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**The American University in Dubai**  
**Dubai, United Arab Emirates**  
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**Effective Fall 2017**

*The statements and policies set forth in this Catalog (effective September 2017) 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...



It is my pleasure to preface the *AUD 2017-2018 Graduate Catalog*. The university's scope at the graduate level is reflected throughout its pages.

**His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai**, for whose support The American University in Dubai is infinitely grateful, recognizes that it is ultimately through education that the UAE and Dubai will achieve the goal of sustainable prosperity and peace – requisites for a society in which each individual can contribute according to his or her unique capabilities. At AUD – Dubai's American university – it should be no surprise, therefore, that a commitment to excellence, societal relevance, and an appreciation for lifelong learning sets the context for how education enriches the individual as a means to impacting society.

This *AUD Graduate Catalog* provides a snapshot of the academic programs, degree requirements, and policies presently in force at AUD at the graduate level. It also serves to profile the university, providing a useful look at its Mission, Philosophy, and Goals. Current and prospective students should consult the *Catalog* for information pertinent to their area of study. Other members of the university's constituencies will derive valuable insight into graduate education at The American University in Dubai.

Our schools and offices would be pleased to answer any questions the reader may have on *Catalog* contents. Comments are appreciated.

Sincerely,

**Lance Edward de Masi**  
**President**



## ABOUT THE AMERICAN UNIVERSITY IN DUBAI (AUD)

- Overview
- AUD Governing Board
- Administration
- AUD as an American Institution of Higher Learning
- Accreditation, Licensure and Substantial Equivalency
- Mission and Goals
- Vision
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- Statement on Research
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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 2015-2016 averaged 2,450 students. In Spring 2017, over one hundred nationalities were represented in the AUD student body.

AUD offers both undergraduate and graduate degrees and Certificates in Middle Eastern Studies, and Professional Teaching.

School	Program	Degree	Major, Track or Emphasis
Architecture, Art and Design	Architecture	B.Arch.	-
	Interior Design	B.F.A.	Integrated Computational Design
	Visual Communication	B.F.A.	Advertising, Digital Media, Graphic Design, Studio Art
Arts and Sciences	International Studies	B.A.I.S.	Middle Eastern Studies, Cultural Studies, International Relations
	Middle Eastern Studies	Certificate	-
Business Administration	Business Administration	B.B.A.	Accounting, Economics, Finance, Management, Marketing, Advertising and Integrated Marketing Communications
		M.B.A.	General, Finance, Management, Marketing
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
	Professional Teaching	Certificate	-
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.	-
	Construction Management	M.S.C.M.	-

\*Degree in Leadership and Innovation in Contemporary Media

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 (CEP), the university also conducts Intensive English programs 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 Americans have the highest representation of any national 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*

**Dr. Steve G. Franklin (Chairman)**

*President/CEO Global Access Learning, Inc.*

**Dr. Habib Al Mulla (Vice-Chairman)**

*Chairman and Co-Managing Partner of Baker & McKenzie*

**Mr. Elias N. Bou Saab (Secretary)**

*Executive Vice President, The American University in Dubai*

**Mr. Joseph Ghossoub**

*Chairman of G&Co; former World President, International Advertising Association*

**Mr. Justin G. Cooper**

*Founder and CEO Foxcroft Strategy Group LLC; Senior Advisor to President William J. Clinton*

**Dr. Lance E. de Masi**

*President, The American University in Dubai*

## *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. Lance Edward de Masi**

*President*

M.B.A. (1977), Indiana University at Bloomington; M.A., Indiana University at Bloomington; B.A., St. John Fisher College; Honored, Ph.D. Hum. Lit., Schiller International University (London)

**Mr. Elias N. Bou Saab**

*Executive Vice-President*

M.A. (1994), Boston University; B.B.A., American InterContinental University

**Dr. Jihad S. Nader**

*Vice President for Institutional Advancement and Development*

Ph.D. (1987), University of Toronto; M.B.A., American University of Beirut; B.B.A., American University of Beirut

**Dr. Imad Y. Hoballah**

*Provost*

Ph.D. (1986), Syracuse University; M.B.A., Columbia University; M.S., Syracuse University; B.S., The Lebanese University; Diploma, International Institute for Management Development

**Mrs. Maya Amiouny**

*Chief Financial Officer*

M.B.A. (1986), American University of Beirut; B.A., American University of Beirut

**Dr. Robin Anke**

*Dean of Student services*

Ed.D. (2000), University of Pittsburgh; M.A., Edinboro University; B.A., Mercyhurst College

**Mrs. Angele El Khoury**

*Director of Human Resources*

M.S.S.W. (1995), Saint Joseph University (Beirut); B.S., Saint Joseph University (Beirut)

**Mrs. Nelly Halabi**

*Heath Center Director*

B.S.N. (1982), Saint Joseph University, Lebanon; L.S.H., Ministry of Health, France; NL, Ministry of Health, Lebanon; DOHL: Dubai, UAE Outpatient & Specialist Clinics, School and University Clinics

**Dr. Suleiman Hamdan**

*Director of Institutional Effectiveness*

Ed.D. (1999), Wayne State University; Ed.S., Wayne State University; M.A.T., Wayne State University; B.A., Wayne State University

**Mrs. Matilda M. Jabbour**

*Registrar*

Technical Baccalaureate (1985), Business Automation Training Center (Beirut)

**Mrs. Carol A. Maalouf**

*Director of Admissions*

M.Ed. (2004), American InterContinental University; B.F.A., Lebanese American University

**Mrs. Tala K. Makhoul**

*Director of Student Retention and Success*

M.Sc. (2000), Nottingham University; B.B.A., American University of Beirut

**Mr. Khalil Salem**

*Director of Communications*

B.S. (1994), Lebanese American University (previously Beirut University College)

**Mr. Elie H. Sawaya**

*Director of Central Services*

Lebanese Baccalaureate (1986)

**Ms. Elizabeth Thompson**

*Director of Library Services*

M.I.S. (2003), *University of KwaZulu Natal*; B.A., University of Natal

## *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 recipe for success.*** 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 relevant 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–Higher Education Affairs (MOE-HEA). The MOE-HEA has accredited the university’s undergraduate programs in Architecture, Business Administration, Communication and Information Studies, Engineering, International Studies, Interior Design and Visual Communication and graduate programs in Business Administration, Construction Management, Education, and Leadership and Innovation in Contemporary Media, in addition to Certificate programs in Middle Eastern Studies and Professional Teaching.  
*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 Administration 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 American University in Dubai has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:
  - Bachelor of Business Administration (B.B.A.), with majors in Accounting, Economics, Finance, Management, Marketing and Advertising and Integrated Marketing Communications
  - Master of Business Administration (M.B.A.), with concentrations in Finance, Management and Marketing*IACBE: PO Box 3960, Olathe, Kansas 66063 USA; tel.: +1-913-631-3009*
- 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), [www.accredit-id.org](http://www.accredit-id.org) 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)  
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 U.S. 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, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree. The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program expects to achieve initial accreditation within six years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

The American University in Dubai, Department of Architecture, School of Architecture Art and Design is in candidacy for accreditation of the following NAAB-accredited degree program: B.Arch. (166 undergraduate credits)

- Initial Candidacy Granted: 2014
- Continuation of Candidacy Granted: 2016
- Next Visit for Initial Accreditation: 2018

## Mission, Philosophy, Goals, Vision and Values

### 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;
- to foster intercultural understanding as a basis for preparing students as members of a global community;
- 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 a “point of reference”);
- Expansion of facilities on an “as-needed” basis and technology applied to pedagogical and service enhancement.

### Values

There are seven (7) Values that underpin AUD's operations and development and that characterize its dealings with 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.

## 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
- 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 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, 15 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 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 dismantled 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 a public of 300. Separately, there are two squash playgrounds 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, 8 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 Internet connectivity.

The School of Architecture, Art and Design (SAA&D) 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 Box and three portable cabins).

The Departments of Architecture and Interior Design share the following facilities and resources: four PC Digital Studios, 19–24 PC CAD/BIM workstations per digital studio, and four large format scanners. Software in these studios includes Autodesk AutoCAD / Revit / 3D Studio MAX, Adobe Creative Suite, Final Cut Pro, and Cinema 4D. A continuously open PC Lounge with 24 PC CAD/BIM workstations, software includes: Autodesk Auto CAD / Revit / 3D Studio MAX, Adobe Creative Suite, Final Cut Pro, and Cinema 4D. The shared Model and Furniture Making workshop includes two Drill Presses, one Flat Table Saw, Mitre Saw, Scroll Saw, and Flat Bed Table Wood Saw. The Model and Furniture Making workshop also comes with the following hand held 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, and Circular Saw. The school also has a Fabrication Lab which includes one Small Laser Cutter, one Large Laser Cutter, and one 3D Printer. The Printing Center has two A3 size color printers, two Xerox® 7800GX, one Xerox® 7760GX, three HP® large format plotters, one Epson® 9900 large format photography printer. The Design Center within SAA&D administers Autodesk Professional Certification Exams for students & practicing professionals and serves as a resource for internships, research, and outreach.

The Department of Visual Communication has the following facilities and resources: iMac lab, 20 iMacs, one Scanner, one Wacom Cintiq 27HD, 75in display with Apple TV and sound system, Pro Software including Adobe CC, Ableton Live Suite, Max, Arduino, DaVinci Resolve, Fusion, iAd Producer, Xcode and Cinema 4D. The Digital Media classroom has 12 Apple Thunderbolt Display Laptop Stations, 75in display with Apple TV and BOSE surround sound system. In the Advertising classroom, 75in display with Apple TV. The Graphic Design classroom has 75in display with Apple TV on a cart. There are two Studio classrooms, one set up for drawing and one for 3D. There are five New Media Suites (each is suite up for full 4k editing, color grading, motion graphics, animation, sound design and interactive. There are also Four Full Spec Mac Pro & 1 iMac, three UHD monitors, each Suite has dual Apple Thunderbolt monitors, Pro Condenser Microphones in each Suite, Midi controllers and keyboards in each suite, Audio interface in each suite, 12TB storage array’s in each suite, one Wacom Cintiq 27HD. Software includes Adobe CC, Apple Pro Apps, Ableton Live Suite, Max, Arduino, DaVinci Resolve, Fusion, Hype, iAd Producer, Xcode and Cinema 4D. 24hr reservation card access and iBeacon technology. The Department of Visual Communication also has the following resources: a multi-use studio space with photo/video remote backdrop, a Jib, a strobe and continuous lighting. The Film photography lab 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 Visual Communication Resource Centre has a full time staff member dedicated to providing support with the following: new media suites, various professional video, sound, and photography equipment.

**The Mohammed Bin Rashid School for Communication (MBRSC)** provides its students in Digital Production/Storytelling and Journalism programs with state-of-the-art 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, state-of-the-art lighting, vision and audio mixers, lighting console and a multi-viewer screen. For other assignments, students have access to full camera kits including HD cameras, lighting and sound equipment. For post-production work, the School provides its students with two Mac Computer Labs (total 36 stations) and six individual editing suites that run Avid™ editing software. A CISCO TelePresence™ 3210 resides in MBRSC's Global Classroom and serves as a high-technology medium for lectures. 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.

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.

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 3D printer for rapid prototyping, 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.

### ***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 is based on the student as 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 faculty review of course outcomes.

Stakeholder confidentiality is protected in all university assessment processes.

The information gathered from assessment activities is used to improve student learning, services, and the overall institution. AUD requests student involvement in the assessment process to further enhance the benefits to students and their educational experience.



## GRADUATE ADMISSIONS

- Mission
- Goals
- Admissions Philosophy
- Requirements
- Process/Documentation for Graduate Admissions
- Admission on Probation
- Conditional Admission
- Provisional Admission
- Special Admission
- Application Deadline
- Transfer Credits
- Statement on Prior Learning
- Initial Registration Deferral



## Mission

The mission of the Office of 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 Admissions Office consists of a professional team that assists prospective students gain accessibility to opportunities in higher education. The 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; and
- To recruit students consistent with AUD's goals;
- To provide quality services to prospective and new students;
- 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. **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.**

## Requirements

### Academic Requirements

- An earned undergraduate degree from an institution accredited by the Ministry of Education – Higher Education Affairs 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.

### English Language Requirements

All students must achieve a TOEFL® score of 550 (79 IBT) or Academic IELTS™ score of 6.5 or an equivalent score in a test approved by the U.A.E. MOHESR.

