



كلية ليوا
Liwa College
Est 1993 منذ

College Catalog



Academic Year
2023 / 2024

النجاح يبدأ بك
Success starts with you



College Catalog

Academic Year 2023 / 2024

Document Version

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President's Welcome Message

“

Greetings Everyone! I welcome you all on behalf of Liwa College community to explore your real-world learning opportunities at one of the distinctive international level education providers which believes in transforming you into

next generation thinkers, unapparelled professionals, entrepreneurs, and business leaders. Our success story is a journey of 29 glorious years of continuous investment in people, research, innovation, and technology. The invaluable asset, your hard-earned degree, at LC will open the avenues to bridge the gap between you and a successful career. To align LC's mission with UAE's vision of building a knowledge-based economy, a wide array of programs from Business Administration to Engineering to Medical & Health Science to Media & Public Relations are offered at LC. Our business programs are internationally accredited by ACBSP (Accreditation Council for Business Schools and Programs) since 2018.

Our Bachelor and Diploma Programs are keenly designed to produce talented and intellectual individuals with critical thinking, problem solving, technical and research abilities who can readily be consumed in today's local, global, dynamic, and creative environment to make meaningful contributions to the community. Our students are our focal point, and we eye each student's growth as a creative, adaptable, and morally strong individual who can successfully face challenges and accomplish his goals. Our alumni have earned significant positions in leading public and private organizations. Since we operate in flexible modalities offering face to face, hybrid and weekend classes and we are open for all from a fresh high school graduate to an adult learner, you can easily accommodate yourself in LC. We are preparing to soon launch the Master Level Programs and other new programs in the field of advanced science.



At LC, you will be nurtured and groomed under the guidance of faculty members who are excellent academicians, expert practitioners, and international researchers. We encourage the culture of scientific and applied research in the college. Our modern state-of-the-art campus facilitates the experiential learning and teaching methodologies. Here, you will never feel in disguise as our academic and student support staff will always assist you throughout your journey at LC. Geographically convenient location and affordable quality education is a good investment you will make to unlock future career opportunities by choosing Liwa College.

I look forward you to stopping by LC, have a tour of the college, speak with our support staff, or give us a call. ””

Professor Mohamed M. Dhiaf
President



Academic Calendar

2023/2024

| Fall | |
|-------------------------|---|
| Period | Events |
| 5/6/2023 | Early registration for Fall 2023/2024 |
| 4/9/2023 | First Day of Classes |
| 4/9/2023 – 18/9/2023 | Add/Drop Period (100% Refund) |
| 11/9/2023 – 12/9/2023 | Spring and Summer Semesters' Incomplete Exams |
| 27/9/2023 | Prophet Mohammad's Birthday* |
| 20/9/2023 – 22/9/2023 | New Students' Orientation |
| 16/10/2023 – 25/10/2023 | Midterm exams period |
| 23/10/2023 | Early Admission for Spring Semester |
| 20/11/2023 | Early Registration for Spring Semester |
| 27/11/2023 | Last Day for W and EW |
| 29/11/2023 | Last Day of W and EW Acknowledgment to Students |
| 1/12/2023 – 3/12/2023 | Martyrs & National Day |
| 14/12/2023 | Last Day of Classes in the Fall semester |
| 15/12/2023 – 23/12/2023 | Final Exams period |
| 26/12/2023 | Announcement of Student Grades |
| 27/12/2023 | Last Day of Student Petitions & Incomplete Exam Request |
| 24/12/2023 – 31/12/2023 | Fall Break (students) |
| 26/12/2023 – 31/12/2023 | Fall Break (Faculty) |
| 1/1/2024 | New Year Holiday |
| 2/1/2024 | Announcement of Student Petitions Results |



Academic Calendar

2023/2024

| Spring | |
|-----------------------|---|
| Period | Events |
| 2/1/2024 | First Day of Classes |
| 2/1/2024 – 15/1/2024 | Add/Drop Period (100% Refund) |
| 5/1/2024 – 6/1/2024 | Fall Semester Incomplete Exams |
| 17/1/2024 – 18/1/2024 | New Students Orientation |
| 12/2/2024 – 21/2/2024 | Midterm exams period |
| 11/3/2024* | 1st day of Ramadan |
| 18/3/2024 | Early Admission for Summer 2024 and Fall 2024 semesters |
| 29/3/2024 | Last Day for W and EW |
| 1/4/2024 – 14/4/2024 | Spring Break |
| 3/4/2024 | Last Day of W and EW Acknowledgment to Students |
| 8/4/2024 – 12/4/2024 | Eid El Fitr Holiday* |
| 22/4/2024 | Early Registration for Summer 1 & 2 semesters |
| 25/4/2024 | Last Day of Classes in the Spring Semester |
| 26/4/2024 – 4/5/2024 | Final Exams period |
| 7/5/2024 | Announcement of Student Grades |
| 8/5/2024 | Last Day of Student Petitions & Incomplete Exam Request |
| 10/5/2024 | Announcement of Student Petitions Results |
| 13/5/2024 | Summer Faculty Holiday |



Academic Calendar

2023/2024

| Summer 1 | |
|-----------------------|---|
| Period | Events |
| 13/5/2024 | First Day of Classes |
| 13/5/2024 – 20/5/2024 | Add/Drop Period (100% refund) |
| 15/5/2024 – 16/5/2024 | Spring Incomplete Exams |
| 17/5/2024 | Announcement of Incomplete results |
| 3/6/2024 | Early Registration for Fall 2024 |
| 1/6/2024 – 4/6/2024 | Midterm exams period |
| 10/6/2024 | Last day for W and EW |
| 12/6/2024 | W and EW Acknowledgment to Students |
| 15/6/2024 – 18/6/2024 | Eid Al Adha Holiday* |
| 23/6/2024 | Last Day of Classes in the Summer 1 Semester |
| 24/6/2024 – 26/6/2024 | Final Exams period |
| 28/6/2024 | Announcement of Student grades |
| 29/6/2024 | Last Day of Student Petitions & Incomplete Exam Request |
| 1/7/2024 | Announcement of Student Petitions Results |

| Summer 2 | |
|-----------------------|---|
| Period | Events |
| 1/7/2024 | First Day of Classes |
| 1/7/2024 – 8/7/2024 | Add/Drop Period (100% Refund) |
| 8/7/2024 | Islamic New Year* |
| 20/7/2024 – 23/7/2024 | Midterm exams period |
| 29/7/2024 | Last day for W and EW |
| 31/7/2024 | W and EW Acknowledgment to Students |
| 12/8/2024 | Last Day of Classes in the Summer 2 Semester |
| 13/8/2024 – 15/8/2024 | Final Exams period |
| 17/8/2024 | Announcement of Student grades |
| 19/8/2024 | Last Day of Student Petitions & Incomplete Exam Request |
| 21/8/2024 | Announcement of Student Petitions Results |
| 2/9/2024 | First Day of Classes for Fall 2024 |

*Public Holiday - dates are subject to change.



Preamble

This manual has been developed keeping in view the best management practices in higher education, complying with the requirements of the Standards for Licensure and Accreditation of the UAE Commission for Academic Accreditation (CAA).

This manual is organized around four main sections: Identification of Liwa College (LC) and IRQA Department, the Quality Assurance Framework (QAF), the academic, and the administrative support quality assurance systems.

The LC Quality Assurance Framework aims to achieve and sustain an effective institutional effectiveness across all departments/units and collegial activities on both campuses in Abu Dhabi and Al-Ain.

To ensure the desired educational quality of its graduates and the guaranteed learning outcomes for its students, LC Quality Assurance Standards are expected to guide all teaching, learning, and support activities at LC. Additionally, these standards will be useful in ensuring that LC processes are continually improved and monitored for quality.

To effectively implement an outcome-based education system, a clear definition of quality standards in teaching and learning is considered to be the foundation stone. That is why LC has ventured to define and develop its quality assurance framework based on the best practices in all significant areas of teaching & learning covering all stages of its academic programs/courses design, delivery, and assessment.

History

Liwa College (LC) was first established as the Emirates Institute of Technology (EIT) in Abu Dhabi in early 1993. In 1993, EIT was recognized by the Ministry of Education as a higher learning institute that provides training services in computing, management, and languages. In 1995 the EIT, in association with a number of international institutions of higher education such as JML University in the UK, Northwood University in the US and Lambton College in Canada, began to offer academic programs that led to a double major diploma in business administration and computer information systems. This guaranteed the quality of the program offered to meet international standards.



In November 2003, the diploma division of EIT was recognized by the UAE Ministry of Higher Education and Scientific Research (MOHESR) to operate in the field of higher education. In April 2004, this academic section of EIT was renamed as Emirates College of Technology (ECT). In June 2004, ECT obtained the initial accreditation for its flagship “Two-Year Diploma” program in Business Administration and Computer Information Systems (Double Major) from the Commission for Academic Accreditation (CAA) of the MOHESR.

In September 2005, ECT leased a new campus in Hamdan Street, Abu Dhabi, that was designated for female students, while the old Campus at Hamdan Street was designated for male students and administration services only. In August 2007, ECT received an initial accreditation for its new Two-Year Diploma program in Human Resource Management (HRM) from the CAA. The rest of the diploma programs in banking and finance, accounting and graphic design and animation were accredited and offered in September 2008.

In the summer of 2008, ECT leased an additional campus for females in Al-Nahyan district at Defense road to meet the increase in enrollment. In 2011, a new Diploma in Mass Communication and a Diploma in Public Relations in Arabic, received initial accreditation from the CAA.

The year 2012 was an important milestone in the history of ECT as new programs at the bachelor level received accreditation from the CAA. The new Bachelor of Business Administration included the specialization in Management, Human Resource Management, and Business Information Technology.

The following year, in September 2013, the Bachelor of Mass Communication was accredited. Later, in March 2014, the Bachelor of Financial Sciences also received initial accreditation from the CAA.

The year 2015 has witnessed new achievements with the accreditation of two new bachelor programs: The Bachelor of Applied Health Sciences in Health Information Management and the Bachelor of Business Administration in Industrial Management.

In 2017, the new five-year Strategic Plan 2017-2021 was approved by ECT Board of Trustees. In 2018, the Faculty of Business at ECT received international recognition from the Accreditation Council for Business Schools and Programs (ACBSP), located in Missouri, USA. The ACBSP international accreditation marked a new milestone in the history of ECT.



In 2019, LC has moved to its new campus in Fatima bin Mohamed Street in the heart of Abu Dhabi. The new campus accommodated its four faculties: Business administration, Media, Health Sciences, and Engineering. Simultaneously, its name was changed to become Liwa College of Technology.

In 2022, the college was acquired by NEMA Education holding and merged with Khawarizmi International College (KIC) owned by the same company. The merged College was named Liwa College. Currently the college offers a number of undergraduate programs in the field of business administration, Information Technology, health sciences, media, and engineering.

Vision & Mission

LC Vision

Is to be an internationally recognized institution that empowers our students to unleash their potential, pursue their passion, and contribute to the advancement of society.

LC Mission

Is to foster the development of career-ready graduates by offering future-oriented education supported by applied research, exceptional support services, advanced technology, extensive industry connections, and the expertise of our highly qualified faculty and staff.



LC Values

Excellence: We are committed to a culture of excellence in all aspects of the learning experience supported by our distinguished faculty and staff.

Student Centered: We create a supportive and inclusive learning environment where students are equipped with the tools and resources to thrive in their educational journey.

Innovation: We cultivate a collaborative culture that sparks innovation, supports our faculty, and empowers our learners to adapt to the everevolving professional landscape.

Sustainability: Our graduates are equipped with the knowledge and skills to drive positive change through our sustainability-aligned education. We prioritize environmental responsibility in our operations and activities, and we conduct impactful research aligned with the global sustainability agenda.

Opportunity For All: We believe that every learner should have equal access to pursue higher education based on their merits and goals, rather than on their background or circumstances.

Licensure and Accreditation

Liwa College (formerly Emirates College of Technology) located in the Emirate of Abu Dhabi UAE, is officially licensed by the Ministry of Education of the United Arab Emirates to award degrees/qualifications in higher education. All of its academic programs are accredited by the Ministry's Commission for Academic Accreditation (CAA).



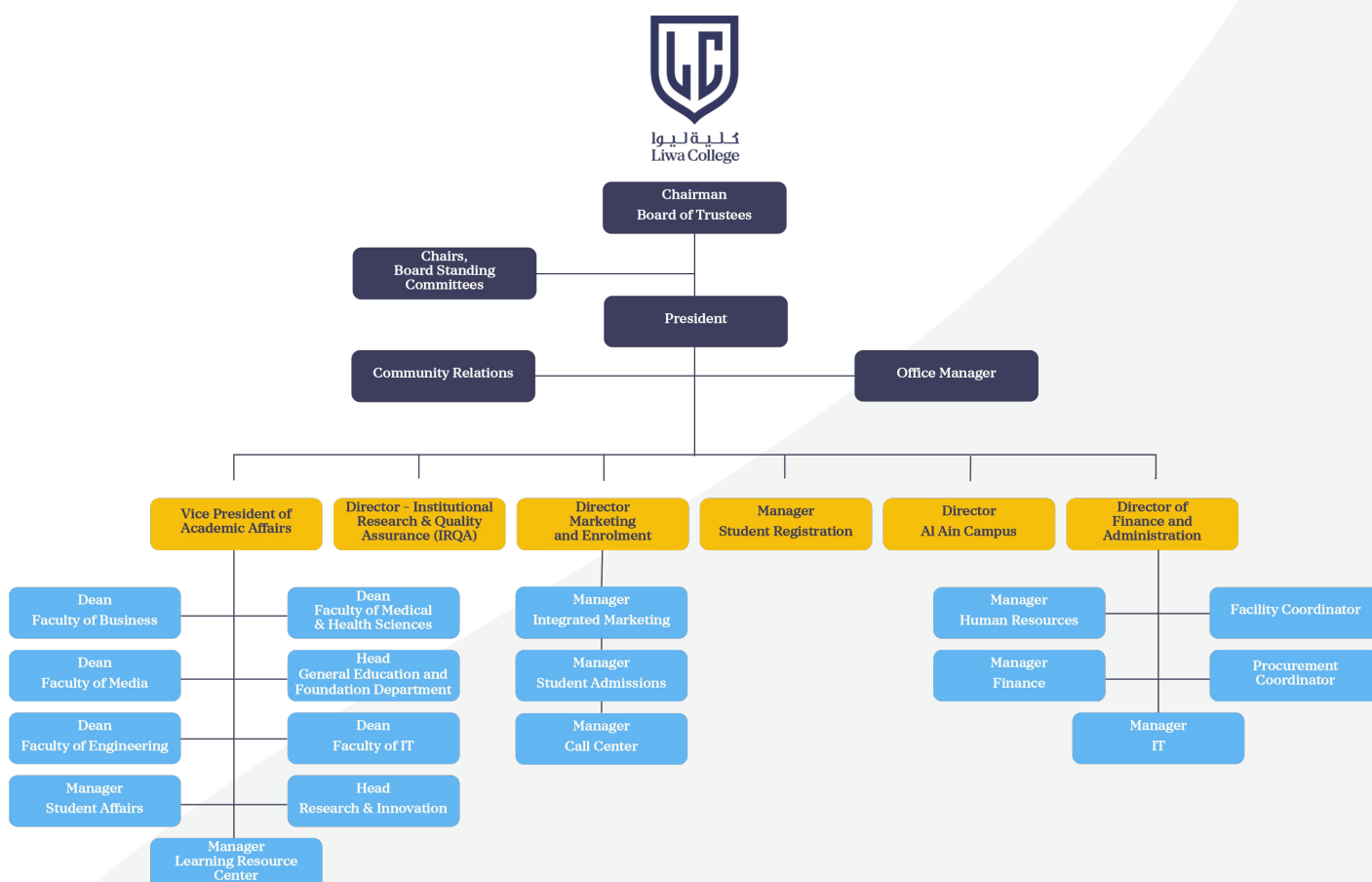
International Accreditation

In 2018, the Faculty of Business at LC received international recognition from the Accreditation Council for Business Schools and Programs (ACBSP), located in Missouri, USA.

The list of International Accreditation (ACBSP) Programs as follows:

- Bachelor of Business Administration in Information Technology
- Bachelor of Business Administration in Human Resource Management
- Bachelor of Business Administration in Accounting
- Bachelor of Business Administration in Banking and Finance
- Bachelor of Business Administration in Management
- Diploma in Human Resource Management
- Diploma in Business Administration and Computer Information Systems

Organization Chart





LC Resources and Physical Setting

Classrooms and Labs

There are over 100 classrooms and labs in our two campuses, with capacity ranges allowing accommodating average 12 to 65 students. Classrooms are equipped with modern technology that enhances teaching methods. This allows LC faculty to deliver lectures and workshops in diverse formats, tailored to the needs of students in the framework of the curriculum. LC has 131 offices for instructors and 99 offices for administrative staff to support the academic and administrative services provided to students.

| Desc | Al Ain | Abu Dhabi | Total |
|-----------------|--------|-----------|-------|
| Classroom | 12 | 52 | 64 |
| Computer Lab | 6 | 12 | 18 |
| Engineering Lab | - | 6 | 6 |
| MAC Lab | - | 1 | 1 |
| Medical Lab | 3 | 12 | 15 |
| Media Labs | 1 | 1 | 2 |
| Total | 22 | 84 | 106 |

Hardware

Efficient and latest hardware is available to support the academic programs, training, monitoring and management of the functions. The following table provides a list of IT hardware resources allocated to the LC Campus.

| Material | Total |
|-------------------------|-------|
| Pc's | 1000 |
| Servers- Physical Hosts | 12 |
| Firewall | 2 |
| Core Network Switches | 2 |
| Access Network Switches | 50 |
| Printer | 150 |
| Scanner | 20 |



Library Physical Facilities and Equipment

LC library provides modern facilities and equipment for all its users. Two hundred users can be present at one time in the stack and reading area of the library. The circulation and reference desks are available just inside the entrances. LC library provides Internet facilities to all its users. There are 9 study rooms, 33 reading tables, and 250 chairs available for students in both libraries, Abu Dhabi and Al Ain. The LC library is also equipped with the following modern IT equipment:

| Material | Abu Dhabi | Al Ain | Total |
|----------|-----------|--------|-------|
| Pc's | 27 | 9 | 36 |
| Scanner | 2 | 0 | 2 |
| Printer | 1 | 1 | 2 |

Books and Periodicals

| Books and Periodicals Available At LC | | | |
|--|--------------|-------------|--------------|
| Subjects | Abu Dhabi | Al Ain | Total |
| Management & Business Administration | 2965 | 264 | 3229 |
| Human Resource Management | 1593 | 106 | 1699 |
| Marketing & e-Commerce | 1259 | 159 | 1418 |
| Accounting | 877 | 70 | 947 |
| Finance & Banking | 722 | 30 | 752 |
| Mathematics & Statistics | 599 | 72 | 671 |
| Economics | 749 | 33 | 782 |
| Information Technology | 1925 | 446 | 2371 |
| Graphic Design & Animation | 847 | 249 | 1096 |
| Mass Communication & Journalism & Public Relations | 3503 | 1264 | 4767 |
| MultiMedia | 249 | 11 | 260 |
| Law | 338 | 0 | 338 |
| English & Study Skills & Business Communications | 1060 | 180 | 1240 |
| General Education | 2445 | 585 | 3030 |
| Medical and Health Sciences | 3739 | 2285 | 6024 |
| Engineering and Allied Operations | 360 | 0 | 360 |
| Total Books | 23230 | 5754 | 28984 |

LC Electronic Library (E-Library)

| Digital Databases | |
|-------------------|--|
| e-Books (EBSCO) | More than 165000 eBooks |
| e-Books (ebrary) | More than 140000 eBooks |
| ProQuest Central | More than 250,000 resources |
| Emerald Insight | More than 60,000 articles and 100 e-journals |
| Al Manhal | More than 176,000 titles |
| Gale | More than 75000 resources |



EBSCO (<http://search.ebscohost.com/>)

EBSCO provides 5 databases:

- Business Source Elite: includes more than 800 active full-text journals and magazines
- Communication & Mass Media Complete: contains more than 400 full-text journals and cover-to-cover indexing and abstracts for 670 journals
- Computers & Applied Sciences Complete: it contains more than 1200 full-text journals
- Health Business Elite: it includes more than 600 full-text journals
- E-Books Academic Collection: it contains 165,000+ eBooks in all subject

Ebrary (<https://ebookcentral.proquest.com/lib/ectauh-ebooks/home.action>)

This database includes +207905 e-books

ProQuest Central (<https://www.proquest.com/>)

- 47 databases
- 175+ subject areas
- Access to full text
- More than 20 types of resource format.

Emerald Insight e-journal collection (<https://www.emerald.com/insight/>)

- Information Technology (9,500 articles, 12 e-Journals)
- Business Administration (32,700 articles, 54 e-Journals)
- Health and Social Care (17,200 articles 32 e-Journals)
- Emerald Research Pass available.

Al Manhal (<https://platform.almanhal.com/>)

- This databases includes the below resources,
- eBooks Package + 20, 000 titles
- Journals Package +80, 000 titles
- Theses & Dissertations + 9500 titles
- Strategic reports- + 12, 500 titles
- Open Access Publications + 340,000 titles

GALE (<https://infotrac.gale.com/itweb/ectech>)

- Faculty Of Business Administration (2448 Journals/Magazines, 1572 Full Text, 737 Ebook).
- Faculty Of Medical & Health Sciences (5595 Journals/Magazines, 3126 Full Text, 47 Ebook).
- Faculty Of Media And Public Relations (443 Journals/Magazines, 272 Full Text, 22 Ebook).



- Faculty Of Engineering (4933 Journals/Magazines, 2038 Full Text, 51 Ebook).
- Faculty Of Business Administration (13880 Journals/Magazines (Fulltext), 7336 Industry Profile, 523 Book/Textbook, 400000 Reports).

E-Learning Resources

1. Technology

1.1 Infrastructure

- Our campuses provided with two Internet lines on-premises and the bandwidth speed of each line is 1000 Mbps.
- Abu Dhabi Campus : provided with extra DPI internet line 100 Mbps(lease line) including 8 public IPs.
- WIFI Coverage (All Campuses covered by WIFI)
- All Labs and Classrooms, Offices equipped with data points (Direct Network Cables)

1.2 Blended Learning Equipments

- HD Web Cam
- Headset and Mics
- Speakers
- Desktop Computer
- Microsoft Team
- LMS(Blackboard)
- E-Books
- Auto Tracking Cameras (planned)
- Smartboard (Near Future)
- Laptop (Near Future)(All Faculty)

1.3 Platforms and Applications/Services

LC Student Information System (SIS) (<https://sis.lc.ac.ae/>)

LC SIS (Oracle Peoplesoft Campus Solution) availing the following services for the students:

- Academic Progress
- Academic Records and non-Official Transcripts
- Classes Attendance
- Financial Record and Online Payment
- Timetable, Registration and Classes Management
- Profile Management
- Changing Password
- And many other e-services under development such as requesting official letters



Microsoft Office 365 (<https://www.office.com/>)

Office 365 (Microsoft office 365) availing the following applications:

- Outlook (email)
- Excel
- Power Point
- Team
- Word
- SharePoint

LC Learning Management System (LMS) (<https://lms.lc.ac.ae/>)

LC LMS (Blackboard) availing the following services for the students:

- Student Courses
- Courses Syllabus
- Assignments
- Quizzes
- Media
- Blanded Learning Classes (Linked to Microsoft Team)
- Academic Calendar
- Handouts
- Turnitin Assignments
- Messages and Notifications
- E-Books

LC e-Services Portal (https://services.lc.ac.ae/student_services_home)

e-Services portal providing all our Students, Faculties and Staff by e-services like the following:

- All our portals and services links
- All our guides and booklets links
- Student e-services requesting
- Staff and Faculty e-services requesting
- WhatsApp and Call links
- And many e-services will be developed in the near future

LC Web Conferencing Tool (Microsoft Team)

We provided accounts for all our Students, Faculties and Staff and we availed the following services:

- Video Web Conferencing
- White Board
- Remote Assistant
- Desktop and Document Sharing
- Online Chat
- Cloud Recording

LC Library Portal (<https://library.lc.ac.ae/>)

Library website availing the following for our Students, Faculties and Staff:

- Campus Library Search (KOHA)
- E-Libraries



2. People and Support

2.1 Staff

- IT Apps Administration and Developers including five staffs
- IT Operation and Support including five staffs

2.2 Communication

- IT Helpdesk email: ithelpdesk@lc.ac.ae
- IT Helpdesk Online Services: <https://ithelpdesk.lc.ac.ae>
- External helpdesk phone extension: 600500606-2030

3. Training & Development

3.1 SIS Training (Every semester) + Guide and Video

- SIS Student Guide
- SIS Student Tutorial Video

3.2 LMS Training (Every semester) + Guide

- Placement Test Student Guide
- Black Board Student Guide



Program and Degrees Offered at LC

1. Faculty of Business

Credit Hours

| | |
|-----|--|
| 123 | Bachelor of Business Administration in Management |
| 123 | Bachelor of Business Administration in Human Resource Management |
| 123 | Bachelor of Business Administration in Business Information Technology |
| 123 | Bachelor of Business Administration in Industrial Management |
| 123 | Bachelor of Business Administration in Accounting |
| 123 | Bachelor of Business Administration in Banking and Finance |
| 123 | Bachelor of Business Administration in Tourism and Hospitality Management |
| 123 | Bachelor of Business Administration in Marketing |
| 66 | Diploma in Human Resource Management |
| 75 | Diploma in Business Administration and Computer Information Systems |

2. Faculty of Engineering

Credit Hours

| | |
|-----|--|
| 133 | Bachelor of Science in Civil Engineering |
| 133 | Bachelor of Science in Industrial Engineering |
| 133 | Bachelor of Science in Mechanical Engineering |



3. Faculty of Information Technology

Credit Hours

| | |
|-----|---|
| 123 | Bachelor of Information Technology |
| 69 | Diploma in Information Technology |
| 69 | Diploma in Computer Graphics & Animation |

4. Faculty of Medical and Health Sciences

Credit Hours

| | |
|-----|---|
| 132 | Bachelor of Applied Health Sciences in Health Information Management |
| 126 | Bachelor of Health Management |
| 175 | Bachelor of Science in Emergency Medical Care |
| 139 | Bachelor of Science in Medical Diagnostic Imaging |
| 163 | Bachelor of Science in Respiratory Care |
| 133 | Bachelor of Science in Medical Laboratory Analysis |
| 69 | Diploma in Health Management |
| 69 | Diploma in Medical Laboratory Analysis |

5. Faculty of Media and Public Relations

Credit Hours

| | |
|-----|---|
| 123 | Bachelor of Mass Communication with concentrations in: <ul style="list-style-type: none">• Public Relations• Advertising• Digital Media |
|-----|---|

Student Admissions



Admission Requirements and Procedures

Admission policy and practices of the Liwa College ensure consistency in admission procedures. The objectives of the admission policy are to outline the following:

- Admission
- Admission Standards Committee
- Undergraduate admission requirements
- Provisional admission
- Transfer students

Abbreviations

For the purpose of this policy, the following abbreviations shall mean:

| | |
|--------------|--|
| LC | Liwa College |
| UAE | United Arab Emirates |
| TOEFL | Test of English as a Foreign Language |
| IELTS | International English Language Testing System |
| EmSAT | Emirates Standardized test (For English, Arabic, Math etc.) , BIOL, PHYS, CHEM |
| MOE | Ministry of Education |
| UG | Undergraduate |
| ESL | English as a Second Language |

Under the leadership of the Manager of Student Admission, the staff of the admission office at LC make every effort to meet the needs of all new applicants and returned students to facilitate the enrollment process and clarify the academic policies related to admission.

