be made through checks drawn on any bank operating in the UAE and payable to "American University in Dubai." Students who submit non-negotiable checks will be charged AED 300 non-refundable administrative fee and will henceforth be required to make future payments in the form of cash or bank transfer.

Credit Card

Existing students
Payment is made online by logging in to the Student Portal with AUD user ID and password. Online card payment is accepted with **no service charge or additional cost.**

New students and guardians
Payment can be made online by using a secure payment link sent by the Office of Finance. Kindly communicate with finance@aud.edu.

Outstanding Balances
A student cannot register until all outstanding balances are cleared. Payments will be credited toward outstanding balances before being applied to current registration charges. Transcripts, grades, diploma, graduation/completion letters and certifications will not be issued for students who have not met their financial obligations.

Refunds

All refund requests will be processed within 30 days and are done in the form of checks or wire transfers. Refunds are governed by the following regulations:

For new students in the first semester of attendance 100% refund with the exception of the reservation and enrollment deposit of AED 5,000 (for undergraduate) and AED 2,000 (for graduate) which is nonrefundable.

(1) Tuition (except IELP and English Bridge Program)
In the event that a student withdraws or is dismissed from all classes during the term, refunds of tuition and fees will be calculated according to the following schedule:

Schedule	Refund
During Drop/Add*	100%
Until the end of the second week**	50%
Until the end of the third week	25%
After the third week	0%

In the event that a student withdraws from partial classes during the term, refunds will be calculated according to the following schedule:

Schedule	Refund
Until end of Drop/Add***	100%
After Drop/Add	0%

(2) Tuition (IELP and English Bridge Program)

Schedule	Refund
Until the end of Drop/Add	100%
After Drop/Add	0%

(3) Housing Fees and Charges

The one-time, housing security deposit is refundable at the end of the semester if no housing damage has occurred.

The housing reservation fee is non-refundable and nontransferable unless the student's application for admission is rejected or the student cancels their admission (including conditional) one month prior to the start of the semester for which he or she has paid.

* Check the AUD Academic Calendar for dates of Drop/Add.
** Monday-Friday
*** The refund amount will be a credit to the student's account and carried forward to the following semester. Non-returning students will receive a refund within 30 days of submitting a request form.

Withdrawal Penalty (Scholarship Students)*

- If an **undergraduate student** on scholarship exceeds the two-course limit for withdrawals, he or she will be charged the full tuition for the course(s) from which he or she withdraws. The part-time tuition rate per credit for the academic year will be charged at the time of withdrawal.

- If a **graduate student** on scholarship exceeds the two-course limit for withdrawals, he or she will be charged the full tuition for the course(s) from which he or she withdraws.

* Scholarships appearing in the AUD Undergraduate Catalog.

ACADEMIC CALENDAR 2024-2025

FALL SEMESTER 2024

August 28	Arrival of residence hall students
August 29	Student/Parent Orientation
August 30+	LD: Appeal for reversal of summer II suspension or dismissal
August 30+	LD: Request for return from suspension
September 2	Classes begin
September 2-6	Drop/Add
September 16*	Prophet's Birthday
November 8	Last day for withdrawal from classes
December 1	UAE Commemoration Day (tentative)
December 2-3	UAE National Day
December 13	Last day of classes
December 16	Final exams begin
December 20	Semester ends

SPRING SEMESTER 2025

January 7+	LD: appeal for reversal of fall suspension or dismissal
January 7+	LD: request for return from suspension
January 8	Arrival of residence hall students
January 9	Student/Parent Orientation
January 13	Classes begin
January 13-17	Drop/Add
March 10-14	Spring break
March 21	Last day for withdrawal from classes
March 31-April 1*	Eid Al Fitr
April 25	Last day of classes
Apr 28	Final exams begin
May 2	Semester ends

SUMMER I SESSION 2025

May 8	Arrival of residence hall students
May 8+	LD: appeal for reversal of spring suspension or dismissal
May 8+	LD: request for return from suspension
May 13 (tentative)	Commencement
May 14	Classes begin
May 14-16	Drop/add
June 13	Last day for withdrawal from classes
June 6-8*	Eid Al Adha
June 25	Last day of classes
June 26*	Islamic New Year
June 26	Final exams begin
June 27	Session ends

SUMMER II SESSION 2025

July 7	Arrival of residence hall students
July 7+	LD: appeal for reversal of summer I suspension or dismissal
July 7+	LD: Request for return from suspension
July 8	Classes begin
July 8-10	Drop/add
August 8	Last day for withdrawal from classes
August 20	Last day of classes
August 21	Final exams begin
August 22	Session ends

LD: Last Day

+ For Undergraduates only
*All Islamic Lunar Holidays for the private sector will be fixed per announcement by the relevant Ministry
Placement exam dates and registration procedures are available each term from the Admissions Office.

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