#### Exceptions:

- A native speaker of English who has completed his or her undergraduate education in an English medium institution in a country where English is the official language
- A student who has completed his or her undergraduate education in an American Accredited institution.
- A student admitted to and graduated from an English medium institution who can provide evidence of having achieved (upon admission to the undergraduate program) a TOEFL® score of 500 or Academic IELTS™ score of 6.0 or its standardized equivalent approved by the U.A.E. Ministry of Education – Higher Education Affairs.

*All the above exceptions are at the discretion of the Admissions Office.*

### M.B.A. Program-specific Admission Criteria

- 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 purposes 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. 20), with a requirement that they submit satisfactory GMAT® scores not later than the end of the first term following admission.
- Applicant's work experience: Candidates who have a minimum of two years of work experience will be given preference for admission.

- The Committee follows a balanced approach in evaluating each candidate on their individual scores for the Undergraduate GPA, GMAT®, and TOEFL®, Academic IELTS or EMSAT and their work experience. This is based on the principle that ample satisfaction by an applicant of one or more of these criteria may be to a reasonable extent compensate for deficiencies in one or more of the other criteria used in the applicant's evaluation.
- 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 of each such student will be determined on a case-by-case basis following a review of the student's academic record.

### **M.Ed. Program-specific Admission Criteria**

- Undergraduate degree: Preferably in education or in a discipline related to a content area of teaching that is applicable to primary or secondary education.
- Graduate Record Examination (GRE®) or Praxis® Core Academic Skills for Educators
- The applicant's history, including length of teaching experience, skills, and evidence of content knowledge (for applicants seeking admission at the secondary level) will be assessed at the time of admission to determine admission eligibility and whether certain courses could be waived. If waived, the student will be required to take the alternative course as indicated by the Dean.

### **P.T.C. Program-specific Admissions Criteria**

Admission requirements for the Professional Teaching Certificate Program are the same as those for the M.Ed. degree with one exception – the GRE®/Praxis® is waived for this level of graduate study.

### **M.A. in Leadership and Innovation in Contemporary Media (LICM) Program-specific Admission Criteria**

- 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 statement of the applicant's career objectives, professional and academic interests, and other reasons the candidate wishes to pursue the M.A. degree program at the MBRSC.
- CV highlighting the applicant's special skills, expertise, and interests.
- A Final Interview with the Admissions Committee (Program Director, M.A. in LICM Faculty and a member of the Admissions Office)

The **M.A. in Leadership and Innovation in Contemporary Media** Admissions Committee reviews applications for (1) Fall 2017 semester mid-April 2017, mid-June 2017 and end-August 2017, (2) Spring 2018 semester mid-October 2017; mid-December 2017 and mid-January 2018.

### **M.S.C.M. Program-specific Admission Criteria**

- Undergraduate degree: In Engineering, Architecture, or a closely-related discipline, from a recognized institution.
- Graduate Record Examination (GRE®): A minimum 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.
- 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. Committee.

### *Process/Documentation for Graduate Admissions*

Applications for admission to AUD's graduate programs are evaluated by the Graduate Committee of the respective graduate program, which consists of the Program Director as Chair, two graduate faculty members appointed by the Program Director, and in some cases one representative of the Admissions Office. 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 Application for Admission* to an AUD graduate program, duly completed, signed and dated by the applicant. The application must clearly specify the program and specialization option to which the applicant wishes to be admitted.
- Original, official transcripts of academic record from all universities, colleges or other postsecondary institutions attended by the candidate; to be submitted to the Admissions Office. 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 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.
  - Applicants with degrees granted outside the UAE should obtain equivalency from the UAE Ministry of Education – Higher Education Affairs . It is solely the applicant's responsibility to obtain this equivalency from the MOHESR.
- *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 Admissions Office at AUD.
- Undergraduate and Graduate Diplomas – originals required for verification.
- 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.
- Official test scores (as required for each program): test scores must be submitted at the time of application; however, subject to the evaluation and approval of the Graduate Admissions Committee, applicants who have not taken the tests at the time of application may be granted conditional admission (see p. 20), with a requirement that they submit satisfactory test scores not later than the end of the first term following admission.
  - M.B.A. applicants: Test takers to authorize GMAT® to make scores available on the university's verification link or send official score reports to the Admissions Office.

- M.Ed. applicants: Praxis® Core Academic Skills for Educators score sent directly to the Admissions Office.
- M.S.C.M. applicants: Official GRE® score. Test takers to authorize ETS to make scores available on the university's EDM (ETS Data Manager) verification link. AUD's GRE® code is 7493

Evidence of satisfying the English language requirement: TOEFL® or Academic IELTS™ or EMSAT. Tests are accepted once verified by the Admissions Office. *The university's TOEFL® code is 0063.*

- Reference Forms: Graduate Committees will look for evidence of each candidate's maturity, seriousness of intent, perseverance, academic and professional preparedness, promise and potential, and chances of successful completion of the graduate program. Candidate is required to submit two Reference Forms or letters of recommendation completed by present or former university instructors or employers.
- Photocopy of passport, residence visa page, UAE ID, and two passport-size pictures.
- Non-refundable application fee of AED 420.

### **Admission on Probation**

Applicants whose undergraduate GPA is below 3.0, but who otherwise amply satisfy the selection criteria, may at the Admissions Committee's discretion be granted admission on probation. These candidates' course load during the first term may be restricted by the 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. Probationary status will be lifted and full admission will be granted upon satisfaction of this requirement. **Failure to satisfy this requirement will result in termination of the students' enrollment in the graduate program.**

### **Conditional Admission**

Subject to the evaluation and approval of the Graduate Committee, applicants who largely satisfy the admission criteria except for incomplete information or documentation 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.**

### **Provisional Admission**

The Graduate Committee may grant applicants provisional admission to a graduate program. Typically, these are applicants whose area of undergraduate studies is not in the proposed degree field, whose evaluation by the Graduate Committee reveals deficiencies in one or more of the foundation areas normally considered pre-requisite for success in the respective graduate program, but for whom there is nonetheless sufficient promise as potential graduate students. For each applicant in this category, the Graduate Committee will specify an appropriate non-credit course sequence (see Foundation Course Program as designated for each graduate program) that the candidate must successfully complete. No credit towards the graduate degree will be given for successful completion of this sequence.

### **Special Admission**

Applicants who, for special reasons, are interested in taking one or more selected courses in an AUD graduate program, but do not desire to complete the program requirements at AUD, may, at the discretion of the Graduate 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.

### **Application Deadlines**

Applications for admission to AUD's graduate programs are accepted throughout the year for Fall, Spring and Summer I entering classes. To allow enough time for the evaluation of applications and the selection of accepted

candidates, we encourage applicants to submit their applications in advance of the following meeting times. The Program Director's Office must receive all required documentation for each candidate, prior to their full-review by the Admissions Committee. Applicants are therefore expected to submit their completed documentation at least two weeks prior to the scheduled application review dates, specified below.

The Master of Business Administration (M.B.A.) Committee reviews applications for (1) applications for the Spring 2018 semester are reviewed mid-October 2017 and mid-December 2017 and mid-January 2018 (2) applications for the Summer I 2018 term are reviewed mid-February 2018 and mid-April 2018; and, (3) applications for the Fall 2018 term are reviewed end-June 2018 and end-August 2018.

The Master of Education (M.Ed.) Committee reviews applications for (1) Spring 2018 semester mid-October 2017; mid-December 2017 and mid-January 2018, and (2) Summer I mid-February 2018 and mid-April 2018, (3) Fall 2018 semester mid-April 2018, mid-June 2018 and end-August 2018.

The Master of Science in Construction Management (M.S.C.M.) Committee reviews applications for (1) Spring 2018 semester end-October 2017, mid-December 2017 and mid-January 2018; (2) Summer I 2018 term mid-April 2018; and, (3) Fall 2018 semester mid-April 2018, mid-June 2018 and end-August 2018.

The Admissions Office must receive all required documentation (see above) for each candidate, prior to their full-review by the Admissions Committee. Applicants are therefore expected to submit their completed documentation at least two weeks prior to the scheduled application review dates, specified above.

### Entry Dates

Classes in the graduate programs begin in Fall (late August), Spring (early January), and Summer I (early May). For specific starting dates, please consult the *Academic Calendar* section of this *Catalog*.

### 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 appropriate 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.

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 appropriate 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 those 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.



## SCHOLARSHIPS

- The Master of Arts in Leadership and Innovation in Contemporary Media Scholarship
- The University Leadership Consortium Scholarship

## *The Master of Arts in Leadership and Innovation in Contemporary Media Scholarship*

### **Background and Objective**

The Mohammed Bin Rashid School for Communication was established at the American University in Dubai following the directives of His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE, Ruler of Dubai. The School was founded with the aim of attracting the brightest students from across the Arab world, those who aspire to become communicators, by providing them with solid academic training. Upon their graduation, these students are hoped to contribute to the evolution of media institutions in the Arab World and help rise with it to international standards of professionalism and quality. For the School to be able to recruit such a diverse student body from all corners of the Arab world, it is important to provide financial aid to those in need. To this end, AUD is offering the M.A. in Leadership and Innovation in Contemporary Media Scholarship to selected applicants.

### **Eligibility**

The AUD scholarship for the M.A. applicants in Leadership and Innovation in Contemporary Media is merit-based and need-based. Applicants should prove prior academic and professional strengths; they should be top performers preferably with a minimum two years of work experience and with exceptional credentials, including a GPA of 3.0 out of 4.0 or equivalent.

### **Coverage/Renewal**

**Coverage:** The Scholarship entitles the recipient to a waiver of tuition up to 100% for the M.A. in Leadership and Innovation in Contemporary Media program until graduation.

**Enrollment:** The student must be enrolled for two successive semesters carrying a full load of academic credit per semester (2 or 3 courses).

**Maintenance:** To maintain the Scholarship, a student should maintain a minimum cumulative GPA of 3.0/4.0 measured by the end of each academic year.

**Withdrawal/Failure:** The Scholarship will not cover any failure, or any withdrawal from any course.

**Repeating a course:** The Scholarship will not cover the repetition of any course previously taken and passed at AUD.

**Validity and renewal:** The Scholarship is valid and renewed on a yearly basis until graduation as long as the student abides by all the aforementioned conditions.

The Scholarship will not cover overload or change of program.

Failure to comply with any of those conditions would result in the withdrawal of the scholarship

*\* Changes in major (program)/concentration may result in student forfeiture of the scholarship.*

### **Application Process**

All interested applicants must submit the Scholarship Application Form [online](#) along with all supporting documents required by the Admissions office. (Student should refer to the website to know more about the Admissions requirements) In addition to the Admissions requirements, a scholarship applicant needs to submit a proof of financial need. After the submission of a complete application, all applicants must sit for a final interview with the M.A. Admissions Committee. After examination of a student's file, the Scholarship Committee will update the student of his/her grant accordingly.

**An Incomplete application may not be considered.**

## ***The University Leadership Consortium Scholarship (ULC)***

### **Background and Objective**

The University Leadership Consortium (ULC) is focused on building youth capacity in the UAE and equipping them with the leadership and entrepreneurship skills that will put them at par with their counterparts in the most distinguished educational institutions worldwide. Through this initiative, AUD has offered ULC two Merit Scholarships that will be granted every year under the name of AUD-ULC Scholarship. The aim of this scholarship is to support the vision and commitment of the UAE leadership in its drive towards creating a knowledge-based economy, and to provide youth with the skills and competencies that would enable them to become innovative and entrepreneurial leaders in business and in the various professional fields.

### **Eligibility**

In order to be eligible for the Scholarship, new students must apply to the AUD – ULC Scholarship at AUD.

- Candidates must have a minimum GPA 3.0/4.0 or equivalent on his Bachelor Degree
- Candidates must fulfill AUD's Admissions requirements.

### **Admissions Requirements**

- University transcript and Diploma reflecting the final average. (Incomplete applications will not be considered for evaluation).
- GMAT for MBA/ GRE Scores for Master of Science in Construction Management and Master of Education (if available)
- TOEFL or Academic IELTS (if available)
- Passport photocopy and passport-size photo.
- CV/Resume
- Statement of Career Goals
- 2 official recommendation letters

### **Financial Documents**

- Data on the income and assets (for e.g. salary certificates). Sole proprietors are required to submit the last 3 months bank statement
- Documents pertaining to educational expenses of dependents (such as school invoices), if applicable
- Rental/ Debt expense documents (such as tenancy contract, bank statements, etc.), if applicable
- Special circumstances documents, if applicable.