Students can apply for admission one month prior to the start of each semester. Applicants will be notified of the outcome of their applications with a maximum of two weeks after the submission of applications. Once a student is accepted at LC, he/she is given a unique ten digits Student Identity Number that remains with him/her until graduation. For example, the 10 digits of the following Student Identity Number include the following information:

| SIN DIGIT(S) | Content | Explanation |
|-----------------------------------|--------------------------|---|
| 1st | 1 or 2 | Male or Female |
| 2nd & 3rd | 22 | Year of admission |
| 4th | 1 or 3 or 5 or 7 or 9 | Semester of admission: 1= Fall; 3=Winter; 5=Spring; 7=Summer1; 9=Summer2 |
| 6th, 7th, 8th, 9th, 10th, 11th | ID number | Sequential serial number |

Example: 12301000123



General Information

The College is committed to ensuring that admission is based solely on academic merit and appropriate standards and will admit qualified candidates regardless of color, gender, religion, national origin or physical disability¹. The provisions of this Policy are set to ensure this commitment and to comply with requirements of the Commission for Academic Accreditation (CAA) and the Ministry of Education (MOE), including directives regarding limitations (caps) on total enrolment and/or enrolment in specified programs.

- College admission for graduates from high schools in the UAE requires passing grades specified by the Ministry of Education General or Advanced Tracks and by ADEK Track. The minimum high school score required is specified by program.
- College admission for graduates from high schools under the national education system of another country will have their credentials evaluated on a case-by-case basis. If the system includes two levels of secondary school education, completion of the higher level is required. Where the high school is in the UAE, applicants are advised to obtain an equivalency letter from the Ministry of Education. The minimum high school score required is specified by program (in the section on specific requirements below).
- College admission for applicants from the commercial, industrial, technical and ADNOC sectors requires passing grades specified by the Ministry of Education in either General or Advanced Track based on subjects studied in high school and the track applying for will be assessed on a case by case basis.
- All College entry requirements comply with CAA and MOE requirements and include proof of appropriate language proficiency and EmSAT scores at minimum levels and as specified by the program. Where these are not available, the College will use its own placement tests to evaluate applicant proficiency and determine admission status or require the students to take remedial courses in the missing EmSAT (available in the relevant section on specific requirements below)
- All applicants seeking admission to the College must provide original copies of all required documents relating to identity, education and language/other proficiency, as specified below. The College will verify all certificates submitted by the applicant through the following channels: Accessing issuing institute web site directly or inquiring from issuing institute by sending them an email.
- The College application form contains a declaration that all information and documentation supplied by the applicant is accurate, true and correct. Where any applicant (new, transfer or former student) supplies fraudulent or misleading information or documentation intending to deceive the College and/or misrepresent facts², the College has the right to reject the application and/or dismiss/expel the student. In such cases, the applicant/student will lose any rights (academic or financial).



- No exemptions will be made from the mandatory documentary requirements unless an official authorization is received from the UAE MOE or CAA.
- The MOE admission criteria reforms of 2021 (see section 8) apply to all College admissions and are effective as follows:
 - They apply to students admitted as conditional in and after Fall 2021-22.
 - They do not apply to students admitted as conditional before Fall 2021- 22.
 - They apply to students when changing major to another faculty.
 - They do not apply to students changing major within the same faculty.
 - They do not apply to diploma students with regard to EmSAT requirements.
 - They do not apply to students who wish to articulate from diploma to bachelor.
 - Application forms and information are available online.
 - Applications will be processed three times a year, for Fall, Spring and Summer admission to the College.
 - Applications for admission may be submitted any time prior to the start of each semester.
 - In each semester, the final day for late registration is the last day of the Add/Drop period (see academic calendar on College website).
 - Applicant must pay a (non-refundable) College application fee, at the time of admission.
 - Applicants will be notified of the outcome of their application within a maximum of two weeks after the application is submitted.
 - The Admissions Office staff will check each application and will hold any application where major documents are missing and/or admission criteria are not met. Applicants will be requested to provide missing documentation and consideration of the application will be deferred until this is supplied.
 - Applicants who meet the admission criteria may be required to attend an academic department interview with a representative of the academic department concerned and will be registered in courses agreed at this interview.
 - Following assessment of the full application (documents, interview, tests), Admissions Office staff will issue the appropriate letter with the conditions (if any), which must be accepted and signed by the applicant (a copy of the signed admission letter will be kept in the student's file). The letter will include the student identification number and will be one of the following:
 - New student with full admission.
 - New student with conditional admission.
 - Transfer student with full admission.
 - Rejection of application.
 - Admission status is clearly indicated in the admission letter and is determined on whether the student has fulfilled all admissions criteria



Language Proficiency Requirement

The College uses results of English Language tests to evaluate the proficiency of students and determine their admission status, as required by CAA and MOE to programs offered in the English Language. Applicants must provide original certification of one of the following:

- Valid certified TOEFL results with a minimum score of 500 (173CBT, a 61iBT).
- Valid certified IELTS (Academic) results with a minimum score of bands 5.0.
- Valid certified EmSAT results with a minimum score of 1100 points.
- Student who cannot provide a proof of English proficiency upon admission will be required to enroll in an intensive English course provided by the College.
- A student admitted to College with regular status must present evidence of English language proficiency and EmSAT required scores to be eligible to apply for entry to a program.

Language Score Requirements Summary

| ITP TOEFL Valid for 2 yrs | IBT TOEFL Valid for 2 yrs | CBT TOEFL Valid for 2 yrs | IELTS Valid for 2 yrs | English EmSAT Valid for 2 yrs |
|-------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|---|
| 500 | 61 | 173 | 5.0 | 1100 |



Admission Requirements for Bachelor Degrees in Faculty of Business Specific Requirements

| Major | High School Requirement | English Requirement | Emsat Math |
|---|--|---|---|
| BBA- Accounting BBA-Banking and Finance BBA-Business Information Tech-nology BBA-Human Resource Management BBA-Industrial Management BBA-Management BBA-Marketing BBA-Tourism and Hospitality Management | <p>A minimum average of at least 60% UAE National Secondary School Certificate, Indian Boards, Pakistani Board (Higher Secondary School Part II), American High School, International High School Certificates inside UAE (German, French, etc).</p> <p>For British GCSE/ IGCSE (O Level, AS level and A level):</p> <p>Evidence of a minimum of 12 years of schooling and</p> <p>Passing a minimum of 5 O-Level subjects, including math, physics/biology, and chemistry with a grade of C or above plus 2 subjects AS Level with a grade of D, or above, in mathematics plus biology/physics/chemistry.</p> <p>OR</p> <p>Passing 5 O-Level subjects, including math, biology/physics, and chemistry with a grade of C or above. Plus 1 subject A Level (D grade or above) in Mathematics/chemistry/physics/ biology.</p> <p>For IB Diploma: A minimum average for completing grade 12 of at least 24 points totals (6 Subjects with a minimum of 3 at the three Higher Level subjects including at least Mathematics).</p> | EmSAT 1100 IELTS 5 TOEFL IBT 61 TOEFL CBT 173 ITP 500 | <p>Applicable for Accounting, Banking and Finance Majors only EmSAT Math 600</p> <p>SAT Math 485</p> <p>AP/IB/AL/IP/AS 60%</p> <p>Indian, Bangladesh, or Pakistani high school 60% in Math/Commerce/ Economics</p> <p>General or ADEK Track 70% in Math subject.</p> <p>Elite or Advanced Track 65% in Math subject</p> <p>Passing Preparatory Course with C</p> <p>Passing Placement test in Math with 70%</p> |



Admission Requirements for Bachelor Degrees in Faculty of Engineering Specific Requirements

| Programs | High School Score | English One of the following | Math One of the following | Natural Science (Physics and Bio or Chemistry) |
|--|--|---|--|---|
| BSc in Industrial Engineering BSc in Mechanical Engineering BSc in Civil Engineering | <p>75% in UAE National Secondary School Certificate Elite Track, 80% in MOE Advanced Track, 90% in MOE General Track, 85% ADNOC and Applied Technology High School 80% in Indian Boards Pakistani Board (Higher Secondary School Part II), in American High School, in International High School Certificates inside UAE (German, French, etc.)</p> <p>For British GCSE/ IGCSE (O Level, AS level and A level):</p> <p>Evidence of a minimum of 12 years of schooling</p> <p>And</p> <p>-Passing a minimum of 5 O-Level subjects, including math, physics/biology, and chemistry with a grade of B or above. Plus 2 subjects AS Level with a grade of C, or above, in mathematics plus biology/physics/chemistry.</p> <p>Or</p> <p>Passing 5 O-Level subjects, including math, biology/physics, and chemistry with a grade of B or above. Plus 1 subject A Level (C grade or above) in Mathematics/chemistry/physics/ biology</p> <p>For IB Diploma:</p> <p>-A minimum average for completing grade 12 of at least 24 points totals (6 Subjects with a minimum of 3 at Higher Level including mathematics and physics) with at least 4 in each subject.</p> | EmSAT 1100 IELTS 5 TOEFL IBT 61 TOEFL CBT 173 ITP 500 | <p>EMSAT Math = 800</p> <p>SAT Math= 555</p> <p>70% in Math subject in the Advanced or Elite MOE Secondary School Certificate</p> <p>80% in Math subject in the ADNOC and Applied Technology Secondary School Certificate</p> <p>85% in Math Subject in the General MOE Secondary School Certificate</p> <p>Passing placement test in Math with 80%</p> <p>Passing preparatory course in Math with a grade of B.</p> | <p>EMSAT Physics and BIO or CHEM = 700</p> <p>SAT Physics and BIO or CHEM = 520</p> <p>70% in Physics and BIO or CHEM subject in the Advanced or Elite MOE Secondary School Certificate</p> <p>80% in Physics and BIO or CHEM subject in the ADNOC and Applied Technology School Certificate</p> <p>80% in Physics subject and 75% in BIO or CHEM subjects in General MOE Secondary School Certificate</p> <p>Passing placement test in Physics and BIO or CHEM with 70%</p> <p>Passing preparatory course in Physics and BIO or CHEM with a grade of C</p> |



Admission Requirements for Bachelor Degrees in Faculty of Information Technology

Specific Requirements

| Programs | High School Score | EMSAT English One of the following | EMSAT Math One of the following | EMSAT Natural Science (Physics and Bio or Chemistry) |
|------------------------------------|--|--|---|---|
| Bachelor of Information Technology | <p>A minimum average of at least 60% UAE National Secondary School Certificate, Indian Boards Pakistani Board (Higher Secondary School Part II), American High School, International High School Certificates inside UAE (German, French, etc.).</p> <p>For British GCSE/ IGCSE (O Level, AS level and A level):</p> <p>Evidence of a minimum of 12 years of schooling and</p> <p>Passing a minimum of 5 O-Level subjects, including math, physics/biology, and chemistry with a grade of C or above plus 2 subjects AS Level with a grade of D including mathematics</p> <p>OR</p> <p>Passing 5 O-Level subjects, including math, biology/physics, and chemistry with a grade of C or above plus 1 subject A Level (D grade or above) Mathematics/chemistry/physics/ biology.</p> <p>For IB Diploma: A minimum average for completing grade 12 of at least 24 points totals (6 Subjects with a minimum of 3 at Higher Level subjects including Mathematics)</p> | <p>EmSAT 1100</p> <p>IELTS 5</p> <p>TOEFL IBT 61</p> <p>TOEFL CBT 173</p> <p>ITP 500</p> | <p>EMSAT Math = 700</p> <p>SAT Math = 520</p> <p>70% in Math subject in the MOE Secondary School Certificate</p> <p>Passing placement test in Math with 70%</p> <p>Passing preparatory course in Math with a grade of C</p> | <p>EMSAT Physics or BIO or CHEM = 700</p> <p>SAT Physics or BIO or CHEM = 520</p> <p>70% in Physics or BIO or CHEM subject in the MOE Secondary School Certificate</p> <p>Passing placement test in Physics or BIO or CHEM with 70%</p> <p>Passing preparatory course in Physics or BIO or CHEM with a grade of C</p> |



Admission Requirements for Bachelor Degrees in Faculty of Media Specific Requirements

| Programs | High School Score |
|---|--|
| <p>Bachelor of Mass Communication in Public Relations</p> <p>Bachelor of Mass Communication in Digital Media</p> <p>Bachelor of Mass Communication in Advertising</p> | <p>A minimum average of at least 60% UAE National Secondary School Certificate, Indian Boards Pakistani Board (Higher Secondary School Part II), American High School, International High School Certificates inside UAE (German, French, etc.).</p> <p>For British GCSE/ IGCSE (O Level, AS level and A level):</p> <p>Evidence of a minimum of 12 years of schooling and</p> <p>Passing a minimum of 5 O-Level subjects, including math, physics/ biology, and chemistry with a grade of C or above plus 2 subjects AS Level with a grade of D including mathematics</p> <p>OR</p> <p>Passing 5 O-Level subjects, including math, biology/physics, and chemistry with a grade of C or above plus 1 subject A Level (D grade or above) Mathematics/ chemistry/ physics/biology.</p> <p>For IB Diploma: A minimum average for completing grade 12 of at least 24 points totals (6 Subjects with a minimum of 3 at Higher Level subjects including Mathematics)</p> |



Admission Requirements for Bachelor Degrees in Faculty of Medical and Health Sciences Specific Requirements

| Programs | High School Score | EMSAT English One of the following | EMSAT Math One of the following | EMSAT Natural Science (Physics and Bio or Chemistry) |
|--|---|--|---------------------------------|--|
| BSc in Medical Laboratory Analysis | 60% or its equivalent in the UAE National Secondary School Certificate, Indian Boards Pakistani Board (Higher Secondary School Part II), American High School, International High School Certificates inside UAE (German, French, etc.) For British GCSE/ IGCSE (O Level, AS level and A level): | | | |
| BSc in Medical Diagnostic Imaging | Evidence of a minimum of 12 years of schooling and Passing a minimum of 5 O-Level subjects, including math, physics/biology, and chemistry with a grade of C or above. Plus 2 subjects AS Level with a grade of D, or above, in biology and chemistry. | EmSAT 1100 IELTS 5 | NA | NA |
| Bachelor of Applied Health Sciences in Health Information Management | OR Passing 5 O-Level subjects, including math, biology/ physics, and chemistry with a grade of C or above. Plus 1 subject A Level with a grade D in Biology for Medical Imaging and Chemistry for Medical Laboratory Sciences | TOEFL IBT 61 TOEFL CBT 173 ITP 500 | NA | NA |
| BSc in Health Management | IB Diploma: A minimum average for completing grade 12 of at least 24 points total (6 Subjects with a minimum of 3 at Higher Level including mathematics and biology for MDI or math and Chemistry for MLS with a minimum grade of 3 in each). | | | |



| Programs | High School Score | EMSAT English One of the following | EMSAT Math One of the following | EMSAT Natural Science (Physics and Bio or Chemistry) |
|---|--|--|---|---|
| <p>BSc in Respiratory Care</p> <p>BSc in Emergency Medical Care</p> | <p>A minimum average of at least 70% UAE National Secondary School Certificate Indian Boards Pakistani Board (Higher Secondary School Part II), American High School, International High School Certificates inside UAE (German, French, etc.). Students may be required to take Biol 101 and Chem 101 (non-credit courses if needed)</p> <p>For British GCSE/ IGCSE (O Level, AS level and A level):</p> <p>Evidence of a minimum of 12 years of schooling and</p> <p>Passing a minimum of 5 O-Level subjects, including math, physics/biology, and chemistry with a grade of C or above plus 2 subjects AS Level with a grade of C, or above, in mathematics plus one of biology/physics/chemistry.</p> <p>OR</p> <p>Passing 5 O-Level subjects, including math, biology/physics, and chemistry with a grade of C or above. Plus 1 subject A Level (D grade or above) in one of Mathematics/chemistry/physics/biology.</p> <p>For IB Diploma: A minimum average for completing grade 12 of at least 24 points totals (6 Subjects with a minimum of 3 at the three Higher Level subjects which including at least Mathematics and Biology or Chemistry).</p> <p>Conditional Admission for lower percentage: Students with an average between 60-69.9% in grade 12 maybe offered a conditional acceptance provided that they take and pass remedial courses in math, chemistry, and biology.</p> | <p>EmSAT 1100</p> <p>IELTS 5</p> <p>TOEFL IBT 61</p> <p>TOEFL CBT 173</p> <p>ITP 500</p> | <p>EMSAT Math =700</p> <p>SAT Math= 520</p> <p>70% in Math subject in the Advanced or Elite MOE Secondary School Certificate</p> <p>70% in Math subject in the ADNOC and Applied Technology Secondary School Certificate</p> <p>Passing placement test in Math with 70%</p> <p>Passing preparatory course in Math with a grade of C</p> | <p>One from EMSAT BIO or CHEM = 600</p> <p>SAT BIO or CHEM = 485</p> <p>60% in BIO or CHEM subject in the Advanced or Elite MOE Secondary School Certificate</p> <p>60% BIO or CHEM subject in the ADNOC and Applied Technology School Certificate</p> <p>Passing placement test in BIO or CHEM with 60%</p> <p>Passing preparatory course in BIO or CHEM with a grade of D</p> |



Application & Admission Rules to Diploma Programs

The College offers the following Diploma programs:

- Diploma in Business Administration and Computer Information system
- Diploma in Human Resource Management
- Diploma in Computer Graphics and Animation
- Diploma in Information Technology
- Diploma in Health care Management
- Diploma in Medical Laboratory Analysis

All applicants to these programs must submit all required documents evidencing ID, education and language/other proficiency, which are specified earlier

| Programs | High School Score | EMSAT English One of the following |
|--|---|---|
| Diploma in Business Administration and Computer Information system | A minimum average of at least 60% UAE National Secondary School Certificate, Indian Boards Pakistani Board (Higher Secondary School Part II), American High School, International High School Certificates inside UAE (German, French, etc.). For British GCSE/ IGCSE (O Level, AS level and A level): | EmSAT 1100 IELTS 5 TOEFL IBT 61 TOEFL CBT 173 ITP 500 |
| Diploma in Human Resource Management | Evidence of a minimum of 12 years of schooling and | |
| Diploma in Computer Graphics and Animation | Passing a minimum of 5 O-Level subjects, including math, physics/biology, and chemistry with a grade of C or above plus 2 subjects AS Level with a grade of D including mathematics | |
| Diploma in Information Technology | OR | |
| Diploma in Health care Management | Passing 5 O-Level subjects, including math, biology/physics, and chemistry with a grade of C or above plus 1 subject A Level (D grade or above) Mathematics/chemistry/physics/biology. | |
| Diploma in Medical Laboratory Sciences | For IB Diploma: A minimum average for completing grade 12 of at least 24 points totals (6 Subjects with a minimum of 3 at Higher Level subjects including Mathematics). | |

Visiting Students Application & Admission Rules

Visiting students are students attending College courses with prior approval from their home institution who are not seeking a degree at the College. They will be given, at their request, a transcript of courses taken at the College. They are also responsible for all accreditation/transfer requirements of their home institution in relation to gaining credit for any College course(s) taken.



Documents required for admission of visiting students are as follows:

- Application for admission (completed in full, signed and dated).
- Copy of a valid passport.
- Copy of UAE National Family Registry for (local students).
- One recent passport-sized colored photograph.
- No-objection letter issued by the visiting student's home institution.
- Valid UAE National Identity Card.
- Copy of English Proficiency Test.

Visiting students who later opt to complete their degree at the College and change their status to that of a regular College student must meet all admission requirements of the program at that time.

Applications to be a Visiting Student where the applicant is not enrolled in another academic institution may be admitted as a College visiting student without progressing to an academic degree, subject to the approval of the Provost/Vice President (Academic Affairs) on a case-by-case basis.

Admission Procedures

Applications are submitted online via Apply To [Liwa College](#) – Liwa College (LC). Applications will be processed four times a year, for Fall, Winter, Spring, and Summer admission to the College. Applications for admission should be submitted by the due dates. A candidate seeking admission to the College must provide the following documents:

- Application for admission (completed in full, signed and dated).
- Copy of a valid passport (and residence visa for non-local students).
- Copy of UAE National Family Registry for (local students).
- A certificate of no objection to studying for UAE students (male) by National & Reserve Service.
- Original or Certified copy of Secondary School Certificate attested from the MOE or its equivalent.
- Two recent passport-sized colored photographs.
- Valid UAE National Identity Card.
- Original English proficiency certificate (IELTS, TOEFL or EmSAT) if applicable.
- Official transcript and course syllabi from other universities for credit transfer if applicable.
- Receipt issued by the College for payment AED3500 of the non-refundable application fee.



Applicants who have submitted applications with missing documents will be requested to provide the required document prior to a full assessment of the application can be undertaken.

During the admission process students must submit original documents including the high school certificate, high school equivalency (if needed) or official transcript (for transfer students). The College will return the originals after stamping their copies with "Original Seen." Forwarding copies to another institution and (or) duplication for any other purposes will not be allowed during enrollment at LC. If an application is rejected, any original documents are returned to the applicant and copies are kept for the College's permanent record.

All documents received by LC in connection with applications for admission will become the property of LC. Forwarding to another institution and (or) duplication for any other purposes will not be allowed during enrollment at LC except after a student's graduation or if the student officially withdraws from the College. If an application is rejected, original documents are returned to the applicant and copies are kept for the College's permanent record.

All applications are reviewed and evaluated on an individual basis. The Admission Office will provide the date, time, and place of required entrance examinations, if any.

Upon the assessment of the admission application, the Admission Office, being the responsible unit, will inform the candidate with the status of his/her admission through a letter of acceptance, if the student meets the requirements, or through a rejection letter, if he/she does not.

If a candidate is accepted, the notification letter will include the student identification number and the status of admission granted to the candidate, be it full acceptance or conditional acceptance (see below). If a candidate's file is missing any information, review of the application is deferred until the needed information is supplied.



General Documentation Requirements

All applicants to LC programs must provide the following documents:

- Application for admission completed online.
- College Payment Receipt for the non-refundable application fee.
- Two recent passport-sized color photos of the applicant.
- Copy of applicant's passport.
- Adhbara number (رقم الاضبارة) (for UAE nationals only).
- Copy of UAE National Family Registry (Emarati students).
- Copy of applicant's valid UAE residency visa (for non-UAE students except GCC nationals).
- Copy of applicant's valid Emirates ID card.
- No Objection Letter from National Service Department (for male Emiratis).
- Original copy or attested copy of the following:
 - Either UAE GSSC-MOE Grade 12 transcript with minimum required average specified in the program requirements.
 - Or for other school systems (eg. British IGCSE, American High School Diploma, International Baccalaureate [IB], Iranian, Indian, Pakistani, Bangladesh, military schools or schools outside UAE), one of the following:
 - Grade 12/13 transcript with minimum required average specified in program requirements plus an equivalency letter issued by the UAEMOE or for conditional admissions only a UAE MOE No Objection Certificate (if applicant has no UAE MOE equivalency letter).

Certificates issued by an educational authority outside UAE must be attested, by specific authorities and in the following order:

- By the country's relevant authority (eg. Ministry of Education, Education Board, or British Council)
- By the Embassy of the relevant country in the UAE
- By the UAE Ministry of Foreign Affairs.

The College will verify all certificates submitted by accessing the issuing institute's web site and making enquiries by email.

Equivalence of certificates and grades from international educational systems will be evaluated by the College using the following online resources:

- World Education Services (www.wes.org)
- Scholaro International Education Database (www.classbase.com)
- Academic Credential Evaluation Service (www.academicvaluations.org)
- The College will return the originals to the applicant and stamp the file copies with "Original Seen" (in all cases, whether the application is accepted or rejected). The college will not forward copies to another institution.



- No exemptions will be made from the mandatory documentary requirements unless an official authorization is received from the UAE MOE or CAA.
- In addition to the mandatory documentation for all applicants listed above, please refer to the specific requirements per faculty below.

Attestation of documents

In cases where a certificate is issued by other educational authority outside UAE, the documents must be attested by the relevant authority (such as Ministry of Education, Education Board, or the British council), then the concerned country's Embassy in the UAE, then the Ministry of Foreign Affairs of the UAE.

New applicants who may submit copies of original documents or need additional time to complete their files with attested documents, may receive "conditional acceptances" provided that they complete their files by providing the original and attested documents before the end of the first semester. The students will be requested to sign a letter stating that they will be submitting the document by a specific date and that they understand that their conditional acceptance will be revoked if they fail to submit the required documents by the stated deadline.

General Notes

- Changing major students, and/or transfer students must meet the admission requirements of the new major, in addition to all other rules and regulations set by the LC for such changing major and/or transfer.
- It is advisable for a student who has completed his/her high school certificate in a private school in the UAE to obtain an equivalency letter issued by the Ministry of Education.
- LC is allowed to accept students from the commercial, industrial, technical and ADNOC tracks by applying the entry admission criteria pertaining to students coming from the General-MOE Track.
- The College will consider equivalent certificates and grades from other educational systems by evaluating them using the World Education Services (www.wes.org) or the online education database for education systems and academic institutions around the world (www.classbase.com). The International Academic Credential Evaluation Services will convert educational credentials from any country in the world into their U.S. equivalents. It describes each certificate, diploma, or degree that the student has earned and states its academic equivalency in the United States.



Admission status

A student who provides proof of English language proficiency, in the form of a certified result on a standardized test of proficiency accepted by the MOE.

A student who does not provide proof of English language proficiency or EmSAT scores as outlined below is admitted with Conditional status. This also applies to students who haven't met the requirements listed in the table above for the sought major. Such a student may register only for non-credit remedial English Language courses and designated General Education courses until he/she meets all the missing requirements.

Regular status

A student admitted to LC with regular status may enroll in credit-bearing courses offered by the College for which he/she has the needed prerequisites. They may apply at any time after admission for entry to a program of study for which he/she meets the entry requirements specified by the College for the program, including language and EmSAT requirements (see above).

Remedial Conditional status

A student admitted to LC with Conditional status can register for non-credit remedial courses offered by the College, at the level determined by the student's performance on the College English placement test if missing the English requirement or other remedial courses. In addition, he/she may register for at most two courses (6 credit hours) in the Fall or Spring teaching term, or one course (3 credits) in a Summer teaching term, selected from a list of specified General Education courses.