### **Deadline for Application to the Scholarship**

The deadline to apply for the University Leadership Consortium (ULC) Scholarship is July 5, 2018.





## OFFICE OF INSTITUTIONAL ADVANCEMENT AND DEVELOPMENT (OIAD)

- Mission
- OIAD Scope and Functions

## ***Mission***

Headed up by the Vice President for Institutional Advancement and Development, the OIAD plays a leadership role in advancing the university's mission, goals and strategic priorities by establishing, strengthening and sustaining relationships with AUD's external constituencies, and by devising and overseeing the implementation of strategies that cover a wide range of development activities internal to AUD.

## ***OIAD Scope and Functions***

### **New Programs**

Leading the process of identifying opportunities for the development of new academic programs and other offerings that meet existing and emerging learning needs

### **Professional Accreditation**

Management and oversight of the processes that aim at maintenance of existing professional accreditations and timely completion of accreditation work in progress; identification of opportunities for expansion of professional accreditation

### **Rankings**

Management and enhancement of AUD's institutional and program-specific rankings through relationship-building with leading ranking organizations

### **Executive Programs**

Repositioning, redesigning, relaunching and managing AUD's Center for Executive Programs and Professional Services (CEPPS)

### **University Representation**

Relationship building and representation of AUD to the wider academic community and to corporate and public sector partners and stakeholders locally, regionally and internationally

### **Outreach**

Development of strategies and guidelines for a wide range of outreach activities for implementation by the academic and administrative units; hosting partner institutions, corporations and government agencies at events that focus on advancement of society

### **Endowment**

Development and activation of AUD's Endowment Fund and pursuit of other external funding endeavors

### **Communications and Publications**

Editorial (linguistic) oversight of all institutional communications and publications in both soft and hard formats



## 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; insure 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 serves 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;
- 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 facilitate the student registration process enabling students to become more efficient in planning for their needs and to improve retention;
- 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; and
- To contribute significantly to improving academic support infrastructure by collaborating with both academic and administrative departments.

## 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](http://www.aud.edu) > Registrar > forms and requests.

### 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 <http://registrar.aud.edu/>.

### Registration

The Office of the Registrar is responsible for overseeing the registration process and maintaining students' records. The registration is completed online. The period is limited to the exact time assigned in the registration schedules [www.aud.edu](http://www.aud.edu) > Registrar > Schedule and Dates. )

If Students have overdue library books, incomplete admissions files, are in possession of school property are delinquent in the payment of fees, they 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 form) 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. 104 of this *Catalog*).

## Withdrawal from the University

AUD students intending to withdraw from the university must submit a written notice to the Registrar's Office by filling the *AUD Withdrawal Form* available both online and at the Registrar's Office. 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.

The Last Date of Attendance is used as the official date of withdrawal in all cases for refund calculations. **W or F grades will be assigned to all courses based on whether the withdrawal occurs before (W) or after (F) the term withdrawal date specified in the university Calendar.**

A student desiring to re-enroll at AUD after a period of one year from the official date of withdrawal is considered a new student. Students in this situation must contact the Admission's Office 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 reenrollment process.

## Official Student Schedule

Students are advised that their official schedule is as recorded by the Registrar at the end of Drop/Add. Students may view this schedule following this link (<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.aud.edu](http://www.aud.edu) > Registrar > forms and requests). 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 signed by the student. Transcripts, which are not collected within one calendar year of issuance will be destroyed.**

\* The university prefers payment by local U.A.E. check, cash or credit card. If payment is made by personal check, transcripts will be held for 10 full days or until the check has cleared.

## 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.aud.edu](http://www.aud.edu) > Registrar > forms and requests. **Two working days for the processing of letter requests should be allowed.**

## Names on Diplomas

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.

## 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.aud.edu](http://www.aud.edu) > Registrar > forms and requests 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 – Higher Education Affairs . ***Obtaining the actual attestation is the students' responsibility.***



## OFFICE OF COMMUNICATIONS

- Mission
- Goals

## *Mission*

The mission of the Office of Communications, consisting of the divisions of Marketing Communications and External Affairs, is to 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 and has a role in its accomplishment. The Office operates at the local, regional and global levels.

## *Goals*

- To position the university in the eyes of its key constituencies (current and potential students; current and potential faculty and staff; government; employers; alumni; schools and other institutions of higher learning; accrediting bodies);
- To inform those constituencies, both internal and external, of activities, accolades, events and programs that serve to enhance achievement of AUD's Mission and Purpose-related goals;
- To engage key constituencies on an on-going basis through these activities, events and programs.





## OFFICE OF STUDENT RETENTION AND SUCCESS

- Mission
- Goals
- Alumni Relations
- Career Services

## *Mission*

The mission of the Office of Student Retention and Success is to assist students in achieving their goals as AUD degree candidates and graduates. Hence, the Office focuses on enhancing academic viability and status and on job placement and career advancement. Academic advising and support, career services and alumni relations are the vehicles through which the Office achieves its goals.

## *Goals*

- To collaborate with administrative and academic units in devising and implementing multi-dimensional plans for student retention;
- To assist students in the choice of a career, the identification of employment opportunities, and the process of securing recruitment within their chosen field;
- To foster a sense of community among enrolled students and graduates, leading to an active alumni network, which in turn, favors life-long career advancement and contribution to the university; and
- To guide and support students throughout their education journey to ensure that their academic progress is a successful one meanwhile instilling in them the values required for their continued success.

## *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 to create a powerful professional network.

To learn more about the Alumni benefits, Alumni events and ways to give back to the AUD community, contact [audalumni@aud.edu](mailto:audalumni@aud.edu) or check the AUD website.

## *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 CV and cover letter writing, interviewing techniques, job search strategies and career planning sessions.

The university's career advisors 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.



## OFFICE OF STUDENT SERVICES

- Mission
- Goals
- Divisions of Student Services
- Student Services Programs

The Student Services Office plays a vital role in the campus community. The Office has five divisions: Dean's office, Athletics, Counseling, Housing, and Student Activities.

AUD faculty and staff work with students from the time of their admission to their graduation and beyond to ensure their success and comfort, both academically and socially. These caring professionals are available to help students in many ways, providing support and referrals as needed. AUD prides itself on taking an active role in the Dubai community by offering AUD students unparalleled opportunities to be part of Dubai's development through participation and interaction with the local community organizations and initiatives.

### **Mission**

The Office of Student Services, in support of the university's mission, provides a wealth of resources, facilities, events, and programs designed to encourage and enhance the holistic development of AUD's diverse student population, with careful and intentional consideration of opportunities existing outside of the classroom.

### **Goals**

- Support and uphold the mission and values of the institution;
- Provide services that will empower students to become actively involved in campus life, while enhancing their knowledge;
- Increase students' confidence, self-discipline, character, and courage through experiential learning opportunities; and
- Collaborate with campus partners to produce graduates who embody AUD's Core Values for the purposes of attaining positions of responsibility, and meeting the daily challenges of contemporary society.

### **Divisions of Student Services**

#### **Dean of Student Services**

The Dean's Office, in the person of the Dean of Student Services, helps students interpret, clarify and understand university policies and procedures and receives student complaints, suggestions, and concerns. The Dean serves on all honor and conduct councils. One of the primary responsibilities of the Dean is to safeguard and represent students' interests.

The Dean of Student Services manages and provides direction to all divisions of Student Services and is available to meet with students and parents who have concerns related to any aspect of university life.

#### **Associate Dean of Student Services**

The Associate Dean assists in providing strategic leadership and overall management to all the divisions within the Student Services Office, developing and implementing programs and services that support education, engagement of our students and impacting the growth of the Office. One of the main responsibilities of the Associate Dean is to oversee the Student Activities Division and all its activities including, but not limited to events, clubs, orientation, incoming visiting students, and Student Government Association (SGA), while committing to student advocacy by encouraging excellence and learning outside of the classroom, greatly influencing and expanding the students' worldview.

#### **Athletics**

The AUD Athletics Office 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 UAE 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.

AUD Athletics also has a program for all students who are interested in staying fit. Athletics facilities are open to all in the AUD community when official games and practices aren't scheduled. The AUD Housing also have two fully equipped student gyms available only to Housing students. See pp. 13-14 of this *Catalog* for a description of sports facilities.

## Counseling

The AUD Counseling Office 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 detection and prevention. 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/learning environment that supports individual progress and provides quality services and programming. These facilities were designed to establish a sense of community coupled with responsible, independent and shared living.

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

The Housing Manager oversees security, receives and arranges for maintenance and repairs in the student housing, handles 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. There are a number of important rules and regulations that govern student housing. *The AUD Housing Kit* contains all housing information.

Resident Assistants 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, making appointments for the Housing Manager, and conducting tours for prospective students and their parents. In addition, Resident Assistants report any violations of housing rules, damage to residence halls, maintenance needs and suggestions for improvements in the housing. Resident Assistants, working in close collaboration with the Housing Manager and Student Activities Coordinator(s), 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 Office 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, is an essential part of the holistic development of a university student. The aim of the Office of Student Activities 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 on the university's website ([www.aud.edu](http://www.aud.edu)). Any student having an idea for a student activity should contact the Coordinator of Student Activities.

## ***Student Services Programs***

### **Student Forum**

The AUD Student Forum is designed, executed, and managed by the AUD Student Government Association (SGA), under the guidance of the Student Activities Coordinator(s). The Forum is held during the Spring semester and is a means by which the university collects student feedback about AUD issues. A general survey is conducted by the SGA, 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 SGA members with the results of the Student Satisfaction Survey. These results are combined with the results from the SGA survey and both are used to create a presentation for the Student Forum.

### **General Housing Meetings**

General housing meetings are held once per semester for all of AUD's housing residents. All residents have the opportunity to freely voice their concerns and ask questions. The Housing Manager and Dean of Student Services facilitate the meetings. The Associate Director of Student Retention and Success, the Athletics Manager, and the Student Activities Coordinator(s) may also attend these meetings on a periodic basis.

### **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 graduates as well as other students, faculty and staff. A series of esteemed awards, including the President's Awards, Departmental Awards, and Student Services Awards, are granted as a result of nominations from the AUD community.

*\* All undergraduate students who fulfill the obligation of their student leadership contract are invited to attend the annual Student Leadership Luncheon held in the spring of each academic year.*

## ***Student Services - Hours of Operation***

- Counseling: Sunday through Thursday from 11:00 a.m. to 4:00 p.m.
- Student Activities hours: Coordinators are 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.



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## HEALTH CENTER

- Mission
- Goals
- Health Services
- Health Awareness and Education
- Health History and Insurance
- Special Needs

## 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;
- To support students with medical conditions (special needs accommodations);
- 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.

Health services are available 24 hours a day. The Health Center is open weekdays from 8:00 a.m. – 8:00 p.m. (during Summer terms from 8:00 a.m. to 5:00 p.m.). After working hours, and during weekends, emergency health services are provided by staff nurses who reside on campus and are on call.

For any medical emergency, student should call the **UNIVERSITY HOTLINE: 04-3183 500**. The security guard informs the nurse on duty. 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.

Blood testing for residence visas is facilitated through the AUD Health Center. This service is offered only to students and employees sponsored by the university.

## 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

Newly enrolled students are required to complete and submit a *Health History Form*, endorsed by a licensed physician, to the Health Center. If students fail to comply with this requirement, they will be placed on registration hold for the subsequent semester. 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. They can join the AUD-sponsored health insurance plan at the beginning of each semester subject to approval from the insurance company.

Visiting students are required to provide evidence of valid private health insurance applicable in the U.A.E., during the Admissions process. Visiting students requiring AUD residence visa have to enroll in the AUD-sponsored health insurance plan as part of the visa process.

## Special Needs

### Special Needs Support Services

The American University in Dubai is committed to providing reasonable accommodations and equal access to university programs and activities for students with documented disabilities/special needs. 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.

### Special Needs Accommodations

Academic support accommodations that are provided to students with Special Needs are based on their condition's limitations and specialist's recommendations.

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

### Special Needs Accommodation Request Process

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* 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. 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;

6. If a student has been diagnosed with a special needs condition after admission to AUD, the student may request assistance at any time, and will be required to follow the procedures as outlined above.

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.

### **Confidentiality**

The student is not obligated to disclose their condition or present any medical documentation or absence note to the instructor as these are considered confidential information privy to the Health Director and Personal Counselor. The Health Center Director will notify the student's professors informing them of the legitimate medical documentation.

All medical files remain confidential with the exception of relevant faculty and staff being informed if they are expected to provide accommodations or if emergency treatment may be required.

The medical documentation does not excuse the student from class. Final decision on how to proceed remains at the professor's discretion.



## Mission

The primary Mission of the American University in Dubai Library is to provide information resources and services to support the instructional programs and educational goals of the university; namely, to help students prepare for a career, develop life-long learning and critical thinking skills and to support diversity in the student body and educational programs. A complementary Mission is to support the research and staff development needs of AUD faculty and staff.

## 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.

## Library Overview

AUD's Library has access to over 300,000 print and ebooks, focusing on the university's programs in international studies, business, communication and information studies, engineering, architecture, visual communication, and interior design, and arts and sciences (including Middle Eastern studies). Subscriptions to over 100 print and online journals, newspapers and magazines provide an extensive and varied collection of current periodical literature. In addition, the library provides access to a rich collection of full-text, web-based databases, containing articles from thousands of academic journals, magazines, and international newspapers. The collection is tailored to benefit disciplines in which AUD grants degrees.

An interlibrary loan agreement is maintained with the British Library to enable students and faculty access to information not found in the AUD Library.

The Library catalog and databases can be accessed both on-campus and off-campus. This means academic work can be done anywhere, any time. On campus, the AUD Library provides the tools needed to complete research and create presentations. It contains two computer labs (24 computers) and one teaching lab (24 computers) in addition to 11 computer workstations in the Reference area, a photocopier, three printers, four scanners and four study rooms. Wireless access is available.

AUD's library staff is committed to the student. Their knowledge of information resources, professionalism and willingness to assist, provides a learning environment where students feel comfortable knowing they can always receive help. Professional library staff instruct students on the best search techniques and offer advice about which resources to use for their academic work. Course-integrated library sessions are provided to ensure that students develop the skills needed to research the full range of information resources. Experienced library staff is always on duty to provide research assistance. In addition, students can make an appointment for one-to-one library instruction.

## Library - Hours of Operation\*

### During the semester:

Sunday to Wednesday: 8:00 a.m. to 11:00 p.m.

Thursday: 8:00 a.m. to 7:00 p.m.

Friday: 1:00 p.m. to 10:00 p.m.

Saturday: 1:00 p.m. to 10:00 p.m.

### During the semester breaks and Summer I & II:

Check the library hours posted online and outside the Library entrance.

*\*Hours will vary and are announced in advance for Public holidays.*



## GENERAL POLICIES

- Institutional Change
- Government Regulations
- Civil Rights Compliance
- Drug-Free Environment
- Unlawful Harassment
- Student Records Integrity
- Student Records Access and Release
- Health History
- Students with Special Needs/Disabilities
- Campus Security/Crime and Safety Prevention Program
- Disclosure
- AUD Councils
- General Statement of Philosophy on Student Conduct
- Code of Student Conduct
- Smoke-Free Campus
- 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 in 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 Services.

## ***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 Services (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 or her education records, including grades. Parents are not entitled to inspect and review financial records of their students. Parental access to a student's records will be allowed without prior consent if the student is a dependent as defined per UAE Law.
- 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 a review of their education records by submitting a written request to the Provost. The review will be allowed during regular school hours under appropriate supervision. Students may also obtain copies of their education records for a nominal charge.
- 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 in writing and delivered to the Registrar with the reason for the requested change stated fully. Grades and any other assessment(s) related to student performance (recorded and/or reflected) 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 a further review, the Provost 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'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 as the student's name, address(es), telephone number(s), email address, birth date and place, program undertaken, dates of attendance, credential awarded. If a student does not want some or all of his or her 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 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. All students are requested to complete the *Consent to Release "Education Records" Form*.
- 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 complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

## 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. **This Form must be endorsed by a physician.**

All health information is confidential. Only the following staff members have access (as needed): President, Executive Vice President, Provost, and Dean of Student Services. 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.

## Students with Special Needs/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.

### Special Needs

The American University in Dubai is committed to providing reasonable accommodations and equal access to university programs and activities for students with documented disabilities/special needs. 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 special needs students 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 special needs student 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 Retention and Success 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**. 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 may cause harm to themselves or others. Faculty members and staff are required to report such information to the Deans or Chairs, Provost, or President.

## AUD Councils

The following summarizes the function of those Councils, which deliberate Student Services 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.

## Smoke-Free Campus

In order to maintain a healthy environment at AUD and to promote the prevention of illness and encourage students, staff and faculty to lead a healthy lifestyle, a smoke-free campus policy has been put in place to reduce the use of tobacco products on campus. The objectives are to reduce the number of smokers on campus and to support those who wish to stop smoking; discourage freshmen students from starting the habit as university students; and to raise awareness on the dangers of smoking.

Those responsible for the application of the policy are the Security Supervisor and Security Staff, Student Services Office, and Human Resources Office.

Three isolated areas on campus have been designated for smokers, equipped with benches and ashtrays. A three point warning system is in place for AUD students, faculty and staff members caught smoking outside these designated areas. (See *AUD Student and Faculty Handbooks* for details).

## 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 respect themselves and others by dressing 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;
- Cleavage-baring 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, 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 Administrators 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 requires the Administrators' 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 Administrators 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](http://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**

### **The Application**

In an effort to continuously improve communication within the AUD Community, IT Services, Registrar and Institutional Effectiveness offices have developed an online "Student Complaint System" to replace the previous paper-based one. The application <https://complaints.aud.edu/> is accessible through the AUD website under the *My AUD Portal* section. The Student Complaint System is focused on providing feedback to problems/issues raised by AUD students.

### **Student Complaint Procedure**

It is advised that students should first directly communicate with the person/department with whom they have a complaint. If the students still wish to formalize the complaint with the relevant academic or administrative head, then they log into the *Student Complaint System* application [complaints.aud.edu](https://complaints.aud.edu/) available under the *My AUD Portal* section on the AUD website [www.aud.edu/myaud/index.asp](http://www.aud.edu/myaud/index.asp).

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 academic grievances, including those related to academic freedom, 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,

- Grievants 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 grievants wish 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 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 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 or Chair (academic issues), Office Director (non-academic issues) or Supervisor will then begin the investigation of the complaint;
- The Dean, Associate Dean 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 (academic issues), Office Director (non-academic issues) or respective Senior Supervisor;
- The Grievance Officer **in consultation** with the Provost (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 or Chair (academic issues), Office Director (non-academic issues) or Supervisor.
  - Appropriate action will be taken by the Dean, Associate Dean 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 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 extremely 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: [www.gnpec.georgia.gov](http://www.gnpec.georgia.gov)

### 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) is responsible for the design and delivery of AUD's academic programs and the quality of academic life at the university.

### **Provost**

The Provost 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 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 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 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 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'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;
- 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 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 faculty or staff member who has made significant ongoing contributions to AUD above and beyond the call of duty. The selected faculty or 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
- Academic Year
- Academic Credit Hour Determination
- Course Load
- Audits
- Course Sequencing
- Student Attendance and Class Participation
- Grading System
- Application of Grades and Credits/Repeating a Course
- Grade Appeal
- Academic Honesty
- Penalties for Academic Integrity Violation
- The Graduate Academic Committee
- Maintenance of Good Academic Standing
- Inactive Status
- Readmission Following Interruption of Degree Progress
- Graduation/Diploma
- Graduation Modalities
- Participation in Annual Graduation Ceremony (Eligibility)
- Time Limit for Completion of Graduate Degree Programs
- Graduate Program Award



## 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. 51-52 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 intimately 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., 1:5) 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. By consensus across the university's schools, all students must work a minimum of 225 hours (i.e., 15 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 lecture, 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. 21 of this *Catalog*), 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.

### **Course Load**

The normal academic load in the graduate programs is six credit hours per semester 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 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 of this Catalog.**

### **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 on 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 for 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

### A | Excellent

This grade is awarded for outstanding academic performance and the demonstration of exceptional mastery of the subject matter of the course.

### B | Good

This grade signifies average academic achievement as evidenced by work that exceeds the minimum expectations for passing the course.

### C | Minimally Acceptable

This grade designates academic achievement at the minimum level required for passing the course.

\* A + or – following a grade indicates somewhat higher or lower performance than that reflected by the definition provided.

### F | Failure

This grade indicates failure to meet the minimum requirements for satisfactory completion of the course. It carries no quality points, and the course must be repeated and passed before credit is granted.

### 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 by the end of the subsequent term; otherwise, the Incomplete will be changed automatically to a grade of F.

### 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 symbol 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. 59.) When a course is repeated, a new grade is assigned in the semester or term in 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 clear 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;
- Misgrading 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

In an effort to continuously improve communication within the AUD Community, IT Services and the Registrar's Office have developed an online "Grade Appeal Application" to replace the previous paper-based one. The application is accessible through the AUD website under the *Registrar's Webpage*. (See link below.)

## 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 or her to log into the application and confirm meeting with the student and entering his or 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 or her decision to 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 or 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 for review.
- The Provost 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 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, faculty and student government of AUD believe strongly in the Academic Policies and Procedures 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. 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 adhere to an 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 or Chair of my School or Department of any and all cases of academic dishonesty and violations of the Honor Code."*

Violations of the Honor Code are handled as set forth in the *Student Handbook* and on the AUD website. 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.

### **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 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 in 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 will be communicated by the School to the student in writing within five days from 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 advised to the student in writing within three days from 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.

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 reenrollment process.

#### Graduation/Diploma

A student may not request a diploma any earlier than the scheduled date of graduation. The request must be completed online <http://registrar.aud.edu/> prior to the end of the student's final semester. Failure to complete the application online by the specified date may result in either a delay in receiving the diploma or an additional charge.

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 and Provost that all program requirements have been met;

### Administrative

- Clearance by the Student Financial Affairs Officer for all financial aid requirements and financial obligations (including AED600 Diploma Processing Fee);
- Clearance by the Library for all financial obligations (if applicable);
- Clearance by Central Services if the student is on a university-sponsored visa.

AUD will award degrees at the end of the academic semester or summer session. A student may not request a diploma any earlier than the scheduled graduation date.

### Participation in 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; and
1. 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
2. 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; **OR** (in the case of an Internship) must have written confirmation of an approved Internship to be completed not later than the Fall semester of the same calendar year); and
3. must complete the application to participate in the graduation ceremony online <http://registrar.aud.edu/>, which includes a commitment to take their remaining course and complete their degree requirements as soon as that remaining course is offered (not later than the Fall semester of the same calendar year, including Internships), **OR**, in the case of Theses, within the time limit for completion as published on this page.

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.

### Time Limit for Completion of Graduate Degree Programs

All graduate course work 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, terms during which the student was registered in 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 Business Administration
- 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.



AMERICAN  
UNIVERSITY  
IN DUBAI

## School of Business Administration

### SCHOOL OF BUSINESS ADMINISTRATION

#### *Mission of the School*

The mission of the School of Business Administration (SBA) 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.

#### *Goals of the School*

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.
5. To continually enhance the School's reputation and visibility through maintaining a close relationship with the business community.

The School of Business Administration offers two programs, a Bachelor of Business Administration (B.B.A.) and a Master of Business Administration (M.B.A.) program. The curricula in both 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 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. A broad understanding of the conceptual foundations of the functional disciplines of business and of their applications
2. An ability to identify, analyze and propose solutions to business problems across a wide range of functional areas
3. A profound understanding of the conceptual foundations of their selected functional area (for students completing a concentration) and an ability to investigate and formulate recommendations for managerial decision problems and policy issues in that area
4. An ability to use quantitative and qualitative research techniques skillfully to assess the functional and overall performance of business organizations.
5. An ability to use business communication and presentation skills effectively and persuasively, both orally and in writing
6. A global perspective and an understanding of the international environment of business
7. An understanding of the 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 nine common core courses and three advanced elective/concentration courses. Eight of the common core courses provide broad exposure to the functional areas of management. The ninth 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 or Marketing. The M.B.A. Thesis is optional for all students and counts as an advanced elective for those who choose the Thesis option.