A student admitted to LC with Conditional status is not permitted to register for credit-bearing courses offered by the College as part of its academic programs, regardless of the language of instruction used in the course, with the exception of the specified General Education courses

- A student may hold Conditional status for a maximum of two calendar years after admission to the College (that is, two Fall terms, two Spring terms, two summer terms).

- A student holding Conditional status will sign an undertaking to sit for a standardized English language test after the completion of each remedial English Language course or passing the remedial course if the missing test is not English. A student, who obtains a satisfactory result, qualifying the student for entry into one or more of the academic programs of LC, is transferred to regular status. If on the completion of two calendar years the student has not met the requirements, the student will be withdrawn from the College. The student can reapply only after meeting the requirements of the program sought.



Bridging Status

- Applicants who passed high school with less than 60% will be admitted to bachelor programs with Bridging status in the Faculties of Information Technology, Media, Medical & Health¹ only and to diploma programs in all faculties, provided that they have achieved specific EmSAT scores:

- English 1100, Arabic 600 and Math 600 for programs offered in English
- English 950, Arabic 1000 and Math 500 for programs offered in Arabic

- Applicants who passed high school with less than 60% and have not achieved the proficiency scores stated above, will be admitted with bridging status and registered in non-credited/ courses (Math, English, and Arabic) only.

- Students with bridging status do not yet belong to any program. Once the required EmSAT scores have been achieved, bridging status students can join a College program.

The above conditions are applied only to the following programs: Business Administration, Mass Communication, Information Technology, Applied Health Sciences in Health Information Management, Health Management, Medical

Transfer Admissions Policy

A candidate who has previously studied for at least one academic semester, or equivalent, at another college or university licensed by the Ministry of Education in the UAE, or an institution outside the UAE accredited in its country of origin, may apply for admission to the College as a transfer student.

Candidates for admission as a transfer student must identify the program of study which they intend to pursue at Liwa College.

A candidate for admission as a transfer student must meet all admissions requirements set by the College for the program of study specified in the application for admission. This includes English language proficiency requirements. Transfer students may not be admitted with remedial Conditional status.

In addition to the documents specified under "Admission Procedures" above, a candidate for admission as a transfer student must provide an official transcript, certified by the issuing college or university, from each institution the candidate has previously attended, showing all post-secondary work attempted.

The decision to admit a candidate to the College as a transfer student is independent of the decision to award credits for transferred courses. Decisions on awarding LC credit for previous academic study are made by the LC academic unit offering the program into which the transferring student is admitted.

¹ Except bachelor programs in Respiratory Care (RC) and Emergency Medical Care (EMC)



A candidate wishing to transfer from accredited colleges or universities must apply to the admission office in accordance with the following criteria:

- To submit a certified transcript issued by the University of Origin and to enclose the prospectus of the program they have been following.
- Each course being considered for transfer should have a number of credit hours not less than the equivalent course offered by LC.
- The student should have passed the course considered for transfer purposes with grade C at least.
- The course content should match at least 75% of the corresponding course offered at LC.
- Student should complete at least 50% of the program offered at LC.
- No credit hours will be given for the Internship and Graduation Project.
- A transfer credit may be granted for a combination of two courses or more.

Transfer Conditions

- Students who transfer from other accredited colleges or universities with a GPA greater than 2.0 will be considered for admission.
- Transfer students with less than 2.0 GPA will be admitted to programs in fields different from the one from which students are transferring; and they will be placed under probation.
- The maximum course load of a student on probation is limited to 12 hours per semester.
- Students on probationary admission should score a GPA of 2.0 at the end of his/her first semester.
- Transfer students who passed the UAE secondary school certificate with a score less than 60% can be accepted at LC under the following conditions:
 - They should have spent a full academic year at any accredited institution.
 - Their cumulative GPA must be 2.5 or above.
- To grant students the status of 'transferred students' they should have spent a full academic semester at any accredited college or university; and should have taken at least 12 credit hours at these institutions.



Transfer Credits for LC Students from Other Institutions

- Only LC graduating students, while studying at LC, can transfer courses from other accredited educational institutions if these courses are not offered at LC.
- These students should not take more than 6 courses in a regular semester or 3 courses in a summer semester at LC including the courses to be transferred.
- The maximum number of courses to be transferred is 2 courses only in any semester.
- The content of any transferred course should not be less than 75% of the content of the equivalent LC course.
- Students should obtain prior written approval from the Dean for any course to be transferred.

Advanced Standing Policy

The purpose of this policy is to maximize the credit that students can receive for learning already undertaken. It aims to:

- Enhance student progression into and between qualifications including QFEmirates qualifications.
- Recognize the multiple pathways that students take to gain qualifications and that learning can be formal or informal.
- Support the development of pathways in the design of LC qualifications.
- Ensure that students complete their courses in the shortest duration of study possible, consistent with course requirements and giving formal recognition for any relevant, previously achieved learning.

LC is committed to ensuring that students are given credit in their programs of study for learning previously achieved, thereby maximizing their qualifications pathways, and supporting lifelong learning. The policy is underpinned by the principles those LC Advanced Standing arrangements:

- This policy is consistent with the Higher Education Standards Framework.
- This policy can facilitate credit for entry into, as well as credit towards, qualifications including QFEmirates qualifications.
- Eliminate unfair or unnecessary barriers for student access to qualifications including QFEmirates qualifications.
- May be horizontal across qualifications including QFEmirates qualifications at the same level as well as vertical between qualifications at different levels.
- This policy is clear, transparent, Systematic and Systemic to students.
- This policy seeks to ensure that students have the necessary academic preparation to participate in their intended field of study, while not impeding their progression and completion.
- Students granted advanced standing will not be disadvantaged in achieving the expected learning outcomes for their course of study or qualification.



Prior Learning and Advanced Standing Credit

- The granting of Advanced Standing for prior learning is an acknowledgement by the College that students have gained the knowledge, understanding and skills equivalent to the stated learning outcomes of a course taught at LC.
- LC may award advanced standing credit for students who have achieved certain advanced academic work prior to enrollment at the College. This includes sufficiently high scores on some national/international secondary school examinations such as the College Board Advanced Placement (AP), International Baccalaureate (IB), and Advance "A" Level GCE (General Certificate of Education). The aim of the advanced standing is to enable advanced students to complete the degree in less than the normal duration or take other courses.
- Advanced Standing Credit may only be granted after the student has been fully admitted as a freshman to LC.
- All students who would like to be considered for advanced standing credit must complete the Advanced Standing Credit Evaluation form at the Office of the Registrar and provide either the original score certificate or an official copy from the appropriate examining agency.
- Students must submit their request for advanced standing credit evaluations within the first semester of their freshman year at LC.
- Each application will be evaluated on a case-by-case basis by an Equivalency Committee at the level of each faculty.
- LC accepts that learning takes place in a broad range of contexts formal study, in the workplace and from life experience. However, LC recognizes only prior learning based on formal study. All Credits earned through "Advanced Standing" are considered "transfer credits" for degree requirement purposes. LC does not recognize prior learning based on workplace or life experiences.
- The maximum number of credits awarded to freshman student as advanced standing is 15 credit hours.

Visiting Students

Visiting students are students attending courses with the prior approval from the Colleges concerned, without seeking a degree at LC. Students will be responsible to accredit transfer the course/s taken at LC to student home university and will normally be given at their request a transcript of courses taken at LC.



Documents required for admission of visiting students are as follows:

- Application for admission (completed in full, signed and dated).
- Copy of a valid passport (and residence visa for non-local students).
- One recent passport-sizes colored photographs.
- "No-objection letter" issued by the visiting student's home university.
- Valid UAE National Identity Card.

Admission Deadline

Students can apply for admission any time prior to the start of each semester. Admitted students will be notified two weeks after their submission of applications. The last day in each semester for late registration is highlighted in the Academic Calendar as the last day for Add/Drop period. Students must refer to the Academic Calendar for the exact dates.

Admission Statuses

General

Applicants without an appropriate English proficiency test result must take the College English placement test and register in the appropriate non-credit English course based on the placement test result. Other remedial non-credit courses may also be required depending on academic background and program requirements. If these are not taken the applicants will not be permitted to take major courses.

Admission status is clearly indicated in the admission letter and is determined on whether the student has fulfilled all admissions criteria, including supplying all required documentation.

Admission statuses and any consequent limits on course registration are set out below.

Full Admission

- Applicants who provide proof of English language proficiency and of required EmSAT scores (Physics/Math/Biol/Chem depending on program sought), in the form of a certified result on a standardized test of proficiency accepted by the MOE, will be admitted with a status of Full Admission.
- Students with Full Admission status may at any time after admission apply to enter a different College program, provided they meet the program admission requirements and, if required, demonstrate further proficiency in English language, mathematics, sciences or other subjects.



- A student with Full Admission status may enroll in credit-bearing courses for which he/she has the required prerequisites, up to a maximum of 18 credit-hours in Fall/Spring semesters and 6 credit-hours in Winter/Summer semesters.

Conditional Admission

- Applicants who do not provide proof of English language proficiency or of required EmSAT scores (Physics/Math/Biol/Chem depending on the program sought) will be admitted with a status of Conditional Admission.
- Applicants who submit copies of documents or non-attested documents, may be admitted with a status of Conditional Admission provided that they:
 - Sign a declaration stating that they will submit the document(s) by a specified date and understand that if they fail to do so their Conditional Admission will be revoked.
 - Provide all required original and attested documents before the end of the first semester.

A student with Conditional Admission status may register only for

- Non-credit remedial English courses, at the level determined by the student's performance on the College English placement test.
- A maximum of two General Education courses (6 credit hours) in Fall/Spring semesters, or one course (3 credits) in Winter/Summer semesters.
- A student with Conditional Admission status is not permitted to register for credit-bearing courses that are program requirements, regardless of the program/course language of instruction.
- A student may register for no more than 15 GE credits at the College while holding conditional status.
- A student with Conditional Admission status must sign an undertaking to sit for a recognized English language test after completing the remedial English course. When students obtain a satisfactory result, they will be given Full Admission status.
- A student with conditional admission who is required to subject EMSAT, may take a placement test in the missing subject or take a remedial course in the same subject.
- A student with Conditional Admission status must fulfil the specified conditions (including remedial English course and test results) within a maximum of two calendar years after admission to the College (ie. two Fall terms, two Spring terms, two Summer terms). If by the end of this period the student has not passed one of the English proficiency tests, the student will be dismissed from the College and must reapply at a later date.



Cooperative Relationships

Liwa College is committed to fostering strong partnerships and collaborations to enhance the quality of education and contribute positively to the educational landscape. Liwa College has established partnerships with several industry organizations & educational institutions, both domestically and internationally, to facilitate student exchange programs, Internship, joint research initiatives, Joint Projects, certification, seminars, workshops, promotion, events and faculty development opportunities. Some of the organization having collaborations with LC are listed below:

- Life Diagnostics, Abu Dhabi
- Shaikh Shakbout Medical City, Abu Dhabi
- Advanced Medical Centre, Al Ain
- NMC Hospital, Abu Dhabi
- Cleveland Clinic Abu Dhabi
- Kanad Hospital
- Burjeel Hospital
- Ontario Tech University
- Prince Sultan Military College of Health Sciences
- Health point Hospital, Abu Dhabi
- Reem Hospital, Abu Dhabi
- Velosi Asset Integrity Ltd
- Ahlia University
- Al Ain Distribution Company
- IMA, Institute of Management Accountants
- ISC Paris -Paris
- Emirates Public Relations Association
- Wahran University
- Al Arabia Public Relations Agency
- YAS Association Culture Art and Theatre
- Emirates Vision Media Network
- Istanbul Aydin University
- Abu Dhabi University
- Liverpool John Moores University LJMU
- University of Kansas Medical Center - USA

Student Registration

Registration at LC is automated through the online system where students can access using their ID and password. Prior registration, students should consult with their advisors for course planning and scheduling and should contact accounts for clearance.



*After one semester Students who have missing documents will not be allowed to register until they provide these documents.

Registration Procedure

Registration procedure is as follows:

- Students must register in person or online prior to the beginning of each semester (during the early registration period).
- Before students meet their academic advisors, they should identify the list of the courses they should take in each semester to satisfy the requirements of the program of study (major plans are available at the registration unit as well as the advisor).
- Student should meet the academic advisor to discuss the courses' choices, the pre-requisites, and repeated courses for those who are under academic probation, then complete the course selection.
- In any exception case (registering alternative course for expected to graduate or adding a course not in the recommendation mirror), registration will be done only through the registration staff who will request an approval of the chair of the department where the student belongs in order to proceed with the transaction. The approved exceptions are kept in the student's file.

Student Academic Load

Table below explains the study load of each student's mode as per the CAA standards:

| Full-Time mode | Part time mode |
|---|--|
| The full-time undergraduate student credit load is between 12 and 18 credits per regular semester. | Students undertaking less than 12 undergraduate credits per regular semester must be considered as studying part-time. |
| Students cannot normally be allowed to undertake more than 6 credits in the summer term. | Students cannot normally be allowed to undertake more than 6 credits in the summer term. |
| Exceptions to these limits can only be made for a maximum of an additional 3 credits for students in their final graduation semester or term. | Exceptions to these limits can only be made for a maximum of an additional 3 credits for students in their final graduation semester or term |



A full-time regular student can register certain number of credit hours in a regular semester or in summer semester based on his/her CGPA as follows:

| | |
|----------------------------------|---|
| CGPA ≥ 2.5 | Maximum 18 Cr. Hrs. in regular semester)/Maximum 12 Cr. Hrs. in Summer 1 & 2 (6 in Winter 6 in Summer) |
| CGPA > 2.21 and < 2.49 | Maximum 15 Cr. Hrs. in regular semester)/Maximum 12 Cr. Hrs. in Summer 1 & 2 (6 in Winter 6 in Summer) |
| CGPA $\geq 2:00$ and $\leq 2:20$ | Maximum 12 Cr. Hrs. in regular semester)/Maximum 12 Cr. Hrs. in Summer 1 & 2 (6 in Winter 6 in Summer) |
| CGPA < 2 | Maximum 12 Cr. Hrs. (regular semester) (6 in Winter 6 in Summer). Priority is given to courses with F and/or D grade to be repeated |

Drop/Add

Drop/Add period in the Fall and Spring semesters is two weeks as follows:

- Students dropping courses within the first and second calendar week of the Fall/Spring semester will receive a 100% refund of the tuition fee. (will be updated according to fees structure)
- After the Drop and Add period students are allowed only to withdraw from courses up to the last withdrawal day (two weeks before the final exams). They will receive W (Withdrawal) on their transcript. Paid fees are non-refundable.
- A 100% refund of tuition fees will be given for courses canceled by the College.
- The College reserves the right to cancel any course/level where the number of students registered does not meet the minimum required number of students.

Drop/Add period during the summer semester is as follows:

- All courses dropped during the first calendar week of the semester will receive a 100% refund of tuition fees.
- After the Drop and Add period, students are allowed only to withdraw from courses up to the last withdrawal day (one week before the final exams). They will receive W (Withdrawal) on their transcript. Paid fees are non-refundable.
- A 100% refund of tuition fees will be given for courses canceled by LC.
- The College reserves the right to cancel any course/level where the number of students registered does not meet the minimum required number of students.

Withdrawal from a Course

Academic advisors should advise students to withdraw from a course if they show poor performance in their mid-term exams. Students are allowed to withdraw from a course up to the last withdrawal day (two weeks before the final exams in regular semesters and one week before the exam in summer semester). They will receive a W (Withdrawal) on their transcript. Fees paid are non-refundable.

* Students should fill a withdrawal request through SIS.



Postponement Regulations

Students may postpone their study for a period not exceeding two consecutive semesters. The period(s) of postponement due to uncontrollable circumstances will not be computed as part of the maximum number of years of study after the approval of the Dean.

Withdrawal From College Regulations

Students who wish to leave LC before graduation must complete withdrawal Application through SIS. Official withdrawal will be granted after the completion of the clearance procedure.

Duration of Study for the Completion of A Degree at LC

The minimum and maximum period of study in order to graduate from all LC programs is as follows:

Diploma Degree

The maximum period of study must not exceed 8 regular semesters i.e. four academic years. However, a one-year leave of absence may be added to this period due to uncontrollable circumstances after the approval of the VPAA.

Bachelor Degree

The student in the Bachelor program must successfully complete all the study plan; they must spend a minimum of three years. The maximum period of study for Bachelor students must not exceed 7 years. However, a one-year leave of absence may be added to this period due to uncontrollable circumstances after the approval of the VPAA.

Extensions to the Period of a Program

A student's request for an extension to the period of the program (request for one semester can be renewed for one more semester only) will need to be made to the Manager Student Registration. The application will need to be approved by the academic Dean on a semester basis.

The request should include brief details of the candidate's progress, reasons for the delay in completing the program, and the expected date of completion.

Students granted extensions will be expected to pay a fee as per the revenue policy of the LC.



Change of Major Policy

LC students who are still studying can change their major from one program to another according to the following policy:

- The student should meet the admission requirements of the new major (EMSAT if from faculty to faculty)
- If their CGPA is 2.0 or above, all courses will be accredited for them with their grades.
- If their CGPA is less than 2.0, the courses with C grade or above and available in new program study plan will be accredited for them with their grades and with no change in their ID numbers.
- Change of major has to be done before the beginning of the semester.
- The student should register for at least two regular semesters before graduating with the new major

Re-admission Policy

Re-admission is permissible in the following cases:

- If students had withdrawn from any program and have applied for re-admission into any program they can be readmitted as new students with new ID numbers and transferable courses with C grade or above will appear on the transcript as records from previous study at LC.
- Re-admission after a period of interruption: A student, in good standing, whose study at the college has been interrupted for more than two years.
- LC graduates, who apply to be admitted into any of LC new programs, they will be admitted with new ID numbers and all their transferable courses will appear on the transcript as records from previous study at LC.
- Dismissed students due to their poor academic performance can be re-admitted into different LC programs as new students with new ID numbers and their courses with C grade or above will appear on the transcript as records from previous study at LC.
- Re-admission applications must be submitted to the Admission office in person and before the beginning of the semester.
- Re-admission student with regular status must present valid English language proficiency to be eligible to apply for entry to a program if discontinue his/her study more than two years.
- Students should complete at least 50% of the new program offered at LC.



Academic Probation and Dismissal

A student receives a first academic warning if his/her CGPA drops below 2.0 by the end of any semester except his/her first semester at LC. Having received the first warning, the student is not allowed to register for more than 12 credit hours in the following semester with repeat of Fs or Ds.

If a student fails to raise his/her CGPA to at least 2.0 in the following semester, then he/she will be given a second warning and will not be allowed to register for more than 12 credit hours with repeat of Fs or Ds.

If a student fails to raise his/her CGPA to at least 2.0, the student becomes liable to one of the following actions based on the Dean of the Faculty's recommendation and the approval of the College VP. The number of credit hours successfully completed is usually taking into consideration:

- Transfer the student to another major within the same Faculty.
- Transfer the student to another Faculty.

A student is given two semesters to raise his/her CGPA after changing major or Faculty.

If the student fails to do this, he/she will be dismissed from the LC.

If a student has successfully completed at least 90 credit hours of the courses required for graduation according to the approved study plan for his/her program, then he/she will not be dismissed from the College but will be permitted to continue in the same major until he/she reaches the maximum study duration as stipulated in the LC regulations.

The summer session does not count as an academic warning period.

Misuse of the Intellectual property is the illegal use of copyright materials, trademarks, trade secrets or intellectual properties. Students may not violate the College policy concerning the fair use of copies.



Students Finance Policy

LC is committed to provide clear and consistent information about fees structure, method of payments, refunds, scholarships, financial aid, and related financial policies for registered and unregistered students with it's rules & regulations.

Tuition Fees

| Credit Hour Fees | Abu Dhabi Campus | Al Ain Campus |
|---|------------------|---------------|
| Faculty of Business | 1150 | 1050 |
| Faculty of Media & Public Relations | 1200 | 1050 |
| General Education | 1100 | 990 |
| Faculty of Engineering | 1550 | N/A |
| Faculty of Medical & Health Sciences (Health Care Management) | 1300 | 1050 |
| Faculty of Medical & Health Sciences (Health Information Management) | 1300 | N/A |
| Faculty of Medical & Health Sciences (LAB and Medical Diagnostic Imaging) | 1350 | 1150 |
| Faculty of Medical & Health Sciences (Respiratory Care & Emergency Medical Care) | 1400 | N/A |
| Faculty of Information Technology | 1200 | 990 |

Other Fees

| | |
|---|----------------------------------|
| Admission (first semester) | 500 AED one time |
| Registration (Long semesters) | 500 AED / Semester |
| Registration (Short semesters) | 250 AED / Semester |
| Books and Study Materials | 300 AED / Course |
| Student Services (Long semesters) | 650 AED / Semester |
| Student Services (Short semesters) | 325 AED / Semester |
| IT Lab | 600 AED / Course if applicable |
| Studio / Lab | 150 AED / Semester if applicable |
| Diploma Certificate Fee | 200 AED one time |
| Bachelor Certificate Fee | 200 AED one time |
| Graduation Fees (first semester) | 500 AED one time |
| Health Services Fees (50% in short semesters) | 100 AED / Semester |
| English Level Fee | 3300 AED for each level |

Note: The College reserves the right to change or update any tuition or non-tuition fee during the academic year. The maximum increase in tuition fees shall not exceed 15%. The fee schedule will be updated and students will be informed of the change prior to the start of the semester in which the new fees apply.



Methods of Payments & Scheme

Billing and Invoicing

The following arrangements apply to College fee billing and invoicing:

- Invoices will be issued to students on completing registration (and are subject to change until the end of add/drop period).
- Invoices will include the approved schedule of fees and other charges.
- Tuition fees will be calculated based on the approved rates per credit hour and the number of credit hours the student has registered for.
- Invoices will comply with Federal Tax Authority (FTA) laws and regulations.

Payment Methods

- Payment through online payment gateway
- Bank transfer
- Payment by credit/debit card at cashier counter
- Payment of cash at cashier counter
- Payment by current date/post-dated cheques at cashier counter

Payment Schemes

- Single payment for semester tuition fees
- Installment payments plan, scheduled as follows:

| Long Semesters | | | |
|-----------------|--------------|----------------------|-----------------|
| Installment # | % of payment | Method of Payment | Payment Terms |
| 1st payment | 25% | Online/Card/Cash | On Registration |
| 2nd payment | 25% | Online/Card/Cash/PDC | Week 4 |
| 3rd payment | 25% | Online/Card/Cash/PDC | Week 8 |
| Final payment | 25% | Online/Card/Cash/PDC | Week 12 |
| Short Semesters | | | |
| Installment # | % of payment | Method of Payment | Payment Terms |
| 1st payment | 50% | Online/Card/Cash | On Registration |
| 2nd payment | 50% | Online/Card/Cash/PDC | Week 5 |

- Students will be strongly recommended to submit post-dated checks (PDCs) at the beginning of each semester.
- Any exception to the payment scheme schedules will be subject to approval by the Finance Manager and Accounts Receivable Supervisor which will only be given where the student has a good prior payment record and is in good academic standing.



Refunds

College students are entitled to claim refund of fees paid for courses dropped in the semester add/drop period as follows:

| Long Semesters | |
|---------------------------------|-------------------|
| Drop Request Period | Course Fee Refund |
| Add/Drop Period 1st & 2nd weeks | 100% |
| Short Semesters | |
| Drop Request Period | Course Fee Refund |
| Add/Drop Period 1st week only | 100% |

- The College Application Fee is not refundable. Full payment of tuition fees is required if a student withdraws or postpones studies after the add/drop period.
- Fees will not be refunded in the following circumstances:
 - To students who withdraw or drop courses after the add/drop period.
 - To students dismissed for disciplinary issues or poor academic performance.
 - To students who receive an official College letter confirming registration for the new semester and wish to drop courses before the add/drop period.
- Where fees have been paid in advance (in full or in part, either by the student or the sponsor) and the student withdraws before the end of the add/drop period and there is no pending balance in the student account, an application for refund of fees paid may be submitted and will be granted.
- Where a student has paid (in full or in part) and the fees are subsequently paid by the student's sponsor, an application for refund of fees paid by the student may be submitted and will be granted.
- Where required textbooks (hardcopy or E-book) for the semester are unavailable in the bookstore, refunds of 50% of the book/study material fees will be credited back to the student account.
- In other exceptional circumstances, students may submit a refund application (with all supporting documents) to the Accounts Receivable Department. The Financial Aid Committee will evaluate the case and may approve or reject it.



Student Fees General Terms & Conditions

- Students are responsible for fulfilling their financial obligations to pay tuition and other fees by the College deadline(s).
- At the beginning of each semester, each student must either pay their fees in full or (at minimum) make a down-payment as shown in Payment Methods and Schemes section.
- If a student does not meet the College payment deadline(s), the following actions will be taken:
 - SIS account for student services will be deactivated.
 - Final exams results will be withheld.
 - Students will not be allowed to register for the next semester.
- If a student withdraws permanently they must pay any outstanding fee balance.
- All College tuition fees and non-tuition fees are subject to 5% VAT, except where the item is exempt according to the Federal Tax Authority (FTA).

(Please refer to the Students' Fees Handbook for more information)

Scholarships and Financial Aid

Scholarships and Financial Aid are funds awarded to students to assist them in pursuing their education based on their academic achievements. We are committed to enabling students to thrive academically while overcoming financial constraints.

General Eligibility Criteria

- A scholarship application must be submitted by the student to the Student Scholarships & Financial Aid Office (SSFAO) before any award can be made (except in specific cases where noted below).
- A student can apply for several scholarship programs, but he/she will be granted only one scholarship (whichever is higher value).
- New intake students will be eligible for the approved scholarship discount for the first 2 semesters provided they register in 12 credit hours per semester. The credit requirement is waived in this period for students with conditional admission due language proficiency; after this period they must comply with the scholarship maintenance rules.
- A student holding an existing scholarship granted under previous College policies may continue to hold it, subject to continued fulfillment of the scholarship terms and requirements stated in that policy.



Rules For All Scholarships

- Scholarships discounts do not apply to remedial/bridging courses.
- Scholarships (including free seats) apply to tuition fees only and do not cover other payments (e.g. administrative fees, book fees, lab fees, incomplete exam fees, repeat final fees, etc.).
- Scholarships and tuition fee reductions are non-transferrable.
- If a student withdraws from classes during a semester without prior approval, this may result in the cancellation of the scholarship.
- If a student breaches the Code of Conduct or Academic Integrity Policy, he/she will forfeit any approved scholarship for the remaining period of study at the College.
- If a student provides false documents to obtain a scholarship, he/she will forfeit any approved scholarship and will not be eligible for any scholarship for the duration of his/her study.
- If a student suspends study for two consecutive semesters or more without a proper application, he/she will forfeit any approved scholarship (but may apply for a new scholarship on subsequent registration).
- If a student drops out of the College for a reason that is not considered to be force majeure, he/she is liable to pay the full (non-discounted) course fees of the final semester (and if the final semester is a summer semester, then also for the preceding regular semester).