Master of Business Administration Program Director:

Dr. Mohammed Abu Ali, [mabuali@aud.edu](mailto:mabuali@aud.edu) or 04-3183315

## M.B.A. Summary of Degree Requirements

Course Classification	Credit Hours Required
<b>Common Core</b>	27
<b>Advanced Electives/Concentration</b>	9
<b>Total</b>	<b>36</b>

### Curriculum/Courses

<b>Common Core</b>		<b>Credit Hours</b>
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 602	Information Systems in Business	3
MGMT 603	Operations and Supply Chain Management	3
MGMT 699	Strategic Management and Policy (Capstone)	3
MKTG 601	Marketing Management	3
QUAN 601	Quantitative Methods for Business Decisions	3
<b>Total Core Requirements</b>		<b>27</b>

<b>Advanced Electives Generalist Option</b>		<b>Credit Hours</b>
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
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
THES 699	M.B.A. Thesis	3
<b>Total Advanced Electives Generalist Requirements</b>		<b>9</b>

<b>Advanced Electives Finance Concentration Option</b>		<b>Credit Hours</b>
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
THES 699	M.B.A. Thesis	3
<b>Total Advanced Electives Finance Concentration Option</b>		<b>9</b>

<b>Advanced Electives Management Concentration Option</b>		<b>Credit Hours</b>
MGMT610	Human Resources Management	3
MGMT621	Leadership	3
MGMT631	Law and Ethics in Business Organizations	3
MGMT651	Organizational Change and Development	3
THES 699	M.B.A. Thesis	3
<b>Total Advanced Electives Management Concentration Option</b>		<b>9</b>

<b>Advanced Electives Marketing Concentration Option</b>	<b>Credit Hours</b>
MKTG 611 Marketing Research	3
MKTG 621 Consumer Behavior	3
MKTG 631 International Marketing	3
MKTG 651 Marketing for Service Organizations	3
THES 699 M.B.A. Thesis	3
<b>Total Advanced Electives Marketing Concentration Option</b>	<b>9</b>

**TOTAL M.B.A. DEGREE REQUIREMENTS 36**

*Course Schedule (2017-2018 / 2018-2019)*

	Fall 2017	Spring 2018	Summer I 2018
<b>Common Core</b>	ACCG 601	ACCG 601	
	ECON 601	ECON 601	FINA 601
	MKTG 601	FINA 601	MGMT 601
	MGMT 601	QUAN 601	MKTG 601
	MGMT 602	MGMT 602	MGMT 603
	QUAN 601	MGMT 603	
<b>Capstone</b>	MGMT 699	MGMT 699	
<b>Electives</b>	FINA 621	FINA 611	FINA 641
	MKTG 611	MKTG 631	MKTG 621
	MGMT 631	MGMT 651	MGMT 610

	Fall 2018	Spring 2019	Summer I 2019
<b>Common Core</b>	ACCG 601	ACCG 601	
	ECON 601	ECON 601	FINA 601
	MKTG 601	FINA 601	MGMT 601
	MGMT 601	QUAN 601	MKTG 601
	MGMT 602	MGMT 602	MGMT 603
	QUAN 601	MGMT 603	
<b>Capstone</b>	MGMT 699	MGMT 699	
<b>Electives</b>	FINA 633	FINA 611	FINA 621
	MKTG 651	MKTG 631	MKTG 611
	MGMT 621	MGMT 651	MGMT 631

\* Summer II courses (one course, if any) may be offered occasionally as “off-schedule” courses if a real need is assessed.

**N.B. The university reserves the right to make changes to the schedule if deemed appropriate.**

### **Proposed M.B.A. Course Sequencing**

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

#### **Full-time (GENERAL)**

	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Year I</b>	ACCG601 ECON601 MGMT601	FINA601 MGMT602 QUAN601	MKTG601
<b>Year II</b>	MGMT603 ADV ELEC ADV ELEC	MGMT699 ADV ELEC	

#### **Full-time (FINANCE)**

	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Year I</b>	ACCG601 ECON601 MGMT601	FINA601 MGMT602 QUAN601	MKTG601
<b>Year II</b>	MGMT603 FINA ELEC FINA ELEC	MGMT699 FINA ELEC	

#### **Full-time (MANAGEMENT)**

	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Year I</b>	ACCG601 ECON601 MGMT601	FINA601 MGMT602 QUAN601	MKTG601
<b>Year II</b>	MGMT603 MGMT ELEC MGMT ELEC	MGMT699  MGMT ELEC	

#### **Full-time (MARKETING)**

	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Year I</b>	ACCG601 ECON601 MGMT601	FINA601 MGMT602 QUAN601	MKTG601
<b>Year II</b>	MGMT603 MKTG ELEC MKTG ELEC	MGMT699 MKTG ELEC	

## *The M.B.A. Thesis*

### **Eligibility of Generalist M.B.A. Students**

To be eligible for the M.B.A. Thesis, Generalist M.B.A. students **(1) must have completed or must be completing at least their eighth common core course and at least their second advanced elective, and (2) must be in good academic standing.**

### **Thesis Application Procedure for Generalist M.B.A. Students**

Students who are eligible for and interested in writing an M.B.A. 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 M.B.A. 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 M.B.A. Thesis.

### **Evaluation and Grading of the M.B.A. Thesis**

Upon completion, the M.B.A. 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 M.B.A. 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 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 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 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)**

**Prerequisite:** MGMT 601

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*

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 the 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 699 | M.B.A. THESIS (3)**

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 p. 72 of this *Catalog*.



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## 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.

### *Mission of the School*

The Mohammed Bin Rashid School for Communication seeks 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.

## *Goals of the school*

The School will:

- Provide the opportunity for the creation of original content that is anchored in the students' native cultures and societies;
- 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;
- 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;
- Support media-related research that contributes to the advancement of professional practice;
- 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. Equip graduates with foundational concepts, techniques, and frameworks for understanding and responding effectively to leadership in relation to media change;
2. Enable graduates to develop appropriate business models based on the evolving knowledge base of communications fields;
3. Facilitate graduates' ability to upgrade management techniques, including team-oriented strategies and collaboration, in ways that reflect the changing media environment, particularly in the Arab world;
4. Ensure that graduates understand the importance of innovation and the significance of investing in creativity on the part of those leading the field in communication industries;
5. Enable graduates to understand and predict change within a constantly evolving context;
6. Offer graduates continuing opportunities to upgrade their professional knowledge and skills in ways that reflect the ongoing changes in communications industries that are inextricably tied to developments in Internet-based communication, mobile telephony, social media, and other new media.

### *Program Learning Outcomes*

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

1. Identify and utilize pertinent information in relation to contemporary media to enhance their leadership role in the market place;
2. Gain theoretical and practical understanding of emerging media marketing;
3. Reconstruct management strategies of media businesses in a global market addressing cultural differences, ethical practices, new forms of content consumption, and impact on advertising;
4. Develop a competitive advantage by exploring new management strategies needed for current media convergence;

5. Gain perspective on the creative potential of emerging media and transmedia;
6. Explore and reflect on the new behaviors and culture, new forms of political action and commerce, and new concepts of privacy, intellectual property, and community that accompany the digital culture;
7. Evaluate and use traditional and contemporary consumer research methods to improve marketing outcomes and design with creative ways of branding;
8. Appraise and predict the opportunities and challenges for creating media content impacted by digitization.

### *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.

Dr. Pedro Sellos, Program Director  
[psellos@aud.edu](mailto:psellos@aud.edu) or 4 318 3552

### *MA in LICM Summary Of Degree Requirements*

Course Classification	Credit Hours Required
Core	24
Capstone	6
<b>Total</b>	<b>30</b>

### *Curriculum/Courses*

<b>Core</b>		<b>Credit Hours</b>
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	Global Media Leadership	3
<b>Total Core Requirements</b>		<b>24</b>
<b>Capstone</b>		
LICM 609	Capstone I	3
LICM 610	Capstone II	3
<b>Total Capstone Requirements</b>		<b>6</b>
<b>TOTAL M.A. IN LICM DEGREE REQUIREMENTS</b>		<b>30</b>

### *M.A. in LICM Course Sequencing*

Students can join in either the fall or the spring semester. The first course for all joining students will be LICM 601, the Survey of Media Landscape, which will provide a general understanding of media in the global and local contexts, will cover the contemporary media structures, and will focus on new media, with special attention to politics, new audiences, and the role of social media in the local and global contexts. 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 course sequence for students joining in either semester is illustrated in Table 1 and Table 2:

**Table 1- Course Sequence for Students Joining in the Fall Semester**

	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Year I</b>	LICM 601 LICM 602 LICM 603	LICM 604 LICM 605	
<b>Year II</b>	LICM 606 LICM 607	LICM 608 LICM 609	LICM 610

**Table 2- Course Sequence for Students Joining in the Spring Semester**

	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Year I</b>		LICM 601 LICM 604	
<b>Year II</b>	LICM 602 LICM 603	LICM 605 LICM 606	
<b>Year III</b>	LICM 607 LICM 608 LICM 609	LICM 610	



## *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 will 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 will look 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 will look 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 will highlight 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 will establish 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 product marketing in electronic media, including managing websites, positioning a brand, and marketing locally with centralized operation.

#### **LICM 608 | GLOBAL MEDIA LEADERSHIP (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 | CAPSTONE I (3-0-3)**

Students in the Capstone I will synthesize learning from courses taken in the Leadership and Innovation in Contemporary Media Program to create a new business model for an existing firm, or to create a business model for a new company, demonstrating an awareness of innovation, emerging media technologies and platforms, and entrepreneurship. In Phase I, students, will create the Business Model, which they will further develop in LICM 610.

### **LICM 610 | CAPSTONE II (3-0-3)**

Students in the Capstone class will synthesize learning from courses taken in the Leadership and Innovation in Contemporary Media Program to create a new business model for an existing firm, or to create a business model for a new company, demonstrating an awareness of innovation, emerging media technologies and platforms, and entrepreneurship. In Phase II students, will complete and fine tune the Business Model that they created in LICM 609, Phase I.

# AUD | AMERICAN UNIVERSITY IN DUBAI

## School of Education

### SCHOOL OF EDUCATION

AUD's School of Education offers two programs of study: the Professional Teaching Certificate (P.T.C.) and the Master of Education degree (M.Ed.). While both programs focus on elementary and secondary school educator preparation, the P.T.C. is a thoroughly professional 18-credit hours program and the M.Ed. is a higher qualification that consists of 36 credit hours and involves the study and conduct of research.

#### *Mission of the School*

The Mission of the School of Education at AUD, through the Master of Education (M.Ed.) program is to provide the region with educators who are current in pedagogy, instructional technologies, and content knowledge and committed to ongoing professional learning for the benefit of all whom they serve.

#### *Goals of the School*

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 21<sup>st</sup> learning environment;
2. Develop specific knowledge of the latest trends in teaching methodologies and in the use of instructional technology;
3. Develop classroom-based 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 life-long 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 preparation; 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 instruction technologies.

### *M.Ed. Program Goals*

1. develop professional ethics and collaborative skills to meet the needs of a multi-cultural student population in a 21<sup>st</sup> learning environment;
2. develop specific knowledge of current trends in teaching and learning and innovative instructional technologies, as well as classroom-based problem-solving abilities aimed at improving student learning;
3. develop knowledge, skills, and dispositions required to meet the unique learning needs of all students and guide them to becoming life-long learners;
4. apply contemporary curricular theory to teaching practices with appropriate modes of assessment;
5. meet generally accepted international standards for teacher preparation; and,
6. develop 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:

- A. be an effective part of an educational team within a creative learning environment;
- B. be able to understand the political, social and cultural contexts of education;
- C. be able to differentiate instruction to meet students' unique learning needs and create environments that are conducive to student learning and development;
- D. be able to meet the challenges of teaching by designing and implementing an effective classroom management plan;
- E. be able to use assessment data to improve instruction, advance student learning, and better design content-specific instruction;
- F. be able to identify, locate, evaluate, design, prepare, and use technology as an instructional resource;
- G. 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 teachers. The program combines six core courses for all candidates, with specialized courses in elementary education or secondary education and a capstone research project.

Dr. Catherine Hill, Dean and Program Director  
[chill@aud.edu](mailto:chill@aud.edu) or 04-3183211

## Internship and Practicum

Candidates without undergraduate preparation and/or teaching experience are expected to complete either EDEL 630 (Elementary Student Teaching Internship/Practicum) or EDSE 630 (Secondary Student Teaching Internship/Practicum) in order to fulfill degree requirements. The Dean of Education will work with students and schools to find appropriate placements.

The faculty member supervising the internship will follow the guidelines for internships/field placements as described in the M.Ed. Internship Guidelines manual and assess continued appropriateness of field placements and cooperating teachers.

Using appropriate international standards, students will be evaluated on mastery of relevant program knowledge, skills, and dispositions for field-based educators. Data from classroom observations, one-on-one conferences with student teachers, and self-reflection memos will be used to determine the student's growth and readiness for entry into the K-12 educational setting. Students can refer to the *Internship/Practicum Handbook* for more information.

## M.Ed. Summary of Degree Requirements

Course Classification	Credit Hours Required	
	Without Undergraduate Preparation and/or Teaching Experience	With Undergraduate Degree in Education and/or Teaching Experience
<b>Core</b>	18	18
<b>Track</b>	9	9
<b>Capstone Experience</b>	3	3
<b>Internship Experience</b>	6	0
<b>Electives</b>	0	6
<b>Total</b>	<b>36</b>	<b>36</b>

## Curriculum/Courses

<b>Core (18 credit hours)</b>		<b>Credit Hours</b>
EDCO 600	Learning and Human Development* or	-
EDCO 625	Advanced Studies of Children and Adolescents**	3
EDCO 601	Differentiating Instruction for all Learners	3
EDCO 602	Curriculum, Instruction and Assessment	3
EDCO 604	Principles of Learning and Classroom Management* or	-
EDCO 626	Advanced Principles of Teaching and Learning**	3
EDCO 620	Technological Applications in the Classroom	3
EDCO 621	Teaching in a Multicultural Classroom	3
<b>Total Core Requirements</b>		<b>18</b>

\* For candidates without prior undergraduate preparation and/or teaching experience

\*\* Subject to the Dean's approval

<b>Elementary Track (9 credit hours)</b>		<b>Credit Hours</b>
EDEL 603	Elementary Reading Methods	3
EDEL 605	Elementary Language Arts and Social Studies Methods	3
EDEL 606	Elementary Science and Mathematics Methods	3
<b>Total Elementary Track Requirements</b>		<b>9</b>

<b>Secondary Track (9 credit hours)</b>		<b>Credit Hours</b>
EDSE 605	Reading across the Curriculum	3
EDSE 603	Secondary General Methods and Assessment	3
EDSE 606	Secondary Language Arts Methods and Assessment or	-
EDSE 607	Secondary Science Methods and Assessment or	-
EDSE 608	Secondary Math Methods and Assessment or	-
EDSE 609	Secondary Social Studies Methods and Assessment	3
<b>Total Secondary Track Requirements</b>		<b>9</b>

<b>Capstone Experience</b>		<b>Credit Hours</b>
EDCO 622	Educational Research	3
EDCO 630	Master of Education Capstone Project	3
<b>Total Capstone Requirements</b>		<b>3</b>

<b>Internship Experience</b>		<b>Credit Hours</b>
EDEL 630	Elementary Student Teaching Internship/Practicum	6
<b>or</b>		
EDSE 630	Secondary Student Teaching Internship/Practicum	6
<b>Total Internship Experience Requirements</b>		<b>6</b>

<b>Electives</b>		<b>Credit Hours</b>
EDCO 610	Special Needs and Inclusion	3
EDCO 623	Creating, Understanding, and Using Classroom Assessments	3
<b>Candidates without Undergraduate Preparation and/or Teaching Experience*</b>		
EDEL 620	Elementary Field Placement	3
EDSE 620	Secondary Field Placement	3
<b>Total Electives Requirements</b>		<b>6</b>

\* Subject to the Program Director's approval

**TOTAL M.ED. DEGREE REQUIREMENTS** **36**

## 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 Track	Secondary Track
Year I	Fall	EDCO 600 EDCO 601	EDCO 600 EDCO 601
	Spring	EDCO 602 EDCO 620	EDCO 602 EDCO 620
	Summer	EDCO 604 EDEL 603	EDCO 604 EDSE 605
Year II	Fall	EDCO 621 EDEL 605 EDEL 606	EDCO 621 EDSE 603 EDSE 606/607/608/609
	Spring	EDCO 622 EDEL 630	EDCO 622 EDSE 630

## THE PROFESSIONAL TEACHING CERTIFICATE

As of the fall 2014 semester, AUD's School of Education will also offer a Professional Teaching Certificate (PTC) program. The new PTC is a wholly professional certificate program consisting of 18 credits (5 courses) taken from the existing M.Ed. curriculum. Thus, the requirement to study and conduct research will remain an important component of the Master of Education degree program which is considered a higher qualification for teachers and other educators.

### Curriculum/Courses

Courses required for the Professional Teaching Certificate include:

Course		Credit Hours
EDCO 600	Learning and Human Development	3
EDCO 620	Technological Applications in the Classroom	3
EDCO 604	Principles of Learning and Classroom Management	3
EDCO 602	Curriculum, Instruction and Assessment	3
EDEL 630	Elementary Student Teaching Internship/Practicum	6
	<i>Or</i>	
EDSE 630	Secondary Student Teaching Internship/Practicum	6

### TOTAL P.T.C. PROGRAM REQUIREMENTS

18

### P.T.C. Course Sequencing

The following is the **proposed** course sequence for the P.T.C.

Semester/Term I (Six Credit Hours)	Semester/Term II (Six Credit Hours)	Semester/Term III (Six Credit Hours)
EDCO 600 EDCO 620	EDCO 604 EDCO 602	EDEL 630 Or EDSE 630

## ***M.Ed. and P.T.C. Course Legend***

EDCO Education – Common Core

EDEL Education – Elementary Track

EDSE Education – Secondary Track

### **Hours**

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

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

## ***M.Ed. and P.T.C. Course Descriptions***

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

The purpose of this course is to provide a general knowledge about human learning as it relates to the life cycle from birth to young adulthood. It is designed to provide beginning teachers with a fundamental knowledge of human growth and development (physical, social, affective, and cognitive) and theories of learning.

### **EDCO 601 | DIFFERENTIATING INSTRUCTION FOR ALL LEARNERS (3-0-3)**

This course begins with an overview of the nature and needs of persons with learning differences and explores how classroom teachers can accommodate for students with a variety of learning needs in the classroom. It offers an in-depth look at how instruction can be differentiated for learners at all ability levels.

### **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 to develop an in-depth understanding of 21<sup>st</sup> century concepts and practices in curriculum development, the delivery of instruction, and the role of assessment. Such understanding should assist in examining the relationships, sources, and components in their dynamic interactions and contributions to effective learning.

### **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 human learning, development, and motivation and in the application of such knowledge and understanding to classroom teaching, communication management, and evaluation.

### **EDCO 610 | SPECIAL NEEDS AND INCLUSION (3-0-3)**

This course provides a comprehensive overview of the historical development of special education and Inclusion. The different categories of disabilities and special needs will be examined along with issues of assessment and placement. The course also reviews modifications, accommodations, instructional and assessment strategies needed for the inclusion of learners with special needs in regular classrooms. The roles of various stakeholders will be explored with an emphasis on collaboration and communication with families.

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

The purpose of this course is to familiarize candidates with technology applications commonly found in educational settings. The course addresses effectively identifying, locating, evaluating, designing, preparing, and efficiently using technology as instructional resources in the classroom to positively impact student learning. The course is designed to meet the requirements of the International Society for Technology in Education NETS Standards for Teachers. Candidates will learn to use a variety of technologies (including computers) to develop and enhance classroom instruction, communication, and management. Topics will focus on hardware and software to develop skills in word processing, using spreadsheets, use of the Web, evaluating educational software and web pages, using multimedia, and creating web pages.

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

This course will seek to critically examine 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)**

#### ***Prerequisite: Completion of all Core Courses***

In this course, candidates study the key concepts, norms, and principles of educational research with an emphasis on qualitative methodologies and action research designs. The course will help candidates to develop the research skills needed for effective inquiry into practice such as interviewing, observation, coding and analysis, synthesis, and evaluation as well as how to present research findings. 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 623 | CREATING, UNDERSTANDING, AND USING CLASSROOM ASSESSMENTS (3-0-3)**

#### ***Prerequisite: Permission of the Program Director***

This course focuses on basic concepts and common assessments such as multiple choice and essay questions, performance assessments, classroom interactions, and attitude surveys. Resources and techniques for integrating technology are included.

### **EDCO 625 | ADVANCED STUDIES OF CHILDREN AND ADOLESCENTS (3-0-3)**

#### ***Prerequisite: Permission of the Program Director***

Intensive study of research in child development from conception to maturity and implications for educational practice. Study of the major theories of child and adolescent development, their underlying philosophic premises; and their role and function.

### **EDCO 626 | ADVANCED PRINCIPLES OF TEACHING AND LEARNING (3-0-3)**

#### ***Prerequisite: Permission of the Program Director***

The primary purpose of this course is to assist candidates in acquiring advanced knowledge and understanding of the processes of human learning, development, and motivation and in the direct application of such knowledge and understanding to classroom teaching, communication, and evaluation.

### **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 track 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. Topics of inquiry are individually determined and provide synthesis and culmination to the candidate's program of study.

### **EDEL 603 | ELEMENTARY READING METHODS (3-0-3)**

This course serves as a foundation course in reading instruction preparing future reading teachers for grades K-8. Emphasis is given to theories of reading, emergent literacy, word recognition strategies, comprehension skills, approaches and materials for reading instruction, literature and technology in reading, content literacy, assessment and teaching individual learners including non-English speaking students. It teaches reading readiness and development of reading at elementary level, and it is a foundation for teaching clinical/remedial reading, consultant services to school personnel, and directing/supervising system-wide reading programs.

### **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, the intellectual skills, and the civic values necessary for fulfilling the responsibilities of global citizenship. Special attention is given to effective teaching strategies, the nature and development of language arts, individual and cultural diversity of all learners, assessments tools, and interdisciplinary teaching. The appropriate use of informational technologies and software will be an integral element throughout the course. Candidates will critique the current methodology, trends, and issues; evaluate instructional strategies, and enrich their research, decision-making, and leadership skills to enhance the elementary curriculum.

### **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 through 8). Candidates will be expected to design individual lessons and a unit that take into consideration school curricula, classroom management, and the physical and emotional safety of students, learning, and assessment. Candidates will also be expected to apply accurate science and mathematics content, inquiry, and problem solving skills through in and out of class activities and assignments.

### **EDEL 620 | ELEMENTARY FIELD PLACEMENT (3)\***

This course is designed to enable elementary teachers to design, implement, evaluate, and reflect upon the processes of elementary school teaching and learning. Content is focused on application of instructional and management practices and adaptations, curriculum planning and curricular modifications, effective collaboration strategies, accessing related and support services, and skills necessary for effective instruction and management within an inclusive classroom.

### **EDEL 630 | ELEMENTARY STUDENT TEACHING INTERNSHIP/PRACTICUM (6)\*\***

Internship/practicum is a guided pre-service experience in conducting the professional work of a classroom teacher, extending through an entire 15-week semester on a full-time schedule. The purpose of internship/practicum is to accelerate a future teacher's pedagogical development and foster a positive and progressive conceptualization of the profession of teaching. In order for candidates to develop critical thinking and problem solving skills to their fullest potential, teachers must model these skills. Internship/practicum provides an opportunity for candidates to demonstrate these skills, determine their strengths and weaknesses, and make the necessary adjustments to best serve the children they are teaching. It is the responsibility of the cooperating teacher and the site supervisor to work with the candidate in identifying strengths and weaknesses and facilitate the development of appropriate methods for implementing curriculum and management.

### **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 history, classroom climate, diverse learning styles, assessment practices and adaptations, curriculum planning and modifications, effective collaboration strategies, accessing related and support services, and skills necessary for effective instruction and classroom management. Strategies for choosing appropriate methods of instruction, and effective classroom interaction are also explored.

### **EDSE 605 | READING ACROSS THE CURRICULUM (3-0-3)**

This course emphasizes techniques for using reading and writing tools for the acquisition of new content in a given discipline. The areas of general literacy skills, prior knowledge of content and content specific literacy skills are important related concepts stressed in this class. The first two are emphasized as the two factors with the greatest influence on learning through text.

### **EDSE 606 | SECONDARY LANGUAGE ARTS METHODS AND ASSESSMENT (3-0-3)**

This course is designed to prepare effective high school Language Arts Teachers. It acquaints candidates with various materials, teaching methods, and theories appropriate for teaching composition, Language Arts, and literature in high school settings, and fosters professionalism, dispositions/attitudes, and performances needed to teach Language Arts successfully to adolescents. It also prepares candidates to work with English as a second language or foreign language learners.

### **EDSE 607 | SECONDARY SCIENCE METHODS AND ASSESSMENT (3-0-3)**

This course is designed to prepare potential science education teachers with a broad-based understanding of central issues involved in the learning and teaching of secondary science. It is intended to help potential science education teachers address the difference between being a student of science, a user of science, and a teacher of science. This process involves addressing the concepts of learning and teaching, and the nature of knowledge in science. These concepts will be integrated into practical activities designed to prepare the candidates to teach in actual science classrooms. Candidates will be expected to design individual lessons and a unit that take into consideration school curricula, classroom management, the physical and emotional safety of students, learning, and assessment. They will also be expected to apply accurate science content and inquiry skills through in and out of class activities and assignments.