Please refer to the Students' Scholarships & Financial Aid Handbook for more information.

Student Services

At Liwa College, we are dedicated to nurturing the holistic development of our students. We understand that success in academics is only one facet of their educational journey. Therefore, we are offering a comprehensive array of student services designed to support and enrich the college experience. From academic advising and career counseling to other services from various departments through our e-services portal, our team is dedicated to ensuring that students have access to the guidance and support they need to thrive both inside and outside the classrooms. Through the student orientation program, the College create awareness among the student about the services provided by the College. The Student Council, a student body of elected students for participation in the governance, supports the Student Affairs Department in planning and organizing various cultural, social, sports and intellectual events. In addition, students can join various student clubs to develop team spirit and hone their specific skills. More details of student services, student council, and student clubs can be found in the Student Handbook.



Student Rights and Responsibilities

LC upholds the principle that education is a shared responsibility, where both students and the institution play pivotal roles. Our students are valued members of our academic community, and they are entrusted with important roles and responsibilities. As learners, students are expected to attend classes punctually, actively participate in discussions, and demonstrate academic integrity by upholding our rigorous standards of honesty in all assignments and examinations. Additionally, students are encouraged to take an active role in their personal and professional development by seeking guidance from faculty and academic advisors. The College encourages students to exercise their rights to know the details of curriculum, graduation requirements, policies related to students, transparency and fairness in grading, complaints and appeals.

Furthermore, Liwa College maintains a strong commitment to fostering a respectful campus environment. We expect our students to adhere to a code of conduct that promotes ethical behavior, cultural sensitivity, and a spirit of collaboration. Our code of conduct outlines the expected behavior both within and outside the classroom, emphasizing the importance of treating fellow students, faculty, and staff with dignity and respect and contribute in maintaining order in the campus. Any violation of code of conduct may attract disciplinary actions as per code of conduct policy of the College. By embracing their roles and responsibilities and abiding by our code of conduct, our students contribute to the creation of a welcoming and harmonious community where everyone can thrive academically and personally. More details of student rights and responsibilities can be found in the Student Handbook.

Appeals and Complaints

LC is committed to ensuring that students have a voice and avenue for addressing any concerns or grievances they may encounter during their academic journey. We understand that appeals and complaints are a natural part of any educational institution, and we have established a transparent and fair process for their resolution. Students who have concerns or wish to file an appeal or complaint should log in to the e-services portal and select the service.

The first step in resolving an issue is typically to discuss it with the relevant faculty or staff member. If the matter remains unresolved, students can escalate their concerns to higher levels of authority within the college by filing a formal request which will be handled by the student affairs department. We take all appeals and complaints seriously and are committed to addressing them in a fair and unbiased manner.



Complaints Resolving Process

The resolving process depends on the nature of student complaint/grievance minor or major.

- Tier I Minor Complaints

For minor complaints or grievances related to any of the abovementioned rights, there will be a person-to-person discussion between the student and the concerned faculty/staff member with the help of the student's advisor. In this case, the student's advisor keeps track of the case and its outcome.

- Tier II Academic Grievances

Grievances are special types of complaints related to academic issues that should be handled by the department chair and dean of faculty. Department chairs are expected to note whether there are patterns of complaints and grievances involving a particular faculty member. Early intervention can prevent continuing problems and abuse. When a student has a concern about a course and find himself/herself unable to reach an acceptable solution through negotiation with the course instructor, the next recourse for the student is the department chairperson. It is the chairperson's responsibility to send the student to the Dean's Office if the grievance is not resolved at the departmental level. Each complaint is scrutinized to determine whether the student's grievance is actionable.

Issues involving faculty, staff or supervisor misconduct should be presented first to the department chair, then to the dean.

If the student is not happy with the dean's decision, he/she has the right to invoke Tier III process of student grievance resolution at LC

- Tier III Major Complaints

In case the student is not happy with the Tier I or Tier II processes of resolving the student complaint or grievance, he/she may choose to invoke the Tier III process of student grievance resolution at LC. In this regard, a student may lodge a complaint if he/she is not satisfied with the outcome of Tier I or Tier II through the Office of Student Affairs in writing, referring to the student right being violated. Grievances involving any form of discrimination or harassment should also be filed directly with the Office of Student affairs.

Student Affairs forwards the student's complaint to the Office of the VPAA. The VPAA then forms a grievance committee, and the student is notified about the opening of a grievance case.

The VPAA announces the establishment of an adhoc committee to investigate the case and recommend the proper action. The makeup of the grievance committee members depends on the area of complaint, i.e. whether the complaint is against an academic staff, administrative staff, a student or group of students, discrimination or harassment, campus services, quality of course/programs teaching, student services.



This committee will be headed by a dean of faculty (other than the faculty the student belongs to), and will include a manager, representatives from student affairs and administrative affairs, one head of department, a student representative.

The outcome of this investigation as well as recommended actions are forwarded to the VPAA for his final decision.

All documents related to the grievance resolving process shall be kept by the student affairs, the relevant head of department, dean of faculty and the office of the VPAA.

The decision of the Committee will be communicated to the concerned student. All the decisions are made in accordance with the LC rules and regulations concerning the student code of conduct.

Note:

- For appealing a final grade or a disciplinary action please refer to the Student Appeals Policy.
- For issues related to academic integrity and penalties related to cheating and plagiarism please refer to the Student Behavior and Academic Integrity and the Student Disciplinary Policy.

Students Appeal against a Disciplinary Action

As stated earlier a student may appeal against a disciplinary action by presenting an appeal, in writing, to the Student Affairs Department within 3 business days of receiving notification according to the announced dates in the academic calendar. Student Affairs forwards the student's appeal to the Office of the VPAA. The VPAA then forms a committee, and the student is notified about the opening of an appeal case.

The VPAA announces the establishment of an adhoc committee to investigate the case and recommend the proper action. The makeup of the committee members depends on the nature of the offence.

This committee will be headed by a dean of faculty (other than the faculty the student belongs to), and will include a manager, representatives from student affairs and administrative affairs, one head of department, a student representative.

The outcome of this appeal and the actions decided are forwarded to the VPAA within 5 working days for his endorsement.

All documents related to the appeal resolving process shall be kept by the student affairs, the relevant head of department, Dean of faculty and the office of the VP. The decision of the Committee will be formally communicated to the concerned student within 5 business days. All the decisions are made in accordance with the LC rules and regulations concerning the student code of conduct.



Academic Integrity

There are various ways in which academic honesty can be violated. Most common Academic Integrity violations are defined below.

A report on this case should be submitted to the head of department.

Cheating is an act that diminishes the learning process and is intended to gain grade or academic advantage without doing the intellectual work to merit the grade or degree. Examples include (but are not limited to):

- Copying another person's test answers during exam.
- Exchanging information regarding an exam during an exam.
- Copying from notes (on clothing, piece of paper, the body, electronic devices e.g., mobile phone/calculator, etc.) in an exam.
- Obtaining a copy of or information about an exam ahead of time.
- Looking up answers in a book during a closed book exam.
- Buying projects and term papers.
- Copying from someone else's paper, project, or assignment
- Using notes/books during exams unless specifically allowed.
- Hiring a surrogate test taker.
- Bringing forbidden materials (e.g., calculators, computers, books or notes) into the exam unless specifically allowed.
- Communicating with other students during an exam.
- Using a mobile phone during an exam or having it at an exam desk.

Plagiarism is a specific form of cheating which means representing work of another person as the student's own without acknowledgment (and therefore not writing the work they have submitted for grading). While students may use direct quotes and pieces of text, these should be used to support ideas, must be properly cited, and must not exceed 20% of the work . Examples include, but are not limited to:

- Using text from an author without citation.
- Submitting the same document in two different courses and submitting it as original work.
- Using all/part of another person's paper or outline or work.

Fabrication of data is falsifying/inventing any information/citation in an academic exercise and must not be used in any laboratory experiment or research project.

Examples include (but are not limited to):

- Deliberately misreporting results of an experiment or field research.
- Inventing data or resources for written oral or other presentations.
- Inventing case studies or facts in reports, papers, or presentations.



False credentials is presenting incorrect/misleading documents (applications, CVs, etc.) during study. Examples include (but are not limited to):

- Claiming degrees/qualifications that were not earned.
- Failing to report schools, colleges or universities attended.
- Presenting falsified transcripts or other information.
- Falsely claiming employment.
- Misrepresenting residency status.
- Using a fake ID card.

Collusion occurs when students work together on an assignment where “working together” is not allowed, or if students copy from each other.

Free riding is where, when assigned to work in a collaborative group with all students participating in the activity/project, a student does not contribute to the task or cannot demonstrate their contribution.

Academic sabotage is deliberately impeding the academic progress of others. Examples include (but are not limited to):

- Intentionally destroying or obstructing another student’s work.
- Stealing or defacing books, journals and/or other library resources/material.
- Altering or damaging computer files that contain data, reports or assignments that belong to another student.
- Removing posted or reserve materials or otherwise preventing other students from accessing it.

Misuse of intellectual property is the illegal use of copyright materials, trademarks, trade secrets or intellectual properties. Students must not violate the College Copyright Policy concerning the fair use of copies.



Penalties

Disciplinary actions could include one or more of the following penalties depending on the situation:

- Verbal warning/written warning.
- Expulsion from classrooms.
- Banning students from attending one or more lectures.
- Banning students from participating in the activity which he/she previously abused.
- Demanding substitution and/or repair of what has been damaged.
- Cancellation of the examinations of one or more subject(s) in the semester in which the student committed a violation.
- Suspension for one week/for one or more semester(s).
- Automatic award of zero in cheating or plagiarizing test or assignment.
- Receiving "F (Fail)" Grade in the Course
- Enforced Withdrawal "EW" in a Course
- Suspension Final dismissal/expulsion from LC

Notification of Penalties

Where a student academic misconduct allegation is made that involves plagiarism, the academic staff member must follow all requirements of the clear process in the Anti Plagiarism Guidelines, which include assessment of the scale of the misconduct and the penalties that will be applied.

Where a student academic misconduct allegation is made of any form other than plagiarism, the College has a clear process:

- The academic staff member/proctor/invigilator/administrator who discovers (or receives the report of) the alleged misconduct must make an immediate and detailed record.
- The academic staff member/proctor/invigilator/administrator must make a report to the relevant head of department.
- The dean/head of department will review the submission and make a recommendation for action to the VPAA.
- Where appropriate, the VPAA will establish a panel to consider the case.
- Following the panel's deliberations, the VPAA will make a decision on whether a penalty is to be applied and, if so, what the penalty will be.
- The VPAA and the dean/head of department are responsible for ensuring that any penalty imposed is carried out in full.

Detailed reports of all alleged academic misconduct and penalties applied must be kept by the academic department. Copies must be sent to the VPAA, to Registration and to Student Affairs for their files.



LC Support Policy for at-Risk Students

A student "at-risk" is defined as a student who requires temporary or ongoing intervention in order to succeed academically. This policy aims towards building and improving learning capacities of students so that they are able to become active participants in their learning environment. This capacity building should be reflected in improved academic performance among students.

Definitions

A student is qualified as student "at-risk" when the CGPA Cumulative Grade Point Average CGPA is below or equal to 2.2.

- LC Support policy for at-risk students should be applied with caution so that the mindset that "all students must pass" is not adopted.
- All students, including at-risk students, must demonstrate the achievement of courses learning outcomes as precondition to pass a course.
- The college may direct activities towards at-risk students that are not available to other students and do not need to be communicated to other students.
- At-risk students should receive academic advising and student support that is framed in terms of positive and encouraging feedback. A new Advising Policy is defined to focus on this category of students.

Policy Statement

The procedure presented below provides opportunities for at-risk students who are performing poorly in some specific courses to undertake supplementary office hours advising and consequently supplementary activities (Makeup assessments) that would enhance their understanding and support their attainments of the course learning outcomes. Such activities may include additional assignments, reports, papers, quizzes or analysis of essays that are related to the course learning outcomes. The process is given below to identify and encourage students at-risk to take advantage of this measure.

- The list of courses where the student is given the possibility to undertake makeup assessments is fixed to four courses for students at-risk with CGPA below 2.1 and to two courses for student at-risk with CGPA greater or equal to 2.1. These courses will be chosen by the Teaching and Learning Center.
- The list of at-risk students and their corresponding makeup assessment courses will be made available by faculty members by week 6 of each semester (Fall, Spring).



- Starting week six, students at-risk will be contacted through SMS and Phone calls by the Academic Counselors. At the same time these students should be informed by faculty members to contact the Academic Counselor during the lecture. The information process should be closed by week seven.
- The Academic Counselor will establish a final list of students at-risk who contacted them. The list will then be updated in the system and forwarded for the concerned faculty members to implement the appropriate learning support sessions.
- The learning support sessions will take place during the faculty office hours. A form will be filled in for each session (see form ref: LC/TLC/F03.01). There will be one session per week, for a total of five weeks support sessions. The form should be signed by the teacher and the student. A student who fails to attend at list three out of five sessions cannot take the extra assessment.
- The makeup assessment will be given to the student during weeks 13 and 14 (marks should be entered on the system consequently and will replace other poor results in Exam1, Exam2 and assignments). A final Report signed by the faculty member should be submitted to the Teaching and Learning Center by the end of each semester.
- The course leader will ensure that the makeup assessment will be unified in the same course for all at-risk students.

Academic Programs

Major, Minor and Area of Concentration Definition

Major: The major is the field of study in which a student specializes at the baccalaureate level. The term is not typically used in qualifications below the baccalaureate and is only occasionally used in graduate programs. The major usually requires that a student complete a minimum of 30 semester credits (or equivalent) that are specified for the major and distinctive to that subject area. To earn a double major, a student must meet the subject-area requirements of each of the two majors. Typically, a student receiving a degree with a major will be issued a degree certificate that includes the name of the major.

Minor: A minor is a separate field of study outside the major or concentration in which a student has a secondary area of specialization, requiring less course work than the major. Minors usually require that students earn 12-18 semester credits in subject area courses.



Area of Concentration: A concentration is best thought of as a grouping of courses which represent a sub-specialization taken within the major field of study. For example, a student majoring in biology might have a concentration in genetics, or a student in electrical engineering may have a concentration in telecommunications or instrumentation and control. A concentration may be specified on the student's academic record (transcript) but not on the degree certificate. The CAA requires a concentration to include at least 15 credits of study, or equivalent, in the specialized field to be recognized by the MoE. In graduate programs this must include the thesis and at least 9 credits from other courses.

Credit and the Credit System

Academic credit provides a basis for measuring the amount of engaged learning time expected of a typical student. A credit hour is a unit of measurement defining the student's overall effort towards attaining a qualification. In the US system, which is adopted by most UAE institutions, 1 semester credit equals approximately 1 hour of time in class per week over a semester of 15 weeks or longer. It is assumed that students spend two hours outside of class in independent learning or specific course assignments for every hour in class. This implies that one academic credit equates to a 45-hour commitment to learning over a semester. For laboratory or studio-based courses, the allocation of credit differs; 1 semester credit normally is given for two/three hours of laboratory or studio time per week over a 15-week semester.

Assessment, Examinations, and Grading Policies

Assessment Regulations

- Each course will normally end with a final examination of two hours in duration, unless otherwise stated in the course outline.
- To pass a course, a student must achieve at least a 60% mark, i.e., receive a D grade.
- A grade C corresponds to 2.0 credit points. A student should maintain a semester GPA of at least 2.0 to remain in good academic standing, and a cumulative GPA of 2.0 in order to graduate.



Exams

Most courses are subject to exams as well as coursework and assignments. The pass mark for the courses is 60. Failure to attend a regular exam result in zero mark unless the student provides an acceptable excuse to the course instructor who approves a makeup exam for the student. Failure in attending a final exam result in zero mark unless the student provides an acceptable excuse to the Dean who approves a makeup exam for the student.

Assignments and Projects

Assignments and projects should be handed over to the instructor on the due date. Students will get zero marks for the late submission of an assignment/project unless the student has an acceptable reason approved by the instructor.

Exam Attendance

Students should attend all exams. Zero marks will be given to students who fail to attend an exam.

Incomplete Course Policy

In certain circumstances, where there is an acceptable reason for being absent such as sickness, an alternative date will be set to allow the student to resit the exam.

The student will not be allowed to resit an exam unless he/she furnishes the college with written evidence as follows:

- Sickness by providing a medical report stamped by the Ministry of Health.
- Death of a member of his/her family.
- Accidents (e.g. car accidents).
- Natural causes such as heavy storms.

Cheating and Plagiarism

To protect its academic integrity, LC has developed clear policies concerning academic dishonesty such as cheating and plagiarism with severe consequences like receiving zero marks in the assessment (assignment, exam, and project) to grade F in the course and dismissal from the College. For details, refer to student disciplinary and academic dishonesty policies.



Grading System

| Mark | Grade | Grade Points | Remarks |
|----------|-------|-------------------|--|
| 90-100% | A | 4.0 | Outstanding Performance |
| 87-89% | A- | 3.7 | |
| 84 - 86% | B+ | 3.3 | Good Performance |
| 80 - 83% | B | 3.0 | |
| 77 - 79% | B- | 2.7 | |
| 74 - 76% | C+ | 2.3 | Satisfactory Performance |
| 70 - 73% | C | 2.0 | |
| 67 - 69% | C- | 1.7 | |
| 64 - 66% | D+ | 1.3 | Unsatisfactory Performance |
| 60 - 63% | D | 1.0 | |
| 0 - 59% | F | 0 | Failure |
| No Mark | I | No Impact on CGPA | Incomplete Course |
| No Mark | W | No Impact on CGPA | Withdrawal from a course without academic penalty |
| No Mark | EW | No Impact on CGPA | Enforced withdrawal from a course due to poor academic performance |
| No Mark | TC | No Impact on CGPA | Transferred credit from other Higher Education Institution |
| No Mark | NC | No Impact on CGPA | Non-credit course |
| No Mark | EX | No Impact on CGPA | Exempted course |
| No Mark | IP | No Impact on CGPA | In Progress |
| No Mark | EWA | No Impact on CGPA | Enforced withdrawal from a course due to low attendance rate |
| No Mark | Pass | No Impact on CGPA | Non-credit course |
| No Mark | Fail | No Impact on CGPA | Non-credit course |

CGPA Scheme

| Merits in English | CGPA (out of 4) | Merits in Arabic |
|----------------------|-----------------|-----------------------|
| Excellent with Honor | 3.90 - 4.00 | امتياز مع مرتبة الشرف |
| Excellent | 3.60 - 3.89 | ممتاز |
| Very Good | 3.00 - 3.59 | جيد جداً |
| Good | 2.50 - 2.99 | جيد |
| Satisfactory | 2.00 - 2.49 | مقبول |



Calculations of the Cumulative GPA

The award grades for students who pass the required units will have an aggregate mark for classification purposes and will be computed as follows:

- Each course in the program is assigned a credit value (credit hours).
- The grade point for each subject is calculated by multiplying the credit hours of the course by the credit points received for that course.
- The cumulative GPA is then determined by dividing the total number of grade points accumulated for all attempted subjects by the total number of credits of these courses.
- Every student's record will contain a computation of the GPA for each semester individually and an accumulated GPA for the overall program.
- LC has a forgiveness policy whereby a student may repeat a course, where the old grade is forgiven and not included in the GPA.
- The calculation does not include the units for which the student gets credit due to exemption. This exemption appears on the certificate as EX.
- Students must maintain a cumulative GPA of at least 2.0 in order to be in good academic standing. A CGPA of at least 2.0 is required for graduation.

Table: Terminologies Explanations

| Terminology | Explanation |
|--------------------------|--|
| Academic Standing | The student may be in one of the following academic standings at a given time: good standing, on probation. |
| Good Standing | A student whose GPA is more than or equal to 2.0 |
| Probation | A warning to the student due poor academic performance. |
| Credit Hour | A credit is equivalent to 15 contact hours per semester. 2 to 3 laboratory hours are equivalent to 1 credit hour. |
| Exemption | Exemption from a course. Refer to English language Proficiency for details. |
| GPA | Grade point average. |
| Incomplete | It is given to a student when he/she has been performing satisfactorily, but for a reason beyond the student's control such as illness, he/she has been unable to complete the required work for the course before the end of the semester, given that he/she completed all course work except the final exam. |
| Load | The total number of credits the student is registered for in a given semester. |
| Non-Credit | The student is allowed or required to participate in the course on a non-credit basis (only ESL courses are noncredit courses). |
| Transcript | A certified copy of the student's academic record. The transcript lists each course that the student has taken, the final grade received, and the GPA |
| Transfer Credit | Transfer credit is offered for the successful completion of a course from an accredited institution beyond high school or grade 12. Courses that are transferred are not calculated in the GPA. |
| Withdrawal from a course | The act of officially dropping a course after the drop and add period, this action is done upon student's request. |
| Enforced Withdrawal | The act of officially dropping a course after the drop and add period, this action is done upon the instructor's recommendation due to student's poor performance or attendance. |



Program Completion Requirement

LC has worked out and implemented its program completion requirements policy which provides that each academic program at LC will have the following completion requirements:

- The maximum period of study for bachelor's degree students must not exceed 14 regular semesters (7 years) after finishing the remedial English levels and obtaining the TOEFL score of 500. Regular bachelor's degree students must spend a minimum of three years. The maximum period of study for Diploma students must not exceed 8 regular semesters (4 years) after finishing the remedial English levels and obtaining the TOEFL score of 500. However, a one year leave of absence may be added to this period due to uncontrollable circumstances after the approval of the VPAA.
- Transferred students who are eligible to transfer a maximum of 50% of the credits required to graduate from the program must spend a minimum of two regular semesters.
- Students must successfully complete the required number of credit hours of appropriate sequence of courses listed in the curriculum, with necessary pre-requisites required for all courses above the elementary level, leading to the successful completion of the academic program.
- Transferred students who are eligible to transfer a maximum of 50% of the credits required to graduate from the program must spend a minimum of two regular semesters in the new program.
- All academic programs at LC include a General Education portion which all students should study. Consistent with LC purpose and mission, 33 credit hours General Education courses have been included in the Bachelors programs and 24 credit hours General Education courses included in the diploma programs.
- Passing the total credit hours required for completing the program including General Education courses and programs courses.
- Satisfactory progress of students in any academic program including a minimum Cumulative Grade Point Average (CGPA) of 2.0 out of 4.0 points scale.
- Putting under probation students who are unable to demonstrate satisfactory progress according to LC Policies of Probation.



GENERAL EDUCATION



General Education and Foundation Program

As a part of all its current and future Bachelor Programs, LC has devised a General Education Program consisting of 11 courses (33 credit hours) for each degree. The learning goals and the relevant outcomes of LC General Education Programs are mentioned below:

General Education and Foundation Program Goals

- Provide students with the knowledge needed to pursue their major.
- Expand students understanding of self, environment, and society.
- Enable students to build a base of knowledge and skills that are needed for lifelong learning.
- Give students the knowledge, skills, and motivations to make ethical decisions based on understanding of the societal values.

General Education and Foundation Program Learning Outcomes

All Graduates of LC General Education and Foundation Program will have the ability to:

Communicate effectively, in oral, written or listening situations in business and daily settings in Arabic or English.

- Communicate effectively in the English and Arabic language with a variety of audiences, orally, in writing or through other means.
- Apply mathematical and statistical/basic data science concepts to solve real-life problems.
- Develop IT skills and use the application of technology to achieve personal and educational goals.
- Demonstrate an understanding of the basic theories and concepts in social and behavioral sciences, and apply them to personal, social, and developmental issues.
- Understand the major ethical concepts and theories in the professional fields.
- Understand the basic aspects of the Emirates society and its culture in terms of historical background, ethics, environment, and society.
- Demonstrate an understanding of the Islamic religion and its relation to culture, civilization and science.
- Develop high awareness of the importance of innovation, entrepreneurship and sustainability and their contribution to the success and advancement of society.
- Use critical thinking and reasoning skills for problem solving.



General Education and Foundation Program Courses

LC General Education Program consists of eleven (11) courses for Bachelors programs and (8) courses for Diploma programs, each bearing three (3) credits, as follows:

Required for All Programs (24 CH)

| Code | Course | CH | Pre-requisites |
|-------------------|--|----|----------------|
| ENG100 | English I | 3 | |
| GEN100/ GEN101 | Communication Skills in Arabic/ for Arab and non-Arabic speakers | 3 | |
| GEN102 | Islamic Culture (Arabic/English) | 3 | |
| GEN105 | Emirates Culture and Society (Arabic/English) | 3 | |
| BIT100 | Introduction to Information Technology | 3 | |
| GEN201 | Psychology | 3 | ENG100 |
| GEN304 | Ethics | 3 | ENG100 |
| GEN302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG100 |

Required for All Bachelor Programs (6 CH)

| Code | Course | CH | Pre-requisites |
|--------|-----------------------------|----|----------------|
| ENG104 | English II | 3 | ENG100 |
| GEN103 | Logic and Critical Thinking | 3 | ENG100 |

Additional Requirement for Business Administration/Media & Public Relations/It (3 CH)

| Code | Course | CH | Pre-requisites |
|--------|--------------------------|----|----------------|
| MTH105 | Mathematics & Statistics | 3 | |

Additional Requirement for Engineering/ Health Sciences (3 CH)

| Code | Course | CH | Pre-requisites |
|--------|------------|----|----------------|
| MTH110 | Calculus I | 3 | |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|------|------|------|
| | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | | √ | √ | √ | | √ | √ |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | | √ | √ | √ | √ | √ | √ | | √ |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | | √ | √ | √ | √ | √ | √ | √ | √ |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | √ | √ | √ | | √ | | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | | √ | √ | √ | √ | √ | | | √ |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | √ | √ | √ | | | | √ | √ |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions | | √ | √ | √ | √ | √ | | √ | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | √ | √ | | √ | √ | √ | √ | √ | √ |
| | Highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters. | √ | √ | √ | | √ | | √ | √ | |



| QF Strands (level 7) | | Program Learning Outcomes | | | | | | | | |
|--|--|---------------------------|------|------|------|------|------|------|------|------|
| | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning. | | √ | √ | √ | | | | √ | √ |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts. | | √ | √ | | | | | √ | |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | √ | | √ | √ | | | √ | |
| | Can express an internalized, personal view, and accept responsibility to society at large and to sociocultural norms and relationships. | √ | | | | | | | √ | √ |
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | √ | | √ | | | | | √ | |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | √ | √ | | | | | √ | |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | √ | √ | √ | | | | √ | |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | √ | √ | √ | √ | √ | √ | √ | √ | |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning can manage learning. | | √ | √ | √ | | √ | | | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | √ | | | √ | √ | | | √ | √ |
| | Can contribute to and observe ethical standards. | | | √ | | | √ | √ | | |



FACULTY OF BUSINESS





CORE BBA

Program Goals

- Instill within the students the motivation and desire to follow sound moral judgment in personal and professional roles.
- Strengthen the business judgment of graduates by providing a capability for critical thinking, creative problem solving, and innovative decision making processes in an organizational setting.
- Improve the students' abilities to utilize management science techniques to resolve complex business problems
- Promote in students an understanding of the relationships among business functions and their respective roles in the overall management of the firm.
- Strengthen the students' abilities and skills to work effectively in teams.
- Equip the students with the knowledge to guide their organization during periods of change.
- Prepare the graduates to assume leadership positions in organizations, locally and in multicultural organizations.

Program Learning Outcomes

PLO1 Demonstrate proficiency in the fundamental business principles and practices that enables firms to operate in both domestic and global environments.

PLO2 Understand human behavior in organizations, including the ability to lead and work in a team setting.

PLO3 Demonstrate the ability to analyze complex, unstructured qualitative and quantitative business problems, using appropriate tools and technology.

PLO4 Employ critical thinking and analytical skills to solve business problems in a real-world context and make effective business decisions.

PLO5 Develop a business model with sustainable competitive advantage and an appropriate strategic plan.

PLO6 Conduct basic research using scholarly sources to acquire new knowledge in the business domain.



BBA Core Requirements (48 credit hours)

The list of core requirements applies for all BBA concentrations: Management, HRM, Industrial Management, BIT, Accounting, Banking & Finance, THM and Marketing.

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|-------------------|
| BUS 100 | Introduction to Management | 3 | None |
| ACC 106 | Accounting Principles I | 3 | None |
| MKT 200 | Introduction to Marketing | 3 | BUS 100 |
| ACC 200 | Accounting Principles II | 3 | ACC 106 |
| HRM 201 | Introduction to Human resource Management | 3 | BUS 100 |
| BUS 201 | Microeconomics | 3 | None |
| BUS 203 | Organizational Behavior | 3 | BUS 100 |
| BIT 203 | Management Information Systems | 3 | CIT 100 |
| MTH 203 | Business Statistics | 3 | MTH 105 |
| BUS 301 | Macroeconomics | 3 | BUS 201 |
| BAF 301 | Introduction to Financial Management | 3 | ACC 106 |
| BUS 306 | Quantitative Business Analysis | 3 | MTH 203 |
| BUS 307 | Research Methods | 3 | BUS 306 |
| BUS 309 | Operations Management | 3 | BUS 306 |
| BUS 409 | Strategic Management | 3 | BUS417 |
| BUS 417 | International Business Management | 3 | MKT 200 + BUS 301 |
| | Total | 48 | |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|--|--|---------------------------|------|------|------|------|------|
| | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | √ | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | √ | | √ | √ | √ | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | | | √ | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | √ | | | | | √ |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | √ | √ | | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | | | √ | | √ | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | | √ | √ |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | | √ | √ | | |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources, or learning. | | | √ | | √ | |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | | | √ | | √ | |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | √ | | √ | | |
| | an express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | √ | | | | |



| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|---|--|---------------------------|------|------|------|------|------|
| | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | √ | √ | √ | | |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | √ | | | | |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | √ | | |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | | | | √ | | √ |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | | √ | | | | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | √ |
| | Can contribute to and observe ethical standards. | | | | | | √ |

Bachelor of Business Administration in Management

Program Mission

Maintain a challenging learning environment that fosters excellence through the courses being delivered which help in developing business professionals through innovative learning tools; technology, applied learning, research, and collaboration with different organizations in the local business community.

Program Goals

- Instill within the students the motivation and desire to follow sound moral judgment in personal and professional roles.
- Strengthen the business judgment of graduates by providing a capability for critical thinking, creative problem-solving, and innovative decision-making processes in an organizational setting.
- Improve the students' abilities to utilize management science techniques to resolve complex business problems
- Promote in students an understanding of the relationships among business functions and their respective roles in the overall management of the firm.
- Strengthen the students' abilities and skills to work effectively in teams.



- Equip the students with the knowledge to guide their organization during periods of change.
- Prepare the graduates to assume leadership positions in organizations, locally and in multicultural organizations.

Program Learning Outcomes

Core Learning Outcomes

- PLO1 Demonstrate proficiency in the fundamental business principles and practices that enable firms to operate in both domestic and global environments.
- PLO2 Understand human behavior in organizations, including the ability to lead and work in a team setting.
- PLO3 Demonstrate the ability to analyze complex, unstructured qualitative and quantitative business problems, using appropriate tools and technology.
- PLO4 Employ critical thinking and analytical skills to solve business problems in a real-world context and make effective business decisions.
- PLO5 Develop a business model with a sustainable competitive advantage and an appropriate strategic plan.
- PLO6 Conduct basic research using scholarly sources to acquire new knowledge in the business domain.

Major Learning Outcomes

- PLO1 Evaluate the impact of change on the organization and demonstrate skills in managing the change.
- PLO2 Apply fundamental knowledge and skills required to manage an E-Business.
- PLO3 Develop and exhibit high standard of professional practice, demonstrating awareness of ethical and social responsibilities in today's multi-cultural, team-oriented rapidly changing environment.
- PLO4 Create and manage a project plan with quality embedded in all phases.
- PLO5 Demonstrate an ability to deal with the challenges and opportunities of working effectively with others in a diverse cultural environment.



Program Curriculum – 123 Credit hours

General Requirements (33 Credit hours)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN 102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| ENG 104 | English II | 3 | ENG100 |
| GEN 103 | Logic and Critical Thinking | 3 | ENG100 |
| GEN 201 | Psychology | 3 | ENG100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG100 |
| GEN 304 | Ethics | 3 | ENG100 |
| MTH 105 | Mathematics and Statistics | 3 | None |
| | Total | 33 | |

Business Administration Core (48 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|-------------------|
| BUS 100 | Introduction to Management | 3 | None |
| ACC 106 | Accounting Principles I | 3 | None |
| MKT 200 | Introduction to Marketing | 3 | BUS 100 |
| ACC 200 | Accounting Principles II | 3 | ACC 106 |
| HRM 201 | Introduction to Human resource Management | 3 | BUS 100 |
| BUS 201 | Microeconomics | 3 | None |
| BUS 203 | Organizational Behavior | 3 | BUS 100 |
| BIT 203 | Management Information Systems | 3 | CIT 100 |
| MTH 203 | Business Statistics | 3 | MTH 105 |
| BUS 301 | Macroeconomics | 3 | BUS 201 |
| BAF 301 | Introduction to Financial Management | 3 | ACC 106 |
| BUS 306 | Quantitative Business Analysis | 3 | MTH 203 |
| BUS 307 | Research Methods | 3 | BUS 306 |
| BUS 309 | Operations Management | 3 | BUS 306 |
| BUS 409 | Strategic Management | 3 | BUS417 |
| BUS 417 | International Business Management | 3 | MKT 200 + BUS 301 |
| | Total | 48 | |



Major Core (39 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|--|-----------|-------------------------------|
| BUS 302 | E-Business | 3 | BIT 203 |
| BUS 305 | Business Law | 3 | BUS 100 + GEN 304 |
| BUS 311 | Cross Cultural Management | 3 | BUS 203 |
| BUS 413 | Leadership | 3 | BUS 203 |
| BUS 401 | Quality Management | 3 | BUS 309 |
| BUS 407 | Project Management | 3 | BUS 306 |
| BUS 415 | Graduation Project | 3 | After completing 99CH+ BUS307 |
| BUS 421 | Entrepreneurship and Small Business Management | 3 | BUS 203 |
| BUS 411 | Change Management | 3 | BUS 203 |
| MKT 301 | Consumer Behavior | 3 | MKT 200 |
| BAF 403 | Financial Institutions & Markets | 3 | BAF 301 |
| HRM 303 | Training and Development | 3 | HRM 201 |
| BUS 419 | Internship | 3 | After Completing 99 CHs |
| | Total | 39 | |

Major Elective (3 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|-----------------------------------|----------|----------------|
| ACC 301 | Intermediate Accounting, I | 3 | ACC 200 |
| ACC 401 | Managerial Accounting | 3 | ACC 200 |
| HRM 301 | Recruitment and Selection | 3 | HRM 201 |
| CIT 231 | Introduction to Computer Networks | 3 | CIT 100 |
| BAF 305 | Corporate Finance | 3 | BAF 301 |
| | Total | 3 | |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|--|--|---------------------------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | √ | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | √ | | √ | √ | √ | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | | | √ | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | √ | | | | | √ |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | √ | √ | | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | | | √ | | √ | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | | √ | √ |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | | √ | √ | | |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources, or learning. | | | √ | | √ | |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | | | √ | | √ | |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | √ | | √ | | |
| | an express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | √ | | | | |



| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|--|--|---------------------------|------|------|------|------|------|
| | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Aspects of Competence | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | √ | √ | √ | | |
| (Role in Context) | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | √ | | | | |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | √ | | |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | | | | √ | | √ |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | | √ | | | | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | √ |
| | Can contribute to and observe ethical standards. | | | | | | √ |



| QF Strands (level 7) | | Program Learning Outcomes | | | | |
|--|--|---------------------------|------|------|------|------|
| MGT PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | | √ | √ | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | | √ | √ | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | | √ | √ | √ | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | | | √ | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | | | √ | √ | |
| Skills | Technical, creative, and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | √ | √ | √ | √ | |
| | Evaluating, selecting, and applying appropriate methods, procedures, or techniques in processes of investigation towards identified solutions. | √ | | √ | √ | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | √ | | √ | | √ |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | √ | | | √ |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning. | √ | √ | √ | | √ |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | | √ | | √ | √ |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | √ | | | √ |
| | an express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | √ | √ | √ | | √ |



| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|---|--|---------------------------|------|------|------|------|------|
| | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | √ | | | √ | √ |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | | | | √ | √ |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | | √ | √ |
| | Can take responsibility for managing the professional development and direct mentoring of individuals and groups. | √ | √ | | | √ | √ |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and under-take regular professional development and/ or further learning. | √ | √ | | | √ | √ |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | √ | | | √ | √ |
| | Can contribute to and observe ethical standards. | √ | √ | √ | √ | √ | √ |

Bachelor of Business Administration in Industrial Management

Program Mission

The mission of the Bachelor of Business administration in industrial management is to provide students with core competencies, knowledge and skills needed to meet the requirements of industrial management.

Program Goals

- Instill within the students the motivation and desire to follow sound moral judgment in personal and professional roles.
- Strengthen the business judgment of graduates by providing a capability for critical thinking, creative problem-solving, and innovative decision-making processes in an organizational setting.
- Improve the students' abilities to utilize management science techniques to resolve complex business problems.
- Promote in students an understanding of the relationships among business functions and their respective roles in the overall management of the firm.
- Strengthen the students' abilities and skills to work effectively in teams.



- Equip the students with the knowledge to guide their organization during periods of change.
- Prepare the graduates to assume leadership positions in organizations, locally and in multi-cultural organizations.

Program Learning Outcomes

Core Learning Outcomes

- PLO1 Demonstrate proficiency in the fundamental business principles and practices that enable firms to operate in both domestic and global environments.
- PLO2 Understand human behavior in organizations, including the ability to lead and work in a team setting.
- PLO3 Demonstrate the ability to analyze complex, unstructured qualitative and quantitative business problems, using appropriate tools and technology.
- PLO4 Employ critical thinking and analytical skills to solve business problems in a real-world context and make effective business decisions.
- PLO5 Develop a business model with a sustainable competitive advantage and an appropriate strategic plan.
- PLO6 Conduct basic research using scholarly sources to acquire new knowledge in the business domain.

Major Learning Outcomes

Graduates of the bachelor's in business administration with major in Industrial Management will be able to:

- PLO1 Use quality core concepts and tools to design methodologies to implement Total Quality Management in organizations.
- PLO2 Plan and monitor the implementation of various production and maintenance operations in projects and organizations.
- PLO3 Acquire core knowledge about Supply Chain Management & logistics in organizations.
- PLO4 Use quantitative tools to formulate and solve production problems to support decision making.
- PLO5 Apply Lean Management & Six Sigma concepts and tools for sustaining continuous improvement in organizations.
- PLO6 Apply critical thinking skills and scientific techniques to conduct industrial management research project.



Program Curriculum – 123 Credit hours

General Requirements (33 Credit hours)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN 102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| ENG 104 | English II | 3 | ENG100 |
| GEN 103 | Logic and Critical Thinking | 3 | ENG100 |
| GEN 201 | Psychology | 3 | ENG100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG100 |
| GEN 304 | Ethics | 3 | ENG100 |
| MTH 105 | Mathematics and Statistics | 3 | None |
| | Total | 33 | |

Business Administration Core (48 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|-------------------|
| BUS 100 | Introduction to Management | 3 | None |
| ACC 106 | Accounting Principles I | 3 | None |
| MKT 200 | Introduction to Marketing | 3 | BUS 100 |
| ACC 200 | Accounting Principles II | 3 | ACC 106 |
| HRM 201 | Introduction to Human resource Management | 3 | BUS 100 |
| BUS 201 | Microeconomics | 3 | None |
| BUS 203 | Organizational Behavior | 3 | BUS 100 |
| BIT 203 | Management Information Systems | 3 | CIT 100 |
| MTH 203 | Business Statistics | 3 | MTH 105 |
| BUS 301 | Macroeconomics | 3 | BUS 201 |
| BAF 301 | Introduction to Financial Management | 3 | ACC 106 |
| BUS 306 | Quantitative Business Analysis | 3 | MTH 203 |
| BUS 307 | Research Methods | 3 | BUS 306 |
| BUS 309 | Operations Management | 3 | BUS 306 |
| BUS 409 | Strategic Management | 3 | BUS417 |
| BUS 417 | International Business Management | 3 | MKT 200 + BUS 301 |
| | Total | 48 | |



Major Core (39 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|--|-----------|----------------------------------|
| BUS 401 | Quality Management | 3 | BUS 309 |
| BUS 407 | Project Management | 3 | BUS 306 |
| BIM 301 | Maintenance Management | 3 | BUS 306 |
| BIM 302 | Operations Planning and Scheduling | 3 | BUS 309 |
| BIM 303 | Optimizing & Modeling | 3 | BUS 306 |
| BIM 401 | Logistics and Supply Chain Management | 3 | BUS 309 |
| BIM 402 | Lean Management and Six Sigma | 3 | BIM 401 |
| BIM 403 | Enterprise Resource Planning (ERP) Systems | 3 | BIM 302 |
| BIM 415 | Graduation Project | 3 | After completing 99 CH + BUS 307 |
| BIM200 | Linear Algebra | 3 | MTH 105 |
| BIM 410 | Decision Science | 3 | BIM 303 |
| BIM 412 | Risk Management | 3 | BUS 409 |
| BIM 419 | Internship | 3 | After Completing 99 CHs |
| | Total | 39 | |

Major Elective (3 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|--------------------------|----------|----------------|
| MKT 301 | Consumer Behavior | 3 | MKT 200 |
| ACC 401 | Managerial Accounting | 3 | ACC 200 |
| BUS 411 | Change Management | 3 | BUS 409 |
| HRM 303 | Training and Development | 3 | HRM 201 |
| BAF 305 | Corporate Finance | 3 | BAF 301 |
| | Total | 3 | |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|--|--|---------------------------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | √ | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | √ | | √ | √ | √ | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | | | √ | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | √ | | | | | √ |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | √ | √ | | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | | | √ | | √ | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | | √ | √ |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | | √ | √ | | |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources, or learning. | | | √ | | √ | |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | | | √ | | √ | |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | √ | | √ | | |
| | an express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | √ | | | | |



| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|--|--|---------------------------|------|------|------|------|------|
| | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Aspects of Competence | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | √ | √ | √ | | |
| (Role in Context) | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | √ | | | | |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | √ | | |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | | | | √ | | √ |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | | √ | | | | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | √ |
| | Can contribute to and observe ethical standards. | | | | | | √ |

| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|
| BIM PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | | | √ | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | | | √ | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | | √ | √ | | | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | | √ | √ | | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | | √ | √ | | | |



| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|--|---|---------------------------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Skills | Technical, creative, and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | √ | √ | √ | √ | | |
| | Evaluating, selecting, and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | √ | √ | √ | √ | | |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | √ | √ | √ | √ | | |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | √ | | √ | √ | √ | |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning. | √ | √ | | √ | √ | √ |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | √ | √ | | √ | √ | √ |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | √ | √ | | | √ | √ |
| | Can express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | √ | √ | | | √ | √ |
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | √ | | | √ | √ | √ |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | √ | | | √ | √ | √ |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | √ | | | √ | √ | √ |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | √ | | | √ | √ | √ |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | | | | | | √ |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | √ |
| | Can contribute to and observe ethical standards. | | | | | | √ |



Bachelor of Business Administration in Human Resource Management

Program Mission

In support of LC's mission to provide top quality teaching, research, and community services to its stakeholders, the HRM program strives to provide students with competitive and up-to-date curriculum focusing on optimizing human resource practices such as recruitment and selection, training and development, performance management, compensation and benefits, labor relations and occupational safety and health which are eminent in producing qualified HR professionals.

Program Goals

- Instill within the students the motivation and desire to follow sound moral judgment in personal and professional roles.
- Strengthen the business judgment of graduates by providing a capability for critical thinking, creative problem-solving, and innovative decision-making processes in an organizational setting.
- Improve the students' abilities to utilize management science techniques to resolve complex business problems
- Promote in students an understanding of the relationships among business functions and their respective roles in the overall management of the firm.
- Strengthen the students' abilities and skills to work effectively in teams.
- Equip the students with the knowledge to guide their organization during periods of change.
- Prepare the graduates to assume leadership positions in organizations, locally and in multicultural organizations.

Program Learning Outcomes

Core Learning Outcomes

- PLO1 Demonstrate proficiency in the fundamental business principles and practices that enable firms to operate in both domestic and global environments.
- PLO2 Understand human behavior in organizations, including the ability to lead and work in a team setting.
- PLO3 Demonstrate the ability to analyze complex, unstructured qualitative and quantitative business problems, using appropriate tools and technology.
- PLO4 Employ critical thinking and analytical skills to solve business problems in a real-world context and make effective business decisions.
- PLO5 Develop a business model with a sustainable competitive advantage and an appropriate strategic plan.
- PLO6 Conduct basic research using scholarly sources to acquire new knowledge in the business domain.



Major Learning Outcomes

PLO1 Design human resources policies and practices that comply with the labor and employment legislation and regulations.

PLO2 Assess the organization's needs in terms of training and recruitment and suggest plans for improvement.

PLO3 Understand and apply rules and regulations concerning health and safety issues in the work-place.

PLO4 Develop a performance management system that enhances the effectiveness of the rewarding system.

PLO5 Evaluate the viability of electronic HRM practices that can be implemented in a corporate environment.

Program Curriculum – 123 Credit hours

General Requirements (33 Credit hours)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN 102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| ENG 104 | English II | 3 | ENG100 |
| GEN 103 | Logic and Critical Thinking | 3 | ENG100 |
| GEN 201 | Psychology | 3 | ENG100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG100 |
| GEN 304 | Ethics | 3 | ENG100 |
| MTH 105 | Mathematics and Statistics | 3 | None |
| | Total | 33 | |



Business Administration Core (48 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|-------------------|
| BUS 100 | Introduction to Management | 3 | None |
| ACC 106 | Accounting Principles I | 3 | None |
| MKT 200 | Introduction to Marketing | 3 | BUS 100 |
| ACC 200 | Accounting Principles II | 3 | ACC 106 |
| HRM 201 | Introduction to Human resource Management | 3 | BUS 100 |
| BUS 201 | Microeconomics | 3 | None |
| BUS 203 | Organizational Behavior | 3 | BUS 100 |
| BIT 203 | Management Information Systems | 3 | CIT 100 |
| MTH 203 | Business Statistics | 3 | MTH 105 |
| BUS 301 | Macroeconomics | 3 | BUS 201 |
| BAF 301 | Introduction to Financial Management | 3 | ACC 106 |
| BUS 306 | Quantitative Business Analysis | 3 | MTH 203 |
| BUS 307 | Research Methods | 3 | BUS 306 |
| BUS 309 | Operations Management | 3 | BUS 306 |
| BUS 409 | Strategic Management | 3 | BUS417 |
| BUS 417 | International Business Management | 3 | MKT 200 + BUS 301 |
| | Total | 48 | |

Major Core (39 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|--------------------------------------|-----------|-----------------------------------|
| HRM 301 | Recruitment and Selection | 3 | HRM 201 |
| HRM 303 | Training and Development | 3 | HRM 201 |
| HRM 401 | Compensation | 3 | HRM 201 |
| HRM 403 | Occupational Health and Safety | 3 | HRM 201 |
| HRM 407 | Performance Management | 3 | HRM 301 + HRM303 |
| HRM 409 | Labor Relations | 3 | HRM 301 + HRM303 |
| HRM 410 | Strategic Human Resources Management | 3 | HRM 401 |
| BUS 305 | Business Law | 3 | BUS 100 + GEN 304 |
| BUS311 | Cross Culture Management | 3 | BUS 203 |
| BUS411 | Change Management | 3 | BUS 203 |
| BUS413 | Leadership | 3 | BUS 203 |
| HRM 415 | Graduation Project | 3 | After Completing 99 CHs + BUS 307 |
| HRM 419 | Internship | 3 | After Completing 99 CHs |
| | Total | 39 | |



Major Elective (3 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|--|----------|-------------------|
| BUS 401 | Quality Management | 3 | BUS 309 |
| BUS 407 | Project Management | 3 | BUS 306 |
| BUS 421 | Entrepreneurship and Small Business Management | 3 | BUS 203 |
| HRM 412 | Labor Laws | 3 | HRM 201 + HRM 409 |
| | Total | 3 | |

Program learning outcomes alignment with the QFEmirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | √ | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | √ | | √ | √ | √ | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | | | √ | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | √ | | | | | √ |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | √ | √ | | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | | | √ | | √ | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | | √ | √ |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | | √ | √ | | |



| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|--|--|---------------------------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources, or learning. | | | √ | | √ | |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | | | √ | | √ | |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | √ | | √ | | |
| | Can express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | √ | | | | |
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | √ | √ | √ | | |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | √ | | | | |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | √ | | |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | | | | √ | | √ |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | | √ | | | | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | √ |
| | Can contribute to and observe ethical standards. | | | | | | √ |



| QF Strands (level 7) | | Program Learning Outcomes | | | | |
|--|--|---------------------------|------|------|------|------|
| HRM PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | | √ | √ | √ | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | | √ | | √ |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | | √ | | √ | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | | √ | | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | √ | √ | √ | √ | √ |
| Skills | Technical, creative, and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | √ | √ | √ | √ |
| | Evaluating, selecting, and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | √ | √ | √ | √ | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | √ | |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | √ | √ | √ | √ |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning. | | √ | | √ | √ |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | √ | √ | | √ | √ |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | √ | | | | √ |
| | an express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | √ | | √ | | |



| | | | | | | | |
|--|--|---|---|---|---|---|--|
| Aspects of Competence | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | √ | √ | | √ | |
| (Role in Context) | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | √ | √ | √ | √ | √ | |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | √ | √ | | | √ | |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | | √ | | √ | √ | |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | | | | √ | √ | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | √ | | | √ | |
| | Can contribute to and observe ethical standards. | √ | | √ | | | |

Bachelor of Business Administration in Business Information Technology

Program Mission

The mission of the BBA major BIT is to provide students with a sound foundation in information technology (IT) principles and practice. The emphasis is on applications of information technology rather than the computer itself. Students earning a BBA major in Business Information Technology understand web and application development in the context of the business environment. Graduates have capabilities in systems analysis and design, database management, and IT project management.

Program Goals

- Instill within the students the motivation and desire to follow sound moral judgment in personal and professional roles.
- Strengthen the business judgment of graduates by providing a capability for critical thinking, creative problem-solving, and innovative decision-making processes in an organizational setting.
- Improve the students' abilities to utilize management science techniques to resolve complex business problems.
- Promote in students an understanding of the relationships among business functions and their respective roles in the overall management of the firm.



- Strengthen the students' abilities and skills to work effectively in teams.
- Equip the students with the knowledge to guide their organization during periods of change.
- Prepare the graduates to assume leadership positions in organizations, locally and in multicultural organizations.

Program Learning Outcomes

Core Learning Outcomes

PLO1 Demonstrate proficiency in the fundamental business principles and practices that enable firms to operate in both domestic and global environments.

PLO2 Understand human behavior in organizations, including the ability to lead and work in a team setting.

PLO3 Demonstrate the ability to analyze complex, unstructured qualitative and quantitative business problems, using appropriate tools and technology.

PLO4 Employ critical thinking and analytical skills to solve business problems in a real-world context and make effective business decisions.

PLO5 Develop a business model with a sustainable competitive advantage and an appropriate strategic plan.

PLO6 Conduct basic research using scholarly sources to acquire new knowledge in the business domain.

Major Learning Outcomes

PLO1 Apply the emerging technologies to the business environment.

PLO2 Utilize information technology skills & tools to support decision making in business.

PLO3 Understand and use basic information technology tools & techniques to build business information systems.

PLO4 Solve business problems and enhance productivity using information technology tools and techniques in the proper way.

PLO5 Use knowledge of information systems to formulate, solve, and discuss business problems that require analysis.

PLO6 Understand and apply the fundamental knowledge and skills required to manage E-business systems and their environment.

PLO7 Assess different business Intelligence models and select the appropriate one in a certain situation.



Program Curriculum – 123 Credit hours

General Requirements (33 Credit hours)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN 102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| ENG 104 | English II | 3 | ENG100 |
| GEN 103 | Logic and Critical Thinking | 3 | ENG100 |
| GEN 201 | Psychology | 3 | ENG100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG100 |
| GEN 304 | Ethics | 3 | ENG100 |
| MTH 105 | Mathematics and Statistics | 3 | None |
| | Total | 33 | |

Business Administration Core (48 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|-------------------|
| BUS 100 | Introduction to Management | 3 | None |
| ACC 106 | Accounting Principles I | 3 | None |
| MKT 200 | Introduction to Marketing | 3 | BUS 100 |
| ACC 200 | Accounting Principles II | 3 | ACC 106 |
| HRM 201 | Introduction to Human resource Management | 3 | BUS 100 |
| BUS 201 | Microeconomics | 3 | None |
| BUS 203 | Organizational Behavior | 3 | BUS 100 |
| BIT 203 | Management Information Systems | 3 | CIT 100 |
| MTH 203 | Business Statistics | 3 | MTH 105 |
| BUS 301 | Macroeconomics | 3 | BUS 201 |
| BAF 301 | Introduction to Financial Management | 3 | ACC 106 |
| BUS 306 | Quantitative Business Analysis | 3 | MTH 203 |
| BUS 307 | Research Methods | 3 | BUS 306 |
| BUS 309 | Operations Management | 3 | BUS 306 |
| BUS 409 | Strategic Management | 3 | BUS417 |
| BUS 417 | International Business Management | 3 | MKT 200 + BUS 301 |
| | Total | 48 | |



Major Core (39 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|-----------------------------------|
| BIT 201 | Introduction to Computer Programming | 3 | CIT100 |
| BIT 205 | Object Oriented Programming | 3 | BIT 201 |
| BIT 207 | Introduction to Web Development | 3 | BIT 201 |
| BUS 302 | E-Business | 3 | BIT 203 |
| BIT 305 | Database Management Systems | 3 | CIT 100 |
| BIT 405 | Business Intelligence | 3 | BIT 305 |
| BIT 407 | Object Oriented Systems Analysis and Design | 3 | BIT 305 + BIT 205 |
| BIT 413 | Data Communications and Networking Networks | 3 | CIT 100 |
| BIT 415 | Graduation Project | 3 | After Completing 99 CHs + BIT 407 |
| BIT 430 | Information Security | 3 | BIT 413 |
| BIT 417 | Advance Web Development | 3 | BIT 305 + BIT 207 |
| BIT 422 | Advanced Database Management Systems | 3 | BIT 305 |
| BIT 419 | Internship | 3 | After Completing 99 CHs |
| | Total | 39 | |

Major Elective (3 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|----------------------------------|----------|-------------------|
| BUS 305 | Business Law | 3 | BUS 100 + GEN 304 |
| BUS 407 | Project Management | 3 | BUS 306 |
| BAF 403 | Financial Institutions & Markets | 3 | BAF 301 |
| HRM 303 | Training and Development | 3 | HRM 201 |
| ACC 401 | Managerial Accounting | 3 | ACC 200 |
| | Total | 3 | |



| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|--|--|---------------------------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | √ | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | √ | | √ | √ | √ | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | | | √ | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | √ | | | | | √ |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | √ | √ | | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | | | √ | | √ | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | | √ | √ |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | | √ | √ | | |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources, or learning. | | | √ | | √ | |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | | | √ | | √ | |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | √ | | √ | | |
| | an express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | √ | | | | |



| | | | | | | | |
|---|--|--|---|---|---|--|---|
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | √ | √ | √ | | |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | √ | | | | |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | √ | | |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | | | | √ | | √ |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | | √ | | | | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | √ |
| | Can contribute to and observe ethical standards. | | | | | | √ |

| QF Strands (level 7) | | Program Learning Outcomes | | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|------|
| BIT PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | √ | | √ | √ | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | | √ | √ | √ | | √ |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | | √ | √ | | √ | √ | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | √ | | √ | √ | | √ |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | | √ | | | | | √ |



| | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| Skills | Technical, creative, and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | √ | √ | | √ | √ | | √ |
| | Evaluating, selecting, and applying appropriate methods, procedures, or techniques in processes of investigation towards identified solutions. | √ | | | √ | √ | √ | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | √ | | | √ | √ | √ | √ |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | √ | | | √ | | √ |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning. | | √ | | √ | | | √ |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | | | √ | √ | √ | √ | |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | √ | | | √ | | √ |
| | an express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | | | | | | √ |



| | | | | | | | | |
|-----------------------|--|--|---|---|---|---|---|---|
| Aspects of Competence | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | | √ | √ | | | √ |
| (Role in Context) | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | √ | | | | | √ |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | | √ | √ | |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | | | √ | | | | |
| Aspects of Competence | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | | | | | √ | | √ |
| (Self Development) | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | √ | | | | | √ |
| | Can contribute to and observe ethical standards. | | | | √ | | | |

Bachelor of Business Administration in Accounting

Program Mission

The mission of the Bachelor of Business Administration in accounting is to provide students with knowledge of the fundamental principles and theories of accounting. It aims to teach students how to utilize their theoretical knowledge and apply it successfully for business organizations. It aims to teach students how to utilize their theoretical knowledge and apply it successfully and ethically in both business and public organizations.

Program Goals

- Instill within the students the motivation and desire to follow sound moral judgment in personal and professional roles.
- Strengthen the business judgment of graduates by providing a capability for critical thinking, creative problem-solving, and innovative decision-making processes in an organizational setting.
- Improve the students' abilities to utilize management science techniques to resolve complex business problems
- Promote in students an understanding of the relationships among business functions and their respective roles in the overall management of the firm.



- Strengthen the students' abilities and skills to work effectively in teams.
- Equip the students with the knowledge to guide their organization during periods of change.
- Prepare the graduates to assume leadership positions in organizations, locally and in multicultural organizations.

Program Learning Outcomes

Core Learning Outcomes

PLO1 Demonstrate proficiency in the fundamental business principles and practices that enable firms to operate in both domestic and global environments.

PLO2 Understand human behavior in organizations, including the ability to lead and work in a team setting.

PLO3 Demonstrate the ability to analyze complex, unstructured qualitative and quantitative business problems, using appropriate tools and technology.

PLO4 Employ critical thinking and analytical skills to solve business problems in a real-world context and make effective business decisions.

PLO5 Develop a business model with a sustainable competitive advantage and an appropriate strategic plan.

PLO6 Conduct basic research using scholarly sources to acquire new knowledge in the business domain.

Major Learning Outcomes

PLO1 Think critically, solve problems creatively and make innovative decisions in an organizational setting.

PLO2 Acquire the knowledge and skills required to diagnose accounting errors and problems.

PLO3 Acquire knowledge about the theory, practice, framework, and generally accepted accounting principles.

PLO4 Critically evaluates the impact of accounting models, concepts, and theories in dynamic business environment.

PLO5 Analyze and develop models to evaluate firm's performance.

PLO6 Undertake critical analyses to develop plans and recommend implementation of strategic decisions based on accounting data.



Program Curriculum – 123 Credit hours

General Requirements (33 Credit hours)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN 102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| ENG 104 | English II | 3 | ENG100 |
| GEN 103 | Logic and Critical Thinking | 3 | ENG100 |
| GEN 201 | Psychology | 3 | ENG100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG100 |
| GEN 304 | Ethics | 3 | ENG100 |
| MTH 105 | Mathematics and Statistics | 3 | None |
| | Total | 33 | |

Business Administration Core (48 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|-------------------|
| BUS 100 | Introduction to Management | 3 | None |
| ACC 106 | Accounting Principles I | 3 | None |
| MKT 200 | Introduction to Marketing | 3 | BUS 100 |
| ACC 200 | Accounting Principles II | 3 | ACC 106 |
| HRM 201 | Introduction to Human resource Management | 3 | BUS 100 |
| BUS 201 | Microeconomics | 3 | None |
| BUS 203 | Organizational Behavior | 3 | BUS 100 |
| BIT 203 | Management Information Systems | 3 | CIT 100 |
| MTH 203 | Business Statistics | 3 | MTH 105 |
| BUS 301 | Macroeconomics | 3 | BUS 201 |
| BAF 301 | Introduction to Financial Management | 3 | ACC 106 |
| BUS 306 | Quantitative Business Analysis | 3 | MTH 203 |
| BUS 307 | Research Methods | 3 | BUS 306 |
| BUS 309 | Operations Management | 3 | BUS 306 |
| BUS 409 | Strategic Management | 3 | BUS417 |
| BUS 417 | International Business Management | 3 | MKT 200 + BUS 301 |
| | Total | 48 | |



Major Core (39 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|----------------------------------|-----------|--------------------------------|
| ACC 301 | Intermediate Accounting, I | 3 | ACC 200 |
| ACC 303 | Accounting Information Systems | 3 | ACC 200 |
| ACC 305 | Governmental Accounting | 3 | ACC 200 |
| BAF 305 | Corporate Finance | 3 | BAF 301 |
| ACC 307 | Intermediate Accounting II | 3 | ACC 301 |
| ACC 310 | Taxation | 3 | ACC 200 |
| ACC 401 | Managerial Accounting | 3 | ACC 200 |
| ACC 403 | Cost Accounting | 3 | ACC 200 |
| BAF 403 | Financial Institutions & Markets | 3 | BAF 301 |
| ACC 405 | Auditing | 3 | ACC 301 |
| ACC 413 | Advanced Accounting | | ACC 307 |
| ACC 415 | Graduation Project | 3 | After Completing 99 CH +BUS307 |
| ACC 419 | Internship | 3 | After Completing 99 CH |
| | Total | 33 | |

Major Elective (3 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|-------------------------------|----------|----------------|
| BA F307 | Investments | 3 | BAF 301 |
| BAF 311 | Risk Management and Insurance | 3 | BAF 305 |
| BUS 311 | Cross Culture Management | 3 | BUS 203 |
| ACC 411 | International Accounting | 3 | ACC 200 |
| | Total | 3 | |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|--|--|---------------------------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | √ | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | √ | | √ | √ | √ | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | | | √ | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | √ | | | | | √ |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | √ | √ | | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | | | √ | | √ | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | | √ | √ |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | | √ | √ | | |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources, or learning. | | | √ | | √ | |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | | | √ | | √ | |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | √ | | √ | | |
| | an express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | √ | | | | |



| | | | | | | | |
|---|--|--|---|---|---|--|---|
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | √ | √ | √ | | |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | √ | | | | |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | √ | | |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | | | | √ | | √ |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | | √ | | | | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | √ |
| | Can contribute to and observe ethical standards. | | | | | | √ |

| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|
| ACC PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | | √ | √ | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | | √ | √ | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | | √ | √ | | | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | | √ | √ | | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | | √ | √ | √ | | |



| | | | | | | | |
|--|---|---|---|--|---|---|---|
| Skills | Technical, creative, and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | √ | √ | | √ | √ | |
| | Evaluating, selecting, and applying appropriate methods, procedures, or techniques in processes of investigation towards identified solutions. | √ | √ | | √ | √ | |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | √ | √ | | √ | √ | |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | √ | √ | | √ | √ | |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources, or learning. | √ | | | √ | | √ |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | √ | | | √ | | √ |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | √ | | | √ | | √ |
| | Can express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | √ | | | √ | | √ |
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | | | √ | | √ |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | | | √ | | √ |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | √ | | √ |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | | | | √ | | √ |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | | | | | | √ |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | √ |
| | Can contribute to and observe ethical standards. | | | | | | √ |



Bachelor of Business Administration in Banking and Finance

Program Mission

The mission of Bachelor of Business Administration in Banking and Finance is to provide students with knowledge of fundamentals principles and theories of Finance and Banking and equip them with the most up-to-date financial applications. It aims to teach students how to utilize their theoretical knowledge and apply it successfully and ethically in both business and public organizations.

Program Goals

- Instill within the students the motivation and desire to follow sound moral judgment in personal and professional roles.
- Strengthen the business judgment of graduates by providing a capability for critical thinking, creative problem-solving, and innovative decision-making processes in an organizational setting.
- Improve the students' abilities to utilize management science techniques to resolve complex business problems.
- Promote in students an understanding of the relationships among business functions and their respective roles in the overall management of the firm.
- Strengthen the students' abilities and skills to work effectively in teams.
- Equip the students with the knowledge to guide their organization during periods of change.
- Prepare the graduates to assume leadership positions in organizations, locally and in multicultural organizations.

Program Learning Outcomes

Core Learning Outcomes

PLO1 Demonstrate proficiency in the fundamental business principles and practices that enable firms to operate in both domestic and global environments.

PLO2 Understand human behavior in organizations, including the ability to lead and work in a team setting.

PLO3 Demonstrate the ability to analyze complex, unstructured qualitative and quantitative business problems, using appropriate tools and technology.

PLO4 Employ critical thinking and analytical skills to solve business problems in a real-world context and make effective business decisions.

PLO5 Develop a business model with a sustainable competitive advantage and an appropriate strategic plan.

PLO6 Conduct basic research using scholarly sources to acquire new knowledge in the business domain.



Major Learning Outcomes

PLO1 Think critically, solve problems creatively and make innovative decisions in an organizational setting.

PLO2 Explain the theory, practice and emerging trends of finance and banking concepts, ideas, models, and frameworks.

PLO3 Acquire the knowledge and skills to make financial decisions.

PLO4 Apply and critically evaluate the impact of finance decisions and evaluate their impact on firm value.

PLO5 Conduct strategic financial analysis to identify the key financial problems and develop solutions.

PLO6 Construct models that can be used to improve financial decision making within an organization.

Program Curriculum – 123 Credit hours

General Requirements (33 Credit hours)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN 102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| ENG 104 | English II | 3 | ENG100 |
| GEN 103 | Logic and Critical Thinking | 3 | ENG100 |
| GEN 201 | Psychology | 3 | ENG100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG100 |
| GEN 304 | Ethics | 3 | ENG100 |
| MTH 105 | Mathematics and Statistics | 3 | None |
| | Total | 33 | |



Business Administration Core (48 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|-------------------|
| BUS 100 | Introduction to Management | 3 | None |
| ACC 106 | Accounting Principles I | 3 | None |
| MKT 200 | Introduction to Marketing | 3 | BUS 100 |
| ACC 200 | Accounting Principles II | 3 | ACC 106 |
| HRM 201 | Introduction to Human resource Management | 3 | BUS 100 |
| BUS 201 | Microeconomics | 3 | None |
| BUS 203 | Organizational Behavior | 3 | BUS 100 |
| BIT 203 | Management Information Systems | 3 | CIT 100 |
| MTH 203 | Business Statistics | 3 | MTH 105 |
| BUS 301 | Macroeconomics | 3 | BUS 201 |
| BAF 301 | Introduction to Financial Management | 3 | ACC 106 |
| BUS 306 | Quantitative Business Analysis | 3 | MTH 203 |
| BUS 307 | Research Methods | 3 | BUS 306 |
| BUS 309 | Operations Management | 3 | BUS 306 |
| BUS 409 | Strategic Management | 3 | BUS417 |
| BUS 417 | International Business Management | 3 | MKT 200 + BUS 301 |
| | Total | 48 | |

Major Core (39 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|----------------------------------|-----------|-----------------------------------|
| BAF 305 | Corporate Finance | 3 | BAF 301 |
| BAF 307 | Investments | 3 | BAF 301 |
| BAF 309 | Quantitative Methods | 3 | BUS306 |
| BAF 311 | Risk Management and Insurance | 3 | BAF 301 |
| BAF 403 | Financial Institutions & Markets | 3 | BAF 301 |
| BAF 409 | Advanced Corporate Finance | 3 | BAF 305 |
| BAF 411 | Entrepreneurial Finance | 3 | BAF 305 |
| BAF 413 | Financial Derivatives | 3 | BAF 307 |
| BAF 415 | Graduation Project | 3 | After Completing 99 CHs + BUS 307 |
| BAF 421 | Commercial Banking Management | 3 | BAF 301 |
| ACC 401 | Managerial Accounting | 3 | ACC 200 |
| BAF 422 | International Banking | 3 | BAF 421 |
| BAF 419 | Internship | 3 | After Completing 99 CHs |
| | Total | 39 | |



Major Elective (3 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|-----------------------------------|----------|----------------|
| BUS305 | Business Law | 3 | BUS100+GEN304 |
| BUS 311 | Cross Culture Management | 3 | BUS 203 |
| BIT 413 | Data Communication and Networking | 3 | CIT 100 |
| ACC 301 | Intermediate Accounting, I | 3 | ACC 200 |
| ACC 411 | International Accounting | 3 | ACC 200 |
| | Total | 3 | |

Program learning outcomes alignment with the QFEmirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | √ | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | √ | | √ | √ | √ | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | | | √ | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | √ | | | | | √ |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | √ | √ | | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | | | √ | | √ | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | | √ | √ |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | | √ | √ | | |



| | | | | | | | |
|--|--|--|---|---|---|---|---|
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources, or learning. | | | √ | | √ | |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | | | √ | | √ | |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | √ | | √ | | |
| | Can express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | √ | | | | |
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | √ | √ | √ | | |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | √ | | | | |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | √ | | |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | | | | √ | | √ |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | | √ | | | | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | √ |
| | Can contribute to and observe ethical standards. | | | | | | √ |



| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|--|--|---------------------------|------|------|------|------|------|
| BAF PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | | | √ | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | | | √ | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | | √ | √ | | | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | | √ | √ | | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | | √ | √ | | | |
| Skills | Technical, creative, and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | √ | √ | √ | √ | | |
| | Evaluating, selecting, and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | √ | | | | | |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | √ | √ | √ | √ | | |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | √ | | √ | √ | √ | |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources, or learning. | √ | √ | | √ | √ | √ |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | √ | √ | | √ | √ | √ |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | √ | √ | | | √ | √ |
| | an express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | √ | √ | | | √ | √ |



| | | | | | | | |
|--|--|---|--|--|---|---|---|
| Aspects of Competence | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | √ | | | √ | √ | √ |
| (Role in Context) | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | √ | | | √ | √ | √ |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | √ | | | √ | √ | √ |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | √ | | | √ | √ | √ |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | | | | | | √ |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | √ |
| | Can contribute to and observe ethical standards. | | | | | | √ |

Bachelor of Business Administration in Tourism and Hospitality Management

Program Mission

The program's mission is to develop and provide professionals with relevant knowledge and skills, enabling them to perform effectively in tourism and hospitality-related government and private organizations. The program is driven by the fact that tourism contributes immensely to many countries' economic and socio-cultural development and has been included as a significant sector in the strategic goals of UAE for future growth.

Program Goals

- Instill within the students the motivation and desire to follow sound moral judgment in personal and professional roles.
- Strengthen the business judgment of graduates by providing a capability for critical thinking, creative problem-solving, and innovative decision-making processes in an organizational setting.
- Improve the students' abilities to utilize management science techniques to resolve complex business problems.
- Promote in students an understanding of the relationships among business functions and their respective roles in the overall management of the firm.
- Strengthen the students' abilities and skills to work effectively in teams.



- Equip the students with the knowledge to guide their organization during periods of change.
- Prepare the graduates to assume leadership positions in organizations, locally and in multicultural organizations.

Program Learning Outcomes

Core Learning Outcomes

- PLO1 Demonstrate proficiency in the fundamental business principles and practices that enable firms to operate in both domestic and global environments.
- PLO2 Understand human behavior in organizations, including the ability to lead and work in a team setting.
- PLO3 Demonstrate the ability to analyze complex, unstructured qualitative and quantitative business problems, using appropriate tools and technology.
- PLO4 Employ critical thinking and analytical skills to solve business problems in a real-world context and make effective business decisions.
- PLO5 Develop a business model with a sustainable competitive advantage and an appropriate strategic plan.
- PLO6 Conduct basic research using scholarly sources to acquire new knowledge in the business domain.

Major Learning Outcomes

- PLO1 Associate the fundamentals of tourism, its components, linkages, and issues related to tourism management at a destination.
- PLO2 Demonstrate the processes, functioning, and management of the hospitality sector.
- PLO3 Apply new ideas, entrepreneurial skills, problem-solving skills, and functional competencies in managing tourism and hospitality businesses.
- PLO4 Design, plan, and organize innovative tourism and hospitality products, services, and events.
- PLO5 Integrate Information Communication Technology in tourism and hospitality processes and functions for effective operations and management.
- PLO6 Assess tourism decisions and strategies leading to sustainable tourism development.



Program Curriculum – 123 Credit hours

General Requirements (33 Credit hours)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN 102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| ENG 104 | English II | 3 | ENG100 |
| GEN 103 | Logic and Critical Thinking | 3 | ENG100 |
| GEN 201 | Psychology | 3 | ENG100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG100 |
| GEN 304 | Ethics | 3 | ENG100 |
| MTH 105 | Mathematics and Statistics | 3 | None |
| | Total | 33 | |

Business Administration Core (48 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|-------------------|
| BUS 100 | Introduction to Management | 3 | None |
| ACC 106 | Accounting Principles I | 3 | None |
| MKT 200 | Introduction to Marketing | 3 | BUS 100 |
| ACC 200 | Accounting Principles II | 3 | ACC 106 |
| HRM 201 | Introduction to Human resource Management | 3 | BUS 100 |
| BUS 201 | Microeconomics | 3 | None |
| BUS 203 | Organizational Behavior | 3 | BUS 100 |
| BIT 203 | Management Information Systems | 3 | CIT 100 |
| MTH 203 | Business Statistics | 3 | MTH 105 |
| BUS 301 | Macroeconomics | 3 | BUS 201 |
| BAF 301 | Introduction to Financial Management | 3 | ACC 106 |
| BUS 306 | Quantitative Business Analysis | 3 | MTH 203 |
| BUS 307 | Research Methods | 3 | BUS 306 |
| BUS 309 | Operations Management | 3 | BUS 306 |
| BUS 409 | Strategic Management | 3 | BUS417 |
| BUS 417 | International Business Management | 3 | MKT 200 + BUS 301 |
| | Total | 48 | |



Major Core (39 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|-----------------------------------|
| THM 301 | Introduction to Hospitality Management | 3 | None |
| THM 302 | Tourism Management and Development | 3 | None |
| THM 311 | Tourism & Hospitality Marketing | 3 | THM301+ MKT200 |
| THM 400 | Business Economics in Tourism & Hospitality | 3 | BUS 201 |
| THM 401 | Event Management | 3 | BUS 100 |
| THM 411 | Information Tech in Tourism & Hospitality | 3 | CIT 100 |
| THM 410 | Operation Planning and Scheduling | 3 | BUS 309 |
| THM 412 | Tour Leadership and Management | 3 | THM 302+ BUS 100 |
| THM 421 | Financial Accounting in Hospitality | 3 | BAF 301 |
| THM 422 | Managing Sustainable Tourism | 3 | BUS 306+ THM 301 |
| THM 415 | Graduation Project | 3 | After Completing 99 CHs + BUS 307 |
| THM 419 | Internship | 6 | After Completing 99 CHs |
| | Total | 39 | |

Major Elective (3 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|--------------------------|----------|----------------|
| BUS 311 | Cross Culture Management | 3 | BUS 203 |
| MKT 301 | Consumer Behavior | 3 | MK T200 |
| BUS 302 | E-Business | 3 | BIT 203 |
| BUS 407 | Project Management | 3 | BUS 306 |
| BAF 305 | Corporate Finance | 3 | BAF 301 |
| | Total | 3 | |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|--|--|---------------------------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | √ | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | √ | | √ | √ | √ | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | | | √ | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | √ | | | | | √ |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | √ | √ | | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | | | √ | | √ | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | | √ | √ |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | | √ | √ | | |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources, or learning. | | | √ | | √ | |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | | | √ | | √ | |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | √ | | √ | | |
| | an express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | √ | | | | |



| | | | | | | | |
|---|--|--|---|---|---|--|---|
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | √ | √ | √ | | |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | √ | | | | |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | √ | | |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | | | | √ | | √ |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | | √ | | | | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | √ |
| | Can contribute to and observe ethical standards. | | | | | | √ |

| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|
| THM PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | √ | √ | √ | √ |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | √ | | | √ |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | | √ | √ | √ | | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | | | √ | | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | | | √ | √ | | |



| | | | | | | | |
|--|---|---|---|---|---|---|---|
| Skills | Technical, creative, and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | √ | √ | √ | √ | | √ |
| | Evaluating, selecting, and applying appropriate methods, procedures, or techniques in processes of investigation towards identified solutions. | √ | | √ | √ | √ | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | √ | | √ | | √ | √ |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | √ | | | √ | |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning. | √ | √ | √ | | √ | √ |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | | √ | | √ | √ | √ |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | √ | | | √ | |
| | Can express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | √ | √ | | √ | |
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | √ | | √ | √ | |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | | | √ | √ | √ |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | √ | √ | √ |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | √ | √ | | √ | √ | |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | √ | √ | | √ | √ | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | √ | | √ | √ | √ |
| | Can contribute to and observe ethical standards. | √ | √ | √ | √ | √ | |



Bachelor of Business Administration in Marketing

Program Mission

The mission of Bachelor of Business Administration in Marketing is to provide students with the opportunity to develop skills that will enable them to function in different marketing and managerial roles. Students will learn how to write a comprehensive business plan, will be given the knowledge and capabilities required to start up a business, attract venture funding, and lead strong entrepreneurial teams.

Program Goals

- Instill within the students the motivation and desire to follow sound moral judgment in personal and professional roles.
- Strengthen the business judgment of graduates by providing a capability for critical thinking, creative problem-solving, and innovative decision-making processes in an organizational setting.
- Improve the students' abilities to utilize management science techniques to resolve complex business problems.
- Promote in students an understanding of the relationships among business functions and their respective roles in the overall management of the firm.
- Strengthen the students' abilities and skills to work effectively in teams.
- Equip the students with the knowledge to guide their organization during periods of change.
- Prepare the graduates to assume leadership positions in organizations, locally and in multicultural organizations.

Program Learning Outcomes

Core Learning Outcomes

PLO1 Demonstrate proficiency in the fundamental business principles and practices that enable firms to operate in both domestic and global environments.

PLO2 Understand human behavior in organizations, including the ability to lead and work in a team setting.

PLO3 Demonstrate the ability to analyze complex, unstructured qualitative and quantitative business problems, using appropriate tools and technology.

PLO4 Employ critical thinking and analytical skills to solve business problems in a real-world context and make effective business decisions.

PLO5 Develop a business model with a sustainable competitive advantage and an appropriate strategic plan.

PLO6 Conduct basic research using scholarly sources to acquire new knowledge in the business domain.



Major Learning Outcomes

PLO1 Provide specialist knowledge relative to the marketing and related functions within the business.

PLO2 Analyze data and prepare action plans based on the analysis.

PLO3 Creatively adjusts to environmental pressures relevant to the marketing function and creative strategy based on differing scenarios.

PLO4 Persuasively presents findings to stakeholders through a variety of mediums to get their buyin to proposals.

PLO5 Take a holistic view of marketing in all areas and integrate these into marketing plans.