\*Includes three hrs. of weekly lecture and a minimum of 40 hours of observation.

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

### **EDSE 608 | SECONDARY MATH METHODS AND ASSESSMENT (3-0-3)**

This course is a study of strategies, techniques, materials, technology, and current research used in the teaching of mathematical concepts to high school students. Students will review the traditional and contemporary standards involved in teaching mathematics at the secondary school level; develop an awareness of the professional resources, materials, technology and information available for teachers; prepare unit and lesson plans with related assessment procedures on a variety of topics; and acquire teaching experience by taking part in individual tutoring, observation at a high school, and/or presenting lessons at the appropriate level.

### **EDSE 609 | SECONDARY SOCIAL STUDIES METHODS AND ASSESSMENT (3-0-3)**

This course focuses on the nature, development, purpose and value of social studies, with emphasis on methods and techniques of instruction. Curriculum development, unit planning, materials of instruction, and evaluation are all requirements of the course.

### **EDSE 620 | SECONDARY FIELD PLACEMENT (3)\***

This course is designed to enable secondary teachers to design, implement, evaluate, and reflect upon the processes of secondary school teaching and learning. Content is focused on application of instructional and management practices and adaptations, curriculum planning and curricular modifications, effective collaboration strategies, accessing related and support services, and skills necessary for effective instruction and management within an inclusive classroom.

### **EDSE 630 | SECONDARY STUDENT TEACHING INTERNSHIP/PRACTICUM (6)\*\***

Internship/practicum is a guided pre-service experience in conducting the professional work of a classroom teacher, extending through an entire 15-week semester on a full-time schedule. The purpose of internship/practicum is to accelerate a future teacher's pedagogical development and foster a positive and progressive conceptualization of the profession of teaching. In order for candidates to develop critical thinking and problem solving skills to their fullest potential, teachers must model these skills. Internship/practicum provides an opportunity for candidates to demonstrate these skills, determine their strengths and weaknesses, and make the necessary adjustments to best serve the children they are teaching. It is the responsibility of the cooperating teacher and the site supervisor to work with the candidate in identifying strengths and weaknesses and facilitate the development of appropriate methods for implementing curriculum and management.

\*Includes three hrs. of weekly lecture and a minimum of 40 hours of observation.

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



AMERICAN  
UNIVERSITY  
IN DUBAI

# School of Engineering

## 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 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.

### *Mission of the School*

The School of Engineering prepares a culturally diverse student population for successful professional careers in engineering at the regional and global levels. The School's educational experience provides all students with the knowledge needed for technical excellence in engineering, while emphasizing the role of general education, ethical and social responsibility, and life-long learning in the personal and professional growth of future engineers.

### *Goals of the School*

- To prepare our graduates for engineering practice, pursuit of advanced degrees, and leadership roles within their professional communities by providing them with a solid engineering education complemented by a general education component;
- To instill in students the importance of critical thinking, cultural diversity, and lifelong learning, and personal and professional skills that will enable them to continually adapt to a global engineering workplace;
- To foster a constructive learning environment through positive faculty-student interactions, recruitment and retention of highly qualified faculty, and promotion of professional and personal growth among all constituents;
- To provide our students with unique traineeship and job placement opportunities by maintaining strong ties with industry professionals and periodically aligning the School's strategies and curricula with the evolving needs of the engineering industry;
- To effect positive change within the local and regional communities through professional engineering contributions by the faculty and students.



## 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
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 in 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 have the following options:

Thesis Option: 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). This option is recommended for students wishing to pursue doctoral studies

Non-Thesis Option: Students must complete 30 credit hours of course work. Students who have not accumulated two years of work experience prior to graduation must also successfully complete EICM 688 – M.S.C.M. Project.

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 Coordinator:

Dr. Elias Saqan, Chair – Department of Civil Engineering, [esaqan@aud.edu](mailto:esaqan@aud.edu)

## M.S.C.M. Summary of Degree Requirements

Course Classification	Thesis Option	Non-Thesis Option
	Credit Hours Required	
Core	12	12
Decision Management	3	3
Primary Electives	3-9	9-15
Secondary Electives	0-6	0-6
Thesis	6	-
<b>Total</b>	<b>30</b>	<b>30</b>

### Curriculum/Courses

	Credit Hours
<b>Core</b>	
EICM 612 Planning and Scheduling in Construction	3
EICM 622 Construction Estimating	3
EICM 632 Construction Laws and Regulations	3
EICM 642 Construction Equipment and Operations	3
<b>Total Core Requirements</b>	<b>12</b>
<b>Decision Management</b>	
ACCG 601 Accounting Information and Management Decisions	3
EICM 620 Construction Accounting and Finance	3
ENGG 620 Advanced Decision Analysis	3
<b>Total Decision Management Electives</b>	<b>3</b>
<b>Primary Electives</b>	
EICM 616 Construction Productivity	3
EICM 636 Construction Safety Engineering	3
EICM 646 Design and Construction of Temporary Facilities	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
ENGG 620 Advanced Decision Analysis	3
<b>Total Primary Electives Thesis Option</b>	<b>3-9</b>
<b>Non- Thesis Option</b>	<b>9-15</b>
<b>Secondary Electives</b>	
FINA 601 Corporate Finance	3
FINA 611 Financial Analysis Tools and Techniques	3
FINA 633 International Finance	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
MKTG 631 International Marketing	3
<b>Total Secondary Electives</b>	<b>0-6</b>
<b>Thesis Option</b>	
EICM 698 M.S.C.M. Thesis	3
EICM 699 M.S.C.M. Thesis	3
<b>Total Thesis Requirements</b>	<b>6</b>
<b>TOTAL M.S.C.M. DEGREE PROGRAM</b>	<b>30</b>

## Course Sequencing

M.S.C.M. students should adhere to the following course sequencing:

### Full-time

	Fall	Spring	Summer
<b>Year I</b>	EICM 612 Decision Management Elective Elective	EICM 622 EICM 632 Elective	EICM 642 Elective or EICM 698
<b>Year II</b>	Elective Elective or EICM 699		

### Part-time

	Fall	Spring	Summer
<b>Year I</b>	EICM 612 Decision Management Elective	EICM 622 EICM 632	EICM 642
<b>Year II</b>	Elective Elective	Elective Elective or EICM 698	Elective or 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 616 | CONSTRUCTION PRODUCTIVITY (3-0-3)**

#### **Prerequisite: EICM 612**

This course focuses on fundamental productivity concepts, data collection, analysis of productivity data, factors affecting construction productivity, means for improving production, and study of productivity programs. Topics include preplanning of construction projects, field evaluation techniques, and time-lapse evaluation for post-activity post-project enhancement. Evaluation of the effectiveness of construction project management is also covered.

### **EICM 620 | CONSTRUCTION ACCOUNTING AND FINANCE (3-0-3)**

This course covers a range of key topics to allow the construction manager to understand and make key financial decisions at both the construction project level and the corporate level. Topics include company financial management, determining project profitability, projecting costs and cash-flows, engineering economic analysis, taxation impacts, and accounting for construction projects and construction corporations. Financial management considerations for operating in international environments are considered.

### **EICM 622 | CONSTRUCTION ESTIMATING (3-0-3)**

#### **Prerequisite: EICM 620 or ACCG 601**

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; productivity; indirect project costs; bidding strategies and payment line items; bid-evaluation techniques; historical information for business intelligence; computer applications; surety bonding; and decision making. International considerations of construction estimating, as well as ethical and legal implications of the estimate and bid are covered.

### **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. An overview of those aspects of legal systems most relevant to construction and engineering practice are addressed. Contracts, forms of association, agency relationships, project delivery methods, property and labor law, remedies for contract breach, professional registration issues, ethical responsibility and professional liability are studied. Specific topics include the competitive bidding, risk management, intellectual property, surety bonds, lien law, arbitration and indemnification and contract claims. Regulatory restriction 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 construction health and safety provisions, as well as regional occupational safety and health regulations. Safety hazards on construction sites are discussed, followed by a survey of general safety and health provisions and safety management programs. Safety management approaches according to different country standards will be explored in detail, and the safety management philosophies will be contrasted. The course culminates into an examination of the approaches currently employed in multinational construction projects.

### **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 646 | DESIGN AND CONSTRUCTION OF TEMPORARY FACILITIES (3-0-3)**

This course covers the design and construction of formwork, falsework, scaffolding, cofferdams, cableways, earth retaining structures, and temporary structural systems. The course begins with a review of fundamentals of structural engineering design and geotechnical design. Emphasis is given to the design and analysis of temporary support systems such as trusses, beams, frames, and structural slabs, and the importance of analyzing the structural system during the various phases of construction will also be highlighted. Practical examples of in-service temporary facilities used on typical and noteworthy projects will be discussed.



### **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, scheduling, productivity assessment, and decision support; and development of specialized software tools. The course will also explore building information modeling (BIM) principles and supporting technologies.

### **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)**

The concepts of lean construction are becoming increasingly important in the construction management profession. This course focuses on extending lean manufacturing principles to the construction environment. Particular 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)**

This course covers the challenges and successes associated with megaprojects including risk assessment, optimism bias, benefit shortfall, cost overrun, and long term branding and marketing value. The specialized sets of project and program management skills associated with megaproject construction are outlined. Examples of case histories covered include the Panama Canal, Empire State Building, Hoover Dam, Abu Simbel Temple relocation, and more recently the Three Gorges Dam, Palm Islands, Boston Central Artery, La Defense, Kansai Airport, and Downtown Burj Khalifa. Guest lecturers from the industry will be invited.

### **EICM 680-685 | SPECIAL TOPICS IN CONSTRUCTION MANAGEMENT (3-0-3)**

**Prerequisite:** Dean's Approval Upon Demand

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 688 | M.S.C.M. PROJECT (0-1-0)**

**Prerequisite:** Completion of 24 credit hours

This capstone course integrates the skill sets acquired throughout the M.S.C.M. Program into a single project. The project topic is defined by the student in consultation with the faculty advisor. This course is not for credit and is graded on pass/fail basis.

### **EICM 698 | M.S.C.M. THESIS (3)**

**Prerequisite:** Completion of 18 credit hours

For a description of the M.S.C.M. Thesis and the applicable rules, procedures, and academic policies, the relevant sections of the *Graduate Catalog* should be reviewed in consultation with the academic advisor.

### **EICM 699 | M.S.C.M. THESIS (3)**

**Prerequisite:** EICM 698

For a description of the M.S.C.M. Thesis and the applicable rules, procedures, and academic policies, the relevant sections of the *Graduate Catalog* should be reviewed in consultation with the academic advisor.

### **ENGG 620 | ADVANCED DECISION ANALYSIS (3-0-3)**

**Prerequisite:** ENGG 300 or equivalent

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: ACGG 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 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 the operation of a firm in the global environment.

### **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)**

#### **Prerequisite: MGMT 601**

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.

## **MKTG 631 | INTERNATIONAL MARKETING (3-0-3)**

### ***Prerequisite: MKTG 601***

This course exposes students to the most commonly faced legal issues that one encounters in setting up and operating a business organization. Topics ranging from agency, partnership, corporations, governance, and mergers and acquisitions will be covered during this term. We will be analyzing appellate court cases to understand the legal reasoning that judges use in resolving disputes arising in the world of business. We will also be exploring the question of whether the economics concept of efficiency is the primary tool that judges and legislatures use in creating and defending law, and resolving disputes relating to business and organizations.



## FACULTY LISTING

Inspired educators and practitioners in the business and professional communities comprise AUD's international 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.