Program Curriculum – 123 Credit hours

General Requirements (33 Credit hours)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN 102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| ENG 104 | English II | 3 | ENG100 |
| GEN 103 | Logic and Critical Thinking | 3 | ENG100 |
| GEN 201 | Psychology | 3 | ENG100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG100 |
| GEN 304 | Ethics | 3 | ENG100 |
| MTH 105 | Mathematics and Statistics | 3 | None |
| | Total | 33 | |



Business Administration Core (48 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|-------------------|
| BUS 100 | Introduction to Management | 3 | None |
| ACC 106 | Accounting Principles I | 3 | None |
| MKT 200 | Introduction to Marketing | 3 | BUS 100 |
| ACC 200 | Accounting Principles II | 3 | ACC 106 |
| HRM 201 | Introduction to Human resource Management | 3 | BUS 100 |
| BUS 201 | Microeconomics | 3 | None |
| BUS 203 | Organizational Behavior | 3 | BUS 100 |
| BIT 203 | Management Information Systems | 3 | CIT 100 |
| MTH 203 | Business Statistics | 3 | MTH 105 |
| BUS 301 | Macroeconomics | 3 | BUS 201 |
| BAF 301 | Introduction to Financial Management | 3 | ACC 106 |
| BUS 306 | Quantitative Business Analysis | 3 | MTH 203 |
| BUS 307 | Research Methods | 3 | BUS 306 |
| BUS 309 | Operations Management | 3 | BUS 306 |
| BUS 409 | Strategic Management | 3 | BUS417 |
| BUS 417 | International Business Management | 3 | MKT 200 + BUS 301 |
| | Total | 48 | |

Major Core (39 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|-----------------------------|-----------|----------------------------------|
| MKT 204 | Personal Selling | 3 | MKT200 |
| MKT 202 | Consumer Information | 3 | MKT200 |
| MKT 203 | Service Marketing | 3 | MKT200 |
| MKT 305 | Consumer Communication | 3 | MKT200 |
| MKT 302 | Market Research | 3 | MKT202 |
| MKT 351 | E-Marketing | 3 | MKT200 |
| MKT 304 | International Marketing | 3 | MKT200 |
| MKT 400 | Strategic Marketing | 3 | MKT202 & MKT302 |
| MKT 401 | Current Issues in Marketing | 3 | MKT 351 |
| MKT415 | Graduation Project | 3 | After Completing 99 CHs + BUS307 |
| MKT 451 | Advanced Content Marketing | 3 | MKT 305 |
| MKT 473 | Social Media Marketing | 3 | MKT 351 |
| MKT 419 | Internship | 3 | After Completing 99 CHs |
| | Total | 39 | |



Major Elective (3 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|-------------------------------|----------|----------------|
| BAF 307 | Investments | 3 | BAF 301 |
| BAF 311 | Risk Management and Insurance | 3 | BAF 305 |
| BUS 311 | Cross Culture Management | 3 | BUS 203 |
| ACC 411 | International Accounting | 3 | ACC 200 |
| | Total | 3 | |

Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | √ | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | √ | | √ | √ | √ | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | | | √ | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | √ | | | | | √ |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | √ | √ | | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | | | √ | | √ | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | | √ | √ |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | | √ | √ | | |



| | | | | | | | |
|--|--|--|---|---|---|---|---|
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources, or learning. | | | √ | | √ | |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | | | √ | | √ | |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | √ | | √ | | |
| | Can express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | √ | | | | |
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | √ | √ | √ | | |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | √ | | | | |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | √ | | |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | | | | √ | | √ |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | | √ | | | | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | √ |
| | Can contribute to and observe ethical standards. | | | | | | √ |



| QF Strands (level 7) | | Program Learning Outcomes | | | | |
|--|--|---------------------------|------|------|------|------|
| MKT PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | | √ | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | | √ | √ | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | | | √ | √ | √ |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | | | √ | √ | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | | √ | | | √ |
| Skills | Technical, creative, and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | √ | √ | | | |
| | Evaluating, selecting, and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | √ | √ | √ | √ | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | √ | | √ | |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | √ | | √ | |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources, or learning. | √ | √ | √ | √ | |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | √ | | | √ | √ |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | √ | | | |
| | an express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | √ | | √ | √ |



| | | | | | | | |
|--|--|---|---|---|---|---|--|
| Aspects of Competence | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | √ | √ | | | | |
| (Role in Context) | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | √ | √ | √ | √ | √ | |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | √ | | | | |
| | Can take responsibility for managing professional development and direct mentoring of individuals and groups. | | √ | √ | √ | √ | |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | √ | | | √ | √ | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | √ | √ | | √ | |
| | Can contribute to and observe ethical standards. | | | √ | √ | √ | |

Diploma in Business Administration & Computer Information Systems

Program Mission

By offering a Double Major Diploma in Business Administration and Computer Information Systems, Liwa College combined business administration with computer knowledge in response to today's local and global market demand for hybrid individuals who can not only understand the business processes well, but also utilize information technology strategically to gain a competitive edge in the most modern, fast changing, and hi-tech business operational environment.

Program Goals

- To provide Students with high quality education in the discipline of business administration and computer information systems.
- To equip students with skills, knowledge, and technical capabilities to build a career in business administration and computer information systems.
- To equip students with an understanding of key issues in business administration and computer information systems.
- To provide the potential employers of ECT graduates (having earned a 2-year Liwa College diploma in BACIS) with entry-level professionals in business administration and computer information systems.
- To demonstrate to students how academic students relate to the world of business administration and computer information systems.



- To prepare students to become active members of local and international professional communities.
- To enable students to pursue further studies at other institutions of higher education.

Program Learning Outcomes

PLO1 Solve business problems in organizations by applying basic business management concepts.

PLO2 Identify entrepreneurial and business opportunities and evaluate the potential of their success.

PLO3 Develop financial statements of business organizations.

PLO4 Design a customer focused approach for effective promotion of commodities and services.

PLO5 Understand Information Technology Concepts to solve business problems in organizations using Information Technologies.

PLO6 Develop web-based solutions for IT related problems.

PLO7 Experiment with computer-based systems using appropriate software development techniques.

PLO8 Demonstrate knowledge of mathematics and management information systems and their application to business contexts.

PLO9 Take responsibility to solve a wide range of work-related problems.

PLO10: Demonstrate the ability to work in teams using interpersonal skills.

Program Curriculum – 75 Credit hours

General Requirements (24 Credit hours)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | NONE |
| ENG 100 | English I | 3 | NONE |
| GEN 00/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | NONE |
| GEN 102 | Islamic Culture (A/E) | 3 | NONE |
| GEN 105 | Emirates Culture and Society | 3 | NONE |
| GEN 201 | Psychology | 3 | ENG 100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG 100 |
| GEN 304 | Ethics | 3 | ENG 100 |
| | Total | 24 | |



Business Administration Core (24 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|--|-----------|----------------|
| BUS 100 | Introduction to Management | 3 | NONE |
| ACC 106 | Accounting Principles I | 3 | NONE |
| BAF 301 | Introduction to Financial Management | 3 | ACC 106 |
| MTH 203 | Business Statistics | 3 | NONE |
| MKT 200 | Introduction to Marketing | 3 | NONE |
| BUS 203 | Organizational Behavior | 3 | BUS 100 |
| BUS 201 | Microeconomics | 3 | NONE |
| BUS 421 | Entrepreneurship and Small Business Management | 3 | BUS 203 |
| | Total | 24 | |

Major Core (24 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|-------------------|
| BIT 201 | Introduction to Computer Programming | 3 | CIT 100 |
| BIT 413 | Data Communication and Networking | 3 | CIT 100 |
| BIT 305 | Relational Database | 3 | CIT 100 |
| BIT 205 | Object Oriented Programming | 3 | BIT 201 |
| BIT 207 | Introduction to Web Development | 3 | BIT 201 |
| BIT 407 | Object Oriented Systems Analysis and Design | 3 | BIT 305 + BIT 205 |
| BIT 417 | Advanced Web Development | 3 | BIT 305, BIT 207 |
| BIT 203 | Management Information Systems | 3 | CIT 100 |
| | Total | 24 | |

Elective (3 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|---------------------------------|----------|----------------|
| BIT 421 | Information Technology Skills 2 | 3 | CIT 100 |
| BIT 219 | Internship | 3 | 54 Credits |
| BIT 424 | New Web Technologies | 3 | BIT 207 |
| | Total | 3 | |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|------|------|------|-------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 |
| Knowledge | Comprehensive, specialized knowledge within a broad field of work or discipline, including an understanding of the underlying theoretical and abstract concepts with significant depth in some areas. | √ | √ | | | | | | | | |
| | A broad understanding of allied knowledge and theories in related fields of work or disciplines including related regulations, standards, codes, conventions, and procedures. | √ | √ | √ | | | | | | | |
| | An understanding of information assembly, retrieval methods and logical problem-solving techniques from a range of sources. | | | | | √ | | | √ | √ | |
| | Recognition of sources of current knowledge and the integration of concepts from related fields literacy to comprehend and/or produce coherent texts covering complex relations from an array of information and contexts. | | √ | √ | | √ | | | √ | | |
| | Numeracy covers an array of mathematical procedures and representations and contexts. | | | | | √ | | | | | |



| | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|--|
| Skills | Technical, creative and conceptual skills appropriate to solving a wide range of problems associated with a field of work or discipline that include a comprehensive range of specialist cognitive and practical skills appropriate to diagnosing and implementing solutions to abstract, familiar and non-routine problems within a field of work or discipline. | √ | | | √ | | √ | √ | √ | √ | | |
| | Use of appropriate information retrieval methods and tools and techniques associated with the field of work or discipline. | | | | | √ | √ | | | √ | | |
| | Comprehensive communication and information technology skills to present, explain and/or critique complex matters. Literacy skills to comprehend and/or produce, from array of information, coherent texts covering complex relations. | √ | √ | √ | | √ | | | | | | |
| | Numeracy skills to select, apply, reflect and communicate an array of mathematical procedures and representations and contexts | | | | √ | | √ | √ | √ | √ | | |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for coordinating the implementation of appropriate approaches to complex work procedures and processes, resources, or learning, including leading teams within a technical or paraprofessional activity. | | | √ | √ | | √ | √ | √ | | | |
| | Can exercise coordination and/ or supervision in routine, familiar and some non-routine work or learning contexts. Can coordinate technical, design processes in routine, familiar, non-routine, and an array of contexts with support available, if required. | | √ | | | √ | | √ | √ | √ | | |
| | Can express an internalized, personal world view, in the context of an understanding of socio-cultural relationships. | | | √ | √ | | | | | | √ | |



| | | | | | | | | | | | |
|---|--|--|---|---|--|--|---|---|---|---|---|
| Aspects of Competence (Role in Context) | Can function with autonomy in technical and coordination contexts and support paraprofessional roles under guidance. | | √ | | | | √ | √ | √ | | √ |
| | Can function both independently and in a coordination role with multiple groups. | | | | | | √ | √ | | √ | |
| | Can take responsibility for coordinating the development of individuals and groups. | | | | | | | | | √ | |
| | Can review and develop the performance of self and others. | | √ | | | | | √ | | | |
| Aspects of Competence (Self Development) | Can evaluate own learning and identify learning needs in a familiar environment | | √ | | | | √ | | √ | | |
| | Can take responsibility for and plan own learning within a managed and non-routine environment. | | | | | | √ | | √ | | √ |
| | Can comprehend and observe ethical standards. | | | √ | | | | | √ | | |

Diploma in Human Resource Management

Program Mission

In support of Liwa College's mission to provide top quality teaching, research, and community services to its stakeholders, the HRM program strives to provide students with competitive and up-to-date curriculum focusing on optimizing human resource practices such as recruitment and selection, training and development, performance appraisal, labor relations and occupational safety and health which are eminent in producing qualified HR professionals.

Program Goals

- To provide students with high quality education in the discipline of Human Resource Management.
- To enhance the students' knowledge of key issues in Human Resource Management.
- To provide students with the relevant knowledge and skills in Human Resource Management and connected fields.
- To develop students' understanding of the models and statistical techniques used in Human Resource Management.



- To equip students with the skills, knowledge, and technical capabilities to boost their career opportunities.
- To enable students to pursue further studies at other institutions of higher education.

Program Learning Outcomes

PLO1 Explain the fundamental concepts, models, and tools of human resource management functions.

PLO2 Evaluate practices concerning recruitment and selection, performance management, training and development, labor relations, motivation, and compensation.

PLO3 Understand the HRM contemporary challenges in terms of talent management, employee engagement, and employee retention.

PLO4 Identify and discuss legal principles and ethical implications of human resource management that apply to a wide range of workplace issues.

PLO5 Demonstrate skills in negotiation and resolving disputes.

PLO6 Use basic information technologies and study skills to contribute effectively to organizational performance.

PLO7 Apply the basic knowledge and concepts of HRM in a professional context.

PLO8 Use interpersonal skills to work in teams.

PLO9 Demonstrate critical thinking and problem-solving skills.

Program Curriculum – 69 Credit hours

General Requirements (24 Credit hours)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | NONE |
| ENG 100 | English I | 3 | NONE |
| GEN 00/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | NONE |
| GEN 102 | Islamic Culture (A/E) | 3 | NONE |
| GEN 105 | Emirates Culture and Society | 3 | NONE |
| GEN 201 | Psychology | 3 | ENG 100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG 100 |
| GEN 304 | Ethics | 3 | ENG 100 |
| | Total | 24 | |



Business Administration Core (21 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|----------------|
| BUS 100 | Introduction to Management | 3 | NONE |
| ACC 106 | Accounting Principles I | 3 | NONE |
| BAF 301 | Introduction to Financial Management | 3 | ACC 106 |
| MKT200 | Introduction to Marketing | 3 | NONE |
| BUS 203 | Organizational Behavior | 3 | BUS 100 |
| BUS 201 | Microeconomics | 3 | NONE |
| HRM 201 | Introduction to Human resource Management | 3 | BUS 100 |
| | Total | 21 | |

Major Core (18 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|--------------------------------|-----------|------------------|
| HRM 301 | Recruitment and Selection | 3 | HRM 201 |
| HRM 303 | Training and Development | 3 | HRM 201 |
| HRM 407 | Performance Management | 3 | HRM 303, HRM 301 |
| HRM 403 | Occupational Health and Safety | 3 | HRM 201 |
| HRM 401 | Compensation | 3 | HRM 201 |
| HRM 409 | Labor Relations | 3 | HRM 301 + HRM303 |
| | Total | 18 | |

Elective (3 Credit Hours)

| Code | Course | CH | Pre-requisites |
|---------|---------------------------------|----------|-------------------|
| HRM 214 | Corporate Social Responsibility | 3 | HRM 201 |
| HRM 412 | Labor Laws | 3 | HRM 201 + HRM 409 |
| HRM 419 | Internship | 3 | HRM 201 |
| | Total | 3 | |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|------|------|------|
| DP-HRM PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 |
| Knowledge | Comprehensive, specialized knowledge within a broad field of work or discipline, including an understanding of the underlying theoretical and abstract concepts with significant depth in some areas. | √ | | | | | | | | |
| | A broad understanding of allied knowledge and theories in related fields of work or disciplines including related regulations, standards, codes, conventions and procedures. | √ | √ | √ | | | | | | |
| | An understanding of information assembly, retrieval methods and logical problem-solving techniques from a range of sources. | | | | | √ | | | √ | √ |
| | Recognition of sources of current knowledge and the integration of concepts from related fields literacy to comprehend and/or produce coherent texts covering complex relations from an array of information and contexts. | | √ | √ | | √ | | | √ | |
| | Numeracy covers an array of mathematical procedures and representations and contexts. | | | | | √ | | | | |



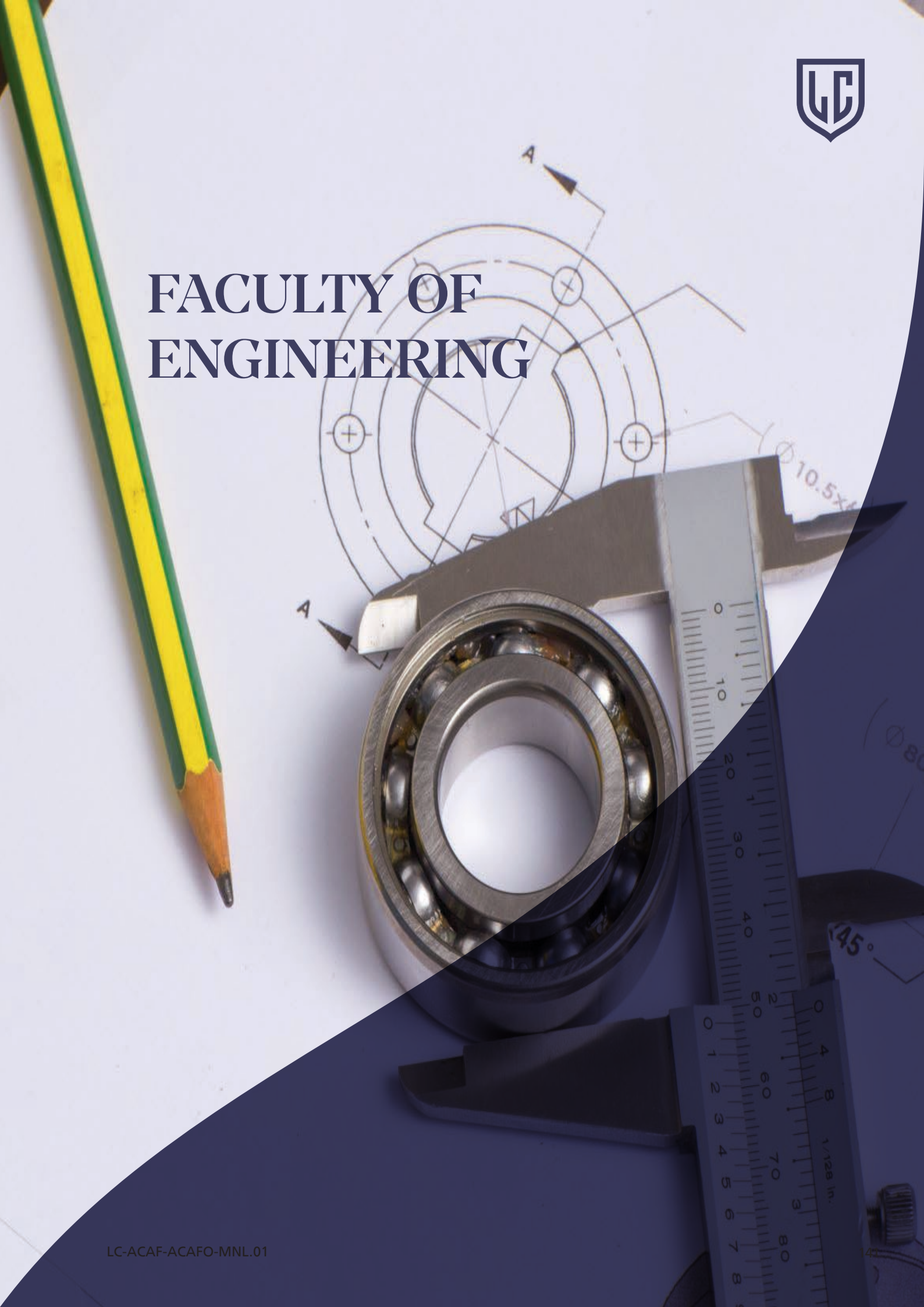
| | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|--|
| Skills | Technical, creative and conceptual skills appropriate to solving a wide range of problems associated with a field of work or discipline that include a comprehensive range of specialist cognitive and practical skills appropriate to diagnosing and implementing solutions to abstract, familiar and non-routine problems within a field of work or discipline. | √ | | | √ | | √ | √ | √ | √ | |
| | Use of appropriate information retrieval methods and tools and techniques associated with the field of work or discipline. | | | | | √ | √ | | | √ | |
| | Comprehensive communication and information technology skills to present, explain and/or critique complex matters. Literacy skills to comprehend and/or produce, from array of information, coherent texts covering complex relations. | √ | √ | √ | | √ | | | | | |
| | Numeracy skills to select, apply, reflect, and communicate an array of mathematical procedures and representations and contexts | | | | √ | | √ | √ | √ | √ | |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for coordinating the implementation of appropriate approaches to complex work procedures and processes, resources, or learning, including leading teams within a technical or paraprofessional activity. | | | √ | √ | | √ | √ | √ | | |
| | Can exercise coordination and/ or supervision in routine, familiar and some non-routine work or learning contexts. Can coordinate technical, design processes in routine, familiar, non-routine and an array of contexts with support available, if required. | | √ | | | √ | | √ | √ | √ | |
| | Can express an internalized, personal world view, in the context of an understanding of socio-cultural relationships. | | | √ | √ | | | | | | |



| | | | | | | | | | | |
|---|--|--|---|---|--|--|---|---|---|---|
| Aspects of Competence (Role in Context) | Can function with autonomy in technical and coordination contexts and support paraprofessional roles under guidance. | | √ | | | | √ | √ | √ | |
| | Can function both independently and in a coordination role with multiple groups. | | | | | | √ | √ | | √ |
| | Can take responsibility for coordinating the development of individuals and groups. | | | | | | | √ | √ | √ |
| | Can review and develop the performance of self and others. | | √ | | | | | √ | | |
| Aspects of Competence (Self Development) | Can evaluate own learning and identify learning needs in a familiar environment | | √ | | | | √ | | √ | |
| | Can take responsibility for and plan own learning within a managed and non-routine environment. | | | | | | √ | | √ | |
| | Can comprehend and observe ethical standards. | | | √ | | | | | √ | |



FACULTY OF ENGINEERING





Bachelor of Science in Civil Engineering

Mission of the Program

The mission of the Bachelor of Science in Civil Engineering is to provide students with core competencies, knowledge and skills needed to develop highly competent professionals, prepared for entry-level positions in civil engineering, further graduate study, life-long learning, and societal leadership.

Program Objectives

Goals for General Education

- Provide students with the knowledge needed to pursue their major.
- Expand student's understanding of self, environment, and society.
- Enable students to build a base of knowledge and skills that are needed for lifelong learning.
- Give students the knowledge, skills, and motivations to make ethical decisions based on understanding of the societal values.

Goals for Engineering Core and the Civil Engineering Major

- Equip students with appropriate competency in the field of civil engineering, by providing a capability for critical thinking, creative problem solving, and innovative decision-making processes.
- Promote graduates awareness of concepts, tools and methodologies relevant to the field of civil engineering, based on a strong sense of community service, teamwork, responsibility, and high ethics.
- Develop students' professional approach related to civil engineering projects.
- Prepare students to serve in civil engineering positions in private and public organizations.

Program Learning Outcomes

General Education Learning Outcomes

- PLO1 Communicate effectively, in oral, written or listening situations and daily settings in Arabic or English.
- PLO2 Develop technological literacy and use the application of technology to achieve personal and educational goals.
- PLO3 Apply mathematical and statistical concepts to solve quantitative real-life problems.
- PLO4 Understand and apply scientific methods.



PLO5 Demonstrate an understanding of the basic theories and concepts in social and behavioral sciences; and apply them to personal, social, and developmental issues.

PLO6 Understand the major ethical concepts and theories in the professional fields.

PLO7 Adopt effective learning strategies appropriate to the situation.

PLO8 Demonstrate an understanding of current environmental challenges.

PLO9 Demonstrate an understanding of the Islamic religion and its relation to culture, civilization, and science.

PLO10 Use critical thinking and reasoning skills for problem solving.

Major Learning Outcomes

Upon graduation, civil engineering graduate should demonstrate:

PLO1 An ability to identify, formulate, and solve complex civil engineering problems by applying principles of engineering, science, and mathematics.

PLO2 An ability to apply civil engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

PLO3 An ability to communicate effectively with a range of audiences.

PLO4 An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

PLO5 An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

PLO6 An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

PLO7 An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.



Program Curriculum (133)

General Education (33 Cr. Hrs.)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN 102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| ENG 104 | English II | 3 | ENG 100 |
| GEN 103 | Logic and Critical Thinking | 3 | ENG 100 |
| GEN 201 | Psychology | 3 | ENG 100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG 100 |
| GEN 304 | Ethics | 3 | ENG 100 |
| MTH110 | Calculus I | 3 | |
| | Total | 33 | |

Core Requirements (44 Cr. Hrs.)

| Code | Course | CH | Pre-requisites or Co-requisites |
|---------|--|-----------|---------------------------------|
| CHEM100 | General Chemistry | 3 | |
| CHEM101 | General Chemistry Lab | 1 | CHEM100 (Pre/Co-requisite) |
| BAS200 | Physics I | 3 | MATH110 (Pre/Co-requisite) |
| BAS201 | Physics Lab I | 1 | BAS200 (Pre/Co-requisite) |
| BAS210 | Physics II | 3 | BAS200 |
| BAS211 | Physics Lab II | 1 | BAS210 (Pre/Co-requisite) |
| MTH120 | Calculus II | 3 | MTH110 |
| MTH200 | Multivariate Calculus | 3 | MTH120 |
| MTH210 | Differential Equations and Laplace Transforms | 3 | MTH120 |
| MTH220 | Numerical Methods and Matrices | 3 | MTH110 |
| MTH230 | Probability and Statistics | 3 | MTH110 |
| ENGR101 | Introduction to Engineering | 1 | |
| ENGR102 | Interdisciplinary Engineering Design and Artificial Intelligence | 2 | ENGR 101 (Pre/Co-requisite) |
| ENGR135 | Computer Aided Drawing | 2 | |
| ENGR140 | Statics | 3 | BAS200 |
| ENGR220 | Problem Solving Using MATLAB | 3 | MTH220 |
| ENGR240 | Engineering Economy | 3 | MTH110 |
| ENGR400 | Internship | 3 | *Senior Standing |
| | Total | 44 | |



Major Requirements (47 Cr. Hrs.)

| Code | Course | CH | Pre-requisites or Co-requisites |
|--------|---|-----------|---------------------------------|
| CVE125 | Engineering Geology | 2 | CHEM100 |
| CVE200 | Sustainability and Green Buildings | 1 | ENGR101 |
| CVE225 | Surveying | 2 | ENGR135 |
| CVE230 | Mechanics of Materials | 3 | ENGR140 |
| CVE310 | Civil Engineering Materials | 3 | CVE230 |
| CVE311 | Civil Engineering Materials Lab | 1 | CVE310 (Pre/Co-requisite) |
| CVE320 | Transportation Engineering | 3 | CVE225 |
| CVE330 | Structural Engineering | 3 | ENGR140 |
| CVE335 | Reinforced Concrete Design I | 3 | CVE310, CVE330 |
| CVE340 | Fluid Mechanics for Civil Engineers | 3 | ENGR140, MTH120 |
| CVE341 | Fluid Mechanics for Civil Engineers Lab | 1 | CVE340 (Pre/Co-requisite) |
| CVE350 | Geotechnical Engineering | 3 | CVE125, CVE230 |
| CVE351 | Geotechnical Engineering Lab | 1 | CVE350 (Pre/Co-requisite) |
| CVE355 | Environmental Engineering | 3 | CVE340 |
| CVE410 | Steel Structures | 3 | CVE330, CVE230 |
| CVE440 | Construction Management | 3 | ENGR240 |
| CVE445 | Contracts and Quantity Surveying | 3 | CVE335 |
| CVE465 | Reinforced Concrete Design II | 3 | CVE335 |
| CVE490 | Senior Design Project I | 1 | *Senior Standing |
| CVE491 | Senior Design Project II | 2 | CVE 490 |
| | Total | 47 | |

Major Elective (select 3 courses - 9 Cr. Hrs.)

| Code | Course | CH | Pre-requisites or Co-requisites |
|--------|---|-----------|---------------------------------|
| CVE435 | Highway Engineering | 3 | CVE320 |
| CVE450 | Foundation Engineering | 3 | CVE350 |
| CVE460 | Finite Element Analysis in Structural Engineering | 3 | CVE330 |
| CVE475 | Solid Waste Management | 3 | CVE355 |
| CVE485 | Geographical Information System (GIS) | 3 | CVE320 |
| | Total | 47 | |



BSc in Civil Engineering Study Plan

| | Semester 1 | | CH | Semester 2 | | CH |
|---------------------------------|--------------|---|-----------|-------------------|---|-----------|
| Year 1 | ENGR101 | Introduction to Engineering | 1 | ENG 104 | English II | 3 |
| | CHEM100 | General Chemistry | 3 | GEN102 | Islamic Culture | 3 |
| | CHEM101 | General Chemistry Lab | 1 | ENGR102 | Interdisciplinary Engineering Design and Artificial Intelligence | 2 |
| | MTH110 | Calculus I | 3 | ENGR140 | Statics | 3 |
| | ENGR135 | Computer Aided Drawing | 2 | MTH120 | Calculus II | 3 |
| | ENG100 | English I | 3 | CIT100 | Introduction to Information Technology | 3 |
| | BAS200 | Physics I | 3 | | | |
| | BAS201 | Physics Lab I | 1 | | | |
| | Total | | 17 | Total | 17 | 17 |
| Year 2 | BAS210 | Physics II | 3 | GEN 201 | Psychology | 3 |
| | BAS211 | Physics Lab II | 1 | GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 |
| | GEN304 | Ethics | 3 | ENGR240 | Engineering Economics | 3 |
| | MTH200 | Multivariate Calculus | 3 | MTH220 | Numerical Methods and Matrices | 3 |
| | CVE220 | Surveying | 2 | CVE200 | Sustainability and Green Buildings | 1 |
| | CVE230 | Mechanics of Materials | 3 | CVE310 | Civil Engineering Materials | 3 |
| | CVE125 | Engineering Geology | 2 | CVE311 | Civil Engineering Materials Lab | 1 |
| | Total | | 17 | Total | 17 | 17 |
| Year 3 | MTH210 | Differential Equations and Laplace Transforms | 3 | GEN103 | Logic and Critical Thinking | 3 |
| | ENGR220 | Problem Solving Using MATLAB | 3 | MTH230 | Probability and Statistics | 3 |
| | CVE320 | Transportation Engineering | 3 | CVE335 | Reinforced Concrete Design I | 3 |
| | CVE330 | Structural Engineering | 3 | CVE350 | Geotechnical Engineering | 3 |
| | CVE340 | Fluid Mechanics for Civil Engineers | 3 | CVE351 | Geotechnical Engineering Lab | 1 |
| | CVE341 | Fluid Mechanics for Civil Engineers Lab | 1 | CVE355 | Environmental Engineering | 3 |
| | Total | | 16 | Total | 16 | 16 |
| Summer | ENGR400 | Internship – Part 1 (8 Weeks) | 3 | | | |
| | Total | | 3 | Total | 3 | 3 |
| Year 4 | GEN105 | Emirates Culture and Society | 3 | GEN302 | Fundamentals of Innovation and Entrepreneurship | 3 |
| | CVE410 | Steel Structures | 3 | CVE440 | Construction Management | 3 |
| | CVE445 | Contracts and Quantity Surveying | 3 | | Major Elective 2 | 3 |
| | CVE465 | Reinforced Concrete Design II | 3 | | Major Elective 3 | 3 |
| | | Major Elective 1 | 3 | CVE491 | Senior Design Project II | 2 |
| | CVE490 | Senior Design Project I | 1 | | | |
| | Total | | 16 | Total | 14 | 14 |
| Summer | ENGR400 | Internship – Part 2 (8 Weeks) | | | | |
| TOTAL CREDIT HOURS = 133 | | | | | | |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | √ | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | √ | | √ | √ | √ | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | | | √ | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | √ | | | | | √ |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | √ | √ | | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | | | √ | | √ | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | | √ | √ |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | | √ | √ | | |



| | | | | | | | | | | |
|--|---|--|---|---|---|---|---|--|--|--|
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for coordinating the implementation of appropriate approaches to complex work procedures and processes, resources, or learning, including leading teams within a technical or paraprofessional activity. | | | √ | | √ | | | | |
| | Can exercise coordination and/ or supervision in routine, familiar and some non-routine work or learning contexts. Can coordinate technical, design processes in routine, familiar, non-routine and an array of contexts with support available, if required. | | | √ | | √ | | | | |
| | Can express an internalized, personal world view, in the context of an understanding of socio-cultural relationships. | | √ | | √ | | | | | |
| | an express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | √ | | | | | | | |
| Aspects of Competence (Role in Context) | Can function with autonomy in technical and coordination contexts and support paraprofessional roles under guidance. | | √ | √ | √ | | | | | |
| | Can function both independently and in a coordination role with multiple groups. | | √ | | | | | | | |
| | Can take responsibility for coordinating the development of individuals and groups. | | | | √ | | | | | |
| | Can review and develop the performance of self and others. | | | | √ | | √ | | | |
| Aspects of Competence (Self Development) | Can evaluate own learning and identify learning needs in a familiar environment | | √ | | | | | | | |
| | Can take responsibility for and plan own learning within a managed and non-routine environment. | | | | | | √ | | | |
| | Can comprehend and observe ethical standards. | | | | | | √ | | | |



Bachelor of Science in Industrial Engineering

Mission of the Program

The program of Industrial engineering involves subjects that deal with the design, development, and installation of integrated systems of people, materials, information, and equipment energy. It draws upon specific knowledge and skill in the fields of mathematics, physics, and social sciences. The program prepares the students by providing them with fundamental courses in mathematics, engineering, and social sciences. The IE graduates are equipped with the necessary IE tools and skillsets in Statistics, Engineering Economy, Methods and Standards, Ergonomics, Human Factors, Automation (Applied Controls), Simulations, Supply Chain Management, Computer Programming, and with additional opportunities to secure various minor degrees of their choice.

Program Objectives

- Equip students with appropriate competency in the field of industrial engineering, by providing a capability for critical thinking, creative problem solving, and innovative decision-making processes.
- Promote graduates' awareness of concepts, tools and methodologies relevant to the field of industrial engineering, based on a strong sense of community service, teamwork, responsibility, and high ethics.
- Develop students' professional approach related to industrial engineering projects.
- Prepare students to serve in industrial engineering positions in private and public organizations.

Goals for General Education

- Provide students with the knowledge needed to pursue their major.
- Expand student's understanding of self, environment, and society.
- Enable students to build a base of knowledge and skills that are needed for lifelong learning.
- Give students the knowledge, skills, and motivations to make ethical decisions based on understanding of societal values.



Goals for Engineering Core and the Industrial Engineering Major

- Communicate effectively, in oral, written or listening situations and daily settings in Arabic or English.
- Develop technological literacy and use the application of technology to achieve personal and educational goals.
- Apply mathematical and statistical concepts to solve quantitative real-life problems.
- Understand and apply scientific methods.
- Demonstrate an understanding of the basic theories and concepts in social and behavioral sciences; and apply them to personal, social, and developmental issues.
- Understand the major ethical concepts and theories in the professional fields.
- Adopt effective learning strategies appropriate to the situation.
- Demonstrate an understanding of current environmental challenges.
- Demonstrate an understanding of the Islamic religion and its relation to culture, civilization, and science.
- Use critical thinking and reasoning skills for problem-solving.

Program Learning Outcomes

General Education Learning Outcomes

PLO1 Communicate effectively, in oral, written or listening situations and daily settings in Arabic or English.

PLO2 Develop technological literacy and use the application of technology to achieve personal and educational goals.

PLO3 Apply mathematical and statistical concepts to solve quantitative real-life problems.

PLO4 Understand and apply scientific methods.

PLO5 Demonstrate an understanding of the basic theories and concepts in social and behavioral sciences; and apply them to personal, social, and developmental issues.

PLO6 Understand the major ethical concepts and theories in the professional fields.

PLO7 Adopt effective learning strategies appropriate to the situation.

PLO8 Demonstrate an understanding of current environmental challenges.

PLO9 Demonstrate an understanding of the Islamic religion and its relation to culture, civilization, and science.

PLO10 Use critical thinking and reasoning skills for problem solving.



Major Learning Outcomes

Program Learning Outcomes (PLOs) modified to be in line with latest modifications of ABET PLOs:

Upon graduation, Industrial engineering graduate should demonstrate:

PLO1 An ability to identify, formulate, and solve complex industrial engineering problems by applying principles of engineering, science, and mathematics.

PLO2 An ability to apply Industrial engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

PLO3 An ability to communicate effectively with a range of audiences.

PLO4 An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

PLO5 An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

PLO6 An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

PLO7 An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Program Curriculum (133)

General Education (33 Cr. Hrs.)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| BIT100 | Introduction to Information Technology Skills | 3 | |
| ENG100 | English I | 3 | |
| ENG104 | English II | 3 | |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | |
| GEN102 | Islamic Culture | 3 | |
| GEN103 | Critical Thinking | 3 | |
| GEN105 | Emirates Society | 3 | |
| GEN201 | Psychology | 3 | |
| GEN302 | Fundamentals of Innovation and Entrepreneurship | 3 | |
| GEN301 | Professional Ethics | 3 | |
| MTH110 | Calculus I | 3 | |
| | Total | 33 | |



Core Requirements (51 Cr. Hrs.)

| Code | Course | CH | Pre-requisites |
|---------|--|-----------|-----------------------------|
| CHEM100 | General Chemistry | 3 | |
| CHEM101 | General Chemistry Lab | 1 | CHEM100 (Pre/Co-requisite) |
| BAS200 | Physics I | 3 | MATH110 (Pre/Co-requisite) |
| BAS201 | Physics Lab I | 1 | BAS200 (Pre/Co-requisite) |
| BAS210 | Physics II | 3 | BAS200 |
| BAS211 | Physics Lab II | 1 | BAS210 (Pre/Co-requisite) |
| MTH120 | Calculus II | 3 | MTH110 |
| MTH200 | Multivariate Calculus | 3 | MTH120 |
| MTH210 | Differential Equations and Laplace Transforms | 3 | MTH120 |
| MTH220 | Numerical Methods and Matrices | 3 | MTH110 |
| MTH230 | Probability and Statistics | 3 | MTH110 |
| ENGR101 | Introduction to Engineering | 1 | |
| ENGR102 | Interdisciplinary Engineering Design and Artificial Intelligence | 2 | ENGR 101 (Pre/Co-requisite) |
| ENGR120 | Engineering Materials | 3 | CHEM100 |
| ENGR135 | Computer Aided Drawing | 2 | |
| ENGR140 | Statics | 3 | BAS200 |
| ENGR200 | Applied Electrical Circuits | 3 | BAS210 |
| ENGR201 | Applied Electrical Circuits Lab | 1 | ENGR200 (Co-requisite) |
| ENGR220 | Problem Solving Using MATLAB | 3 | MTH220 |
| ENGR240 | Engineering Economy | 3 | MTH110 |
| ENGR400 | Internship | 3 | *Senior Standing |
| | Total | 51 | |



Major Requirements (40 Cr. Hrs.)

| Code | Course | CH | Pre-requisites |
|--------|--|-----------|-----------------------|
| IDE210 | Lean Work Design | 3 | MTH230 |
| IDE305 | Operation Management | 3 | IDE210 |
| IDE310 | Control Systems Engineering | 2 | ENGR200 |
| IDE320 | Engineering Statistics – Statistical inferenced and regression | 3 | MTH230 |
| IDE330 | Ergonomics | 3 | IDE210 |
| IDE331 | Ergonomics Lab | 1 | IDE330 (Co-requisite) |
| IDE340 | Production Planning and Control | 3 | IDE305 |
| IDE350 | Systems Modeling and Simulation | 3 | IDE305, IDE320 |
| IDE370 | Manufacturing Engineering and Industry 4.0 | 3 | ENGR120, ENGR200 |
| IDE400 | Supply Chain Management | 3 | IDE340 |
| IDE410 | Operations Research I | 3 | IDE305 |
| IDE420 | Facility Planning | 3 | IDE305 |
| IDE450 | Quality Engineering | 3 | IDE320 |
| IDE490 | Senior Design Project I | 2 | *Senior Standing |
| IDE491 | Senior Design Project II | 2 | IDE490 |
| | Total | 40 | |

Major Elective (select 3 courses - 9 Cr. Hrs.)

| Code | Course | CH | Pre-requisites |
|--------|---|----------|-----------------------|
| IDE455 | Project Management | 3 | IDE305 |
| IDE465 | Industrial Robotics | 3 | IDE370 |
| IDE470 | Maintenance Management | 3 | MTH230, *Sr. Standing |
| IDE475 | Cost Accounting and Analysis | 3 | ENGR240 |
| IDE480 | Operations Research II | 3 | IDE445 |
| IDE485 | Decision Analysis | 3 | IDE350 |
| IDE495 | Special topics for industrial engineering | 3 | *Sr. Standing |
| | Total | 9 | |

Senior Standing: Completed 90 Credit Hours *



BSc in Civil Engineering Study Plan

| | Semester 1 | | CH | Semester 2 | | CH |
|---------------------------------|--------------|--|-----------|-------------------|---|-----------|
| Year 1 | ENGR101 | Introduction to Engineering | 1 | CHEM100 | General Chemistry | 3 |
| | ENGR102 | Interdisciplinary Engineering Design and Artificial Intelligence | 2 | CHEM101 | General Chemistry Lab | 1 |
| | MTH110 | Calculus I | 3 | MTH120 | Calculus II | 3 |
| | BIT100 | Introduction to Information Technology Skills | 3 | ENGR135 | Computer Aided Drawing | 2 |
| | ENG100 | English I | 3 | ENG104 | English II | 3 |
| | BAS200 | Physics I | 3 | GEN102 | Islamic Culture | 3 |
| | BAS201 | Physics Lab I | 1 | | | |
| | Total | | 16 | Total | | 15 |
| Year 2 | MTH200 | Multivariate Calculus | 3 | ENGR200 | Applied Electrical Circuits | 3 |
| | BAS210 | Physics II | 3 | ENGR201 | Applied Electrical Circuits Lab | 1 |
| | BAS211 | Physics Lab II | 1 | MTH210 | Differential Equations and Laplace Transforms | 3 |
| | ENGR140 | Statics | 3 | IDE210 | Lean Work Design | 3 |
| | MTH230 | Probability and Statistics | 3 | GEN201 | Psychology | 3 |
| | ENGR240 | Engineering Economics | 3 | ENGR120 | Engineering Materials | 3 |
| | Total | | 16 | Total | | 16 |
| Year 3 | MTH220 | Numerical Methods and Matrices | 3 | ENGR220 | Problem Solving Using MATLAB | 3 |
| | IDE305 | Operations Management | 3 | IDE340 | Production Planning and Control | 3 |
| | IDE320 | Engineering Statistics – Statistical inferenced and regression | 3 | IDE350 | Systems Modeling and Simulation | 3 |
| | IDE330 | Ergonomics | 3 | IDE370 | Manufacturing Engineering and Industry 4.0 | 3 |
| | IDE331 | Ergonomics Lab | 1 | IDE310 | Control Systems Engineering | 2 |
| | GEN301 | Professional Ethics | 3 | GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 |
| | Total | | 16 | Total | | 17 |
| Summer | ENGR400 | Internship – Part 1 (8 Weeks) | 3 | | | |
| | Total | | 3 | | | |
| Year 4 | IDE450 | Quality Engineering | 3 | IDE400 | Supply Chain Management | 3 |
| | IDE410 | Operations Research I | 3 | IDE420 | Facility Planning | 3 |
| | IDE490 | Senior Design Project I | 2 | GEN105 | Emirates Society | 3 |
| | GEN302 | Fundamentals of Innovation and Entrepreneurship | 3 | IDE491 | Senior Design Project II | 2 |
| | | Industrial Engineering Major Elective I | 3 | | Industrial Engineering Major Elective II | 3 |
| | GEN103 | Logic and Critical Thinking | 3 | | Industrial Engineering Major Elective III | 3 |
| | Total | | 17 | Total | | 17 |
| Summer | ENGR400 | Internship – Part 2 (8 Weeks) | | | | |
| TOTAL CREDIT HOURS = 133 | | | | | | |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | | | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | | √ | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | √ | √ | | | | √ | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | √ | | | | √ | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | √ | √ | | | | √ | √ |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | | | √ | √ | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | √ | √ | | | | | |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | √ | √ | | | | √ | √ |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | | √ | | | | |



| | | | | | | | | | | |
|--|---|--|---|---|---|---|--|---|--|--|
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for coordinating the implementation of appropriate approaches to complex work procedures and processes, resources, or learning, including leading teams within a technical or paraprofessional activity. | | √ | | | | | | | |
| | Can exercise coordination and/ or supervision in routine, familiar and some non-routine work or learning contexts. Can coordinate technical, design processes in routine, familiar, non-routine and an array of contexts with support available, if required. | | √ | | | | | | | |
| | Can express an internalized, personal world view, in the context of an understanding of socio-cultural relationships. | | | | | √ | | | | |
| | an express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | | √ | √ | | | | | |
| Aspects of Competence (Role in Context) | Can function with autonomy in technical and coordination contexts and support paraprofessional roles under guidance. | | | | √ | | | | | |
| | Can function both independently and in a coordination role with multiple groups. | | | | | √ | | | | |
| | Can take responsibility for coordinating the development of individuals and groups. | | | | | √ | | | | |
| | Can review and develop the performance of self and others. | | | | | √ | | √ | | |
| Aspects of Competence (Self Development) | Can evaluate own learning and identify learning needs in a familiar environment | | | | | | | √ | | |
| | Can take responsibility for and plan own learning within a managed and non-routine environment. | | | | √ | | | | | |
| | Can comprehend and observe ethical standards. | | | | √ | | | | | |



Bachelor of Science in Mechanical Engineering

Mission of the Program

The Mechanical Engineering field encompasses a wide range of activities associated with the design and manufacturing of systems involving the generation, conversion, transmission, and utilization of energy. Therefore, the Mechanical Engineering program aims to provide students with a wide spectrum of knowledge in multiple disciplines including systems analysis and design, dynamics, engineering materials, thermos and fluid dynamics, heat transfer, mechanical vibrations, and control. The study of these engineering disciplines is supported by many well-equipped laboratories in energy transfer, robotics and control and computer-aided engineering.

Program Objectives

- Equip students with appropriate competency in the field of mechanical engineering, by providing a capability for critical thinking, creative problem solving, and innovative decision-making processes.
- Promote graduates' awareness of concepts, tools, and methodologies relevant to the field of mechanical engineering, based on a strong sense of community service, teamwork, responsibility, and high ethics.
- Develop students' professional approach related to mechanical engineering projects.
- Prepare students to serve in mechanical engineering positions in private and public organizations.

Goals for General Education

- Provide students with the knowledge needed to pursue their major.
- Expand student's understanding of self, environment, and society.
- Enable students to build a base of knowledge and skills that are needed for lifelong learning.
- Give students the knowledge, skills, and motivations to make ethical decisions based on understanding of societal values.

Goals for Engineering Core and the Mechanical Engineering Major

- Apply engineering knowledge in the areas of structural, dynamic, energy, and computer-aided engineering in the design of mechanical engineering projects.
- Identify and critically analyze and solve practical problems in the field of Mechanical Engineering
- Be able to communicate effectively with other professionals in the field and with the public in the conduct of their work.



- Be able to advance their professional career or in the pursuit of their graduate studies in engineering.
- Practice engineering professionally, ethically, and in a responsible manner.

Program Learning Outcomes

General Education Learning Outcomes

- PLO1 Communicate effectively, in oral, written or listening situations and daily settings in Arabic or English.
- PLO2 Develop technological literacy and use the application of technology to achieve personal and educational goals.
- PLO3 Apply mathematical and statistical concepts to solve quantitative real-life problems.
- PLO4 Understand and apply scientific methods.
- PLO5 Demonstrate an understanding of the basic theories and concepts in social and behavioral sciences; and apply them to personal, social, and developmental issues.
- PLO6 Understand the major ethical concepts and theories in the professional fields.
- PLO7 Adopt effective learning strategies appropriate to the situation.
- PLO8 Demonstrate an understanding of current environmental challenges.
- PLO9 Demonstrate an understanding of the Islamic religion and its relation to culture, civilization, and science.
- PLO10 Use critical thinking and reasoning skills for problem solving.

Major Learning Outcomes

Program Learning Outcomes (PLOs) are modified to be in line with latest modifications of ABET PLOs:

Upon graduation, Mechanical engineering graduate should demonstrate:

- PLO1 An ability to identify, formulate, and solve complex mechanical engineering problems by applying principles of engineering, science, and mathematics.
- PLO2 An ability to apply mechanical engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- PLO3 An ability to communicate effectively with a range of audiences.
- PLO4 An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.



PLO5 An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

PLO6 An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

PLO7 An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Program Curriculum (133)

General Requirements (33 Credit Hours)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| BIT100 | Introduction to Information Technology Skills | 3 | |
| ENG100 | English I | 3 | |
| ENG104 | English II | 3 | |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | |
| GEN102 | Islamic Culture | 3 | |
| GEN103 | Critical Thinking | 3 | |
| GEN105 | Emirates Society | 3 | |
| GEN201 | Psychology | 3 | |
| GEN302 | Fundamentals of Innovation and Entrepreneurship | 3 | |
| GEN301 | Professional Ethics | 3 | |
| MTH110 | Calculus I | 3 | |
| | Total | 33 | |



Core Requirements (51 Cr. Hrs.)

| Code | Course | CH | Pre-requisites |
|---------|--|-----------|-----------------------------|
| CHEM100 | General Chemistry | 3 | |
| CHEM101 | General Chemistry Lab | 1 | CHEM100 (Pre/Co-requisite) |
| BAS200 | Physics I | 3 | MATH110 (Pre/Co-requisite) |
| BAS201 | Physics Lab I | 1 | BAS200 (Pre/Co-requisite) |
| BAS210 | Physics II | 3 | BAS200 |
| BAS211 | Physics Lab II | 1 | BAS210 (Pre/Co-requisite) |
| MTH120 | Calculus II | 3 | MTH110 |
| MTH200 | Multivariate Calculus | 3 | MTH120 |
| MTH210 | Differential Equations and Laplace Transforms | 3 | MTH120 |
| MTH220 | Numerical Methods and Matrices | 3 | MTH110 |
| MTH230 | Probability and Statistics | 3 | MTH110 |
| ENGR101 | Introduction to Engineering | 1 | |
| ENGR102 | Interdisciplinary Engineering Design and Artificial Intelligence | 2 | ENGR 101 (Pre/Co-requisite) |
| ENGR120 | Engineering Materials | 3 | CHEM100 |
| ENGR135 | Computer Aided Drawing | 2 | |
| ENGR140 | Statics | 3 | BAS200 |
| ENGR200 | Applied Electrical Circuits | 3 | BAS210 |
| ENGR201 | Applied Electrical Circuits Lab | 1 | ENGR200 (Co-requisite) |
| ENGR220 | Problem Solving Using MATLAB | 3 | MTH220 |
| ENGR240 | Engineering Economy | 3 | MTH110 |
| ENGR400 | Internship | 3 | *Senior Standing |
| | Total | 51 | |



Major Requirements (40 Cr. Hrs.)

| Code | Course | CH | Pre-requisites |
|--------|--|-----------|-------------------------|
| MCE200 | Introduction to Mechanical System Design | 3 | ENGR140, ENGR200 |
| MCE210 | Mechanics of Materials | 3 | ENGR140 |
| MCE220 | Thermodynamics | 3 | CHEM100, MTH110, BAS200 |
| MCE300 | Dynamics | 3 | ENGR140 |
| MCE310 | Mechanical Component Design | 3 | MCE210, ENGR120 |
| MCE330 | Heat Transfer | 3 | MCE220, MCE340 |
| MCE340 | Fluid Mechanics for Mechanical Engineers | 3 | ENGR140, MTH120 |
| MCE415 | Energy and Systems Laboratory | 2 | MCE220, MCE330, MCE340 |
| MCE435 | Industrial ROBOTIC and Control Engineering | 3 | MCE200, ENGR200, MTH120 |
| MCE440 | Mechanical Vibrations | 3 | MCE300 |
| MCE450 | Manufacturing Engineering | 3 | MCE310 |
| MCE451 | Manufacturing Engineering Laboratory | 1 | MCE450 (Co-requisite) |
| MCE480 | Mechanics of Composites | 3 | MCE210, ENGR120 |
| MCE490 | Senior Design Project I | 2 | *Senior Standing |
| MCE491 | Senior Design Project II | 2 | MCE490 |
| | Total | 40 | |

Major Elective (3 courses - 9 Cr. Hrs.)

| Code | Course | CH | Pre-requisites |
|--------|--|----------|--------------------------|
| MCE455 | Computer Numerical Control Machining | 3 | ENGR220, MCE450 |
| MCE465 | Energy and the Environment | 3 | MCE220 |
| MCE470 | Maintenance Management | 3 | MTH230, *Senior Standing |
| MCE472 | Fuel Cell Science & Engineering | 3 | ENGR200, MCE220 |
| MCE475 | Introduction to Finite Element Analysis | 3 | MCE210 |
| MCE485 | Decision Analysis | 3 | *Senior Standing |
| MCE495 | Special topics in Mechanical Engineering | 3 | *Senior Standing |
| | Total | 9 | |

Senior Standing: Completed 90 Credit Hours*

BSc in Mechanical Engineering Study Plan



| | Semester 1 | | CH | Semester 2 | | CH |
|-------------------|--------------|---|--------------------------------|--------------|---|---|
| Year 1 | ENGR101 | Introduction to Engineering | 1 | CHEM100 | General Chemistry | 3 |
| | ENGR102 | Interdisciplinary Engineering Design and Artificial Intelligence | 2 | CHEM101 | General Chemistry Lab | 1 |
| | MTH110 | Calculus I | 3 | MTH120 | Calculus II | 3 |
| | BIT100 | Introduction to Information Technology Skills | 3 | ENGR135 | Computer Aided Drawing | 2 |
| | ENG100 | English I | 3 | ENG104 | English II | 3 |
| | BAS200 | Physics I | 3 | GEN102 | Islamic Culture | 3 |
| | BAS201 | Physics Lab I | 1 | | | |
| | Total | | 16 | Total | | 15 |
| Year 2 | MTH200 | Multivariate Calculus | 3 | ENGR200 | Applied Electrical Circuits | 3 |
| | BAS210 | Physics II | 3 | ENGR201 | Applied Electrical Circuits Lab | 1 |
| | BAS211 | Physics Lab II | 1 | MTH210 | Differential Equations and Laplace Transforms | 3 |
| | ENGR140 | Statics | 3 | MCE210 | Mechanics of Materials | 3 |
| | MTH230 | Probability and Statistics | 3 | GEN201 | Psychology | 3 |
| | ENGR240 | Engineering Economics | 3 | ENGR120 | Engineering Materials | 3 |
| | Total | | 16 | Total | | 16 |
| | Year 3 | MTH220 | Numerical Methods and Matrices | 3 | GEN302 | Fundamentals of Innovation