## *M.B.A. Program Faculty*

### **Abu-Ali, Mohammed – Dean of the School of Business Administration and Professor of Economics**

Ph.D. (2003), George Mason University; M.A., George Mason University; M.A., Catholic University of America; M.A., Catholic University of America; B.S., La Roche College

### **Al-Doori, Mulhim – Professor of Computer Science**

Ph.D. (1995), Edinburgh University; M.Sc., Hull University; Post-graduate Diploma, Starthclyde University; B.Sc., Glasgow University

### **Braendle, Udo C. – Chair of Business and Economics and Associate Professor of Management**

Ph.D. (2005), University of Vienna; M.B.A., University of Vienna; LL.M (Com)., Saarland University

### **Buigut, Steven – Professor of Economics**

Ph.D. (2006), Georgia State University; M.A., Georgia State University; M.Phil., Moi University; B.Sc. (First Class Hons.), Egerton University (Kenya)

### **Corelli, Angelo – Chair of Finance and Accounting and Associate Professor of Finance**

Ph.D. (2009), Università Degli Studi di Verona; M.B.A., Università Ca' Foscari Venezia; Laurea., Università Degli Studi di Siena

### **Dedousis, Evangelos - Professor of Management**

Ph.D. (1992), Griffith University; M.A., Waseda University; B.B.A., Athens University of Economics and Business

### **Farah, Assaad – Associate Dean – School of Business Administration and Associate Professor of Management**

Ph.D. (2011), University of Bath; M.Sc., Concordia University; B.Eng., Concordia University

### **Kapar, Burcu – Assistant Professor of Economics**

Ph.D. (2013), City University London; M.Sc., City University London; B.Sc., City University London

### **Malhotra, Jatin – Assistant Professor of Finance**

Ph.D. (2012), University of New Orleans ; M.S., University of New Orleans; M.S., State University of New York at Buffalo; M.B.A., University of Mumbai; B.Com., University of Mumbai

### **Nader, Jihad S. - Vice President for Institutional Advancement and Development and Professor of Finance**

Ph.D. (1987), University of Toronto; M.B.A., American University of Beirut; B.B.A., American University of Beirut

### **Obeidat, Mohammad – Chair of Marketing and Assistant Professor of Marketing**

D.B.A. (2015), Wilmington University; M.B.A., Strayer University; B.A., Yarmouk University

### **Sbei Trabelsi, Nadia – Assistant Professor of Accounting**

Ph.D. (2007), University of Nice Sophia Antipolis (UNSA); M.Sc., Institut Supérieur de Comptabilité et d'Administration des Entreprises (Tunis); B.B.A., Institut Supérieur de Comptabilité et d'Administration des Entreprises (Tunis)

### **Toufaily, Elissar – Associate Professor of Marketing**

Ph.D. (2011), Université du Québec à Montréal; M.B.A., Université du Québec à Montréal; B.B.A., Lebanese University

### **Zalan, Tatiana – Associate Professor of Management**

Ph.D. (2003), Flinders University; M.B.A., University of Adelaide; M.A., Moscow State Linguistic University; B.A., Moscow State Linguistic University

### **Zeineddine, Hassan – Chair of Management and Associate Professor of Management Information Systems**

Ph.D. (2009), University of Ottawa; M.Sc., University of Windsor; B.S., American University of Beirut

### *M.Ed. Program Faculty*

**AlBorno, Nadera – Associate Professor of Education**

Ed.D. (2013), British University in Dubai; M.Sc., Imperial College, University of London; B.S., Kuwait University

**Gholam, Alain – Assistant Professor of Education**

Ed.D. (2012), Saint Louis University; M.A., Haigazian University; B.A., American University of Beirut

**Hill, Catherine - Dean of the School of Education and Associate Professor 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

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Ph.D. (1995), Edinburgh University; M.Sc., Hull University; Post-graduate Diploma, Starthclyde University; B.Sc., Glasgow University

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## FINANCIAL INFORMATION 2017-2018

- Tuition and Fees
- Medical Insurance
- Explanation of Fees and Expenses
- Payment Policies
- Refunds

## **Tuition and Fees (effective Spring 2018)\***

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 4-5% per annum. Any future hikes in tuition, if any, are expected to be within this range.

Study Abroad Program (SAP) students receiving financial aid may be allowed a tuition deferment based upon the anticipated receipt of funds. This is granted solely at the discretion of AUD, based on the official notice of approval from the granting or lending agency.

***(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].)***

\* Inclusive of 5% VAT where applicable.

### **Undergraduate Programs**

#### **Fall and Spring Semesters**

Tuition (less than 12 credit hours)	AED 3,885 per credit
Tuition (12 to 16 credit hours)	AED 44,887.50 per semester
Tuition overload (over 16 cr. hours)	AED 2,992.50 per credit
Services Fee	AED 315 per semester

#### **Summer Sessions**

Tuition	AED 3,885 per credit
Services Fee	AED 210 per session

### **Graduate Programs**

M.A. in LICM Tuition	AED 4,095 per credit
M.B.A. Tuition	AED 4,095 per credit
M.Ed. Tuition	AED 3,885 per credit
M.S.C.M. Tuition	AED 4,095 per credit
Professional Teaching Certificate	AED 3,885 per credit
Additional Modules, if required	AED 2,625 per module

### **Intensive English Language Program (IELP)**

#### **Fall and Spring Semesters**

Tuition	AED 29,400 per semester
Services Fee	AED 315 per semester

#### **Summer Sessions**

Tuition	AED 21,000 per session
Services Fee	AED 210 per session

### **Study Abroad Program in Middle Eastern Studies**

*(Includes tuition and fees for 5 classes [15 hours], housing and some classroom-related activities)*

Tuition and Fees US\$ 14,987

*of which US\$274 is refundable at the end of the semester if no housing damage has occurred*



## Withdrawal Penalty (Scholarship Students)\*

- If an **undergraduate student** on scholarship exceeds the two-course limit for withdrawals, the following financial penalty will apply for each term the student withdraws from an additional course:
  - If a student is enrolled full-time (15 credits and above in Fall and Spring ), the overload tuition rate per credit for the academic year is applicable and will be charged at the time of withdrawal;
  - If a student is enrolled full-time (12 to 14 credits in Fall and Spring ), the rate per credit is calculated by dividing the tuition charged by the number of registered credits and will be charged at the time of withdrawal;
  - If a student is enrolled part-time (less than 12 credits in Fall and Spring), the part-time tuition rate per credit for the academic year will be charged at the time of withdrawal.

In the summer sessions, the student will be charged the full tuition for the course(s) from which he or she withdraws.

- 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 and Graduate Catalogs.

## 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\*

Student joining beginning of:

Fall Semester (covering September, 2017 – August, 2018): AED 1,785

Spring Semester (covering January, 2018 – August, 2018): AED 1,260

Summer I Term (covering May, 2018 – August, 2018): AED 630

Health insurance fees are payable at the time of visa application and renewed annually on September 1 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. They can join the AUD-sponsored health insurance plan at the beginning of each semester subject to approval from the insurance company.

### Visiting Students Health Insurance Requirements

Visiting students are required to provide evidence of valid private health insurance applicable in the UAE, during the Admissions process.

Visiting students requiring AUD residence visa must enroll in the AUD-sponsored health insurance plan as part of the visa process.

\* 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 students.

## Books

Students are responsible for buying their own books. Book expense is not included in the tuition.

## 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 3,885.

## 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 12,500\* (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 not available and will not be guaranteed at all. In the event that there are cancellations and there is availability of rooms, applications 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:

<b>Semester</b>	<b>Deadline</b>
Spring 2018	November 5, 2017
Summer I 2018	April 19, 2018
Summer II 2018	May 20, 2018
Fall 2018	March 19, 2018

The balance of the student housing fee must be paid in full one month 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)\*

Only full-time students are eligible. Visa fee, AED 2,000. Passport deposit of AED 3,000 is refundable **only upon cancellation of visa**.

Students sponsored by AUD for a student resident visa, who fail to comply with the AUD visa regulations, or who exit the country without going through the proper channels and cancellation procedures will not be entitled to re-apply for an AUD-sponsored residence visa. Accordingly, the students will forfeit their Passport Security Deposit.

\*Additional fees may apply, check with the Visa Officer (Emirates ID, blood test, cancellation, etc.)

### Course Abroad (Optional)

AUD Course Abroad Seminars are scheduled annually. The fee, which is determined annually, covers round-trip transportation and hotel accommodations. Students are responsible for their meals. Students may earn three hours of academic credit upon satisfactory completion of requirements set by the trip instructor. Previous Study Tour locations have included New York, Paris, Milan and Florence.

### Payment Policies

Tuition and fees are due upon registration, unless a student is registering online, in which case the deadline for payment established by the Registrar's Office must be respected. Student can pay by cash, check drawn on a U.A.E. bank, and bank drafts at the AUD branch of the Commercial Bank of Dubai. Credit Card payments may be made at the AUD Finance Office. Tuition and fees may also be paid by bank transfer or by filling the *Credit Card Authorization Form*. Tuition and fees can also be made at any branch of Al Ansari Exchange in the UAE.

### Bank Transfer

Payable to the "American University in Dubai" account number: 1000351229, IBAN number AE47023000001000351229 at the Commercial Bank of Dubai, Dubai Head Office, swift code: CBDUAEADDXB. Include student name and I.D.# on the payment details. Students should ensure that they cover wire transfer or conversion rate charges and that amount received by AUD is net.

### Credit Card (Paid via written authorization)

By filling out a [Credit Card Authorization Form](#), available online or at the Finance Office, and faxing this form to AUD Finance Office +971 4 399 4566 or emailing [finance@aud.edu](mailto:finance@aud.edu). Only Visa and Master Cards are accepted.

### Checks

Students who submit non-negotiable checks will be charged an AED 300 non-refundable administrative fee and will henceforth be required to make future payments in the form of cash or bank transfer.

### 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:

#### (1) Tuition (except IELP)

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:

<b>Schedule</b>	<b>Refund</b>
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:

<b>Schedule</b>	<b>Refund</b>
Until end of Drop/Add***	100%
After Drop/Add	0%

## **(2) Tuition (IELP)**

<b>Schedule</b>	<b>Refund</b>
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.

*\*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.*

*\*\* Sunday-Thursday*

*\*\*\* 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. Check the AUD Academic Calendar for dates of Drop/Add.*

## ACADEMIC CALENDAR

### FALL SEMESTER 2017

<b>August 27+</b>	LD: Appeal for reversal of summer II suspension or dismissal
<b>August 27+</b>	LD: Request for return from suspension
<b>August 30-Sept 2**</b>	Eid Al Adha break
<b>August 31-September 3</b>	Arrival of residence hall students
<b>September 3</b>	LD: advising and registration
<b>September 4</b>	Classes begin
<b>September 4-7</b>	Drop/Add
<b>September 9</b>	Student/Parent Orientation
<b>September 21**</b>	Islamic New Year
<b>November 9</b>	Last day for withdrawal from classes
<b>November 30**</b>	UAE Commemoration Day
<b>December 1**</b>	Prophet's Birthday
<b>December 2**</b>	UAE National Day
<b>December 14</b>	Last day of classes
<b>December 17</b>	Final exams begin
<b>December 21</b>	Semester ends

### SUMMER I SESSION 2018

<b>May 6+</b>	LD: appeal for reversal of spring suspension or dismissal
<b>May 6+</b>	LD: request for return from suspension
<b>May 10</b>	Arrival of residence hall students
<b>May 10</b>	LD: advising and registration
<b>May 13</b>	Classes begin
<b>May 13-15</b>	Drop/add
<b>May 20</b>	Commencement
<b>June 14</b>	Last day for withdrawal from classes
<b>June 14-15**</b>	Eid Al Fitr
<b>June 26</b>	Last day of classes
<b>June 27</b>	Final exams begin
<b>June 28</b>	Session ends

### SPRING SEMESTER 2018

<b>January 7+</b>	LD: appeal for reversal of fall suspension or dismissal
<b>January 7+</b>	LD: request for return from suspension
<b>January 11</b>	Arrival of residence hall students
<b>January 13*-14</b>	LD: advising and registration
<b>January 14</b>	Classes begin
<b>January 14-18</b>	Drop/Add
<b>January 20</b>	Student/Parent Orientation
<b>March 11-15</b>	Spring break
<b>March 22</b>	Last day for withdrawal from classes
<b>April 13**</b>	Al Israa Wal Miraj
<b>April 26</b>	Last day of classes
<b>April 29</b>	Final exams begin
<b>May 3</b>	Semester ends

### SUMMER II SESSION 2018

<b>June 24+</b>	LD: appeal for reversal of summer I suspension or dismissal
<b>June 24+</b>	LD: Request for return from suspension
<b>June 28</b>	LD: advising and registration
<b>July 1</b>	Arrival of residence hall students
<b>July 2</b>	Classes begin
<b>July 2-4</b>	Drop/add
<b>August 2</b>	Last day for withdrawal from classes
<b>August 14</b>	Last day of classes
<b>August 15</b>	Final exams begin
<b>August 16</b>	Session ends
<b>Aug 21-23**</b>	Eid Al Adha

LD Last Day

+ For Undergraduates only

\* Normal working day for all faculty and staff

\*\* 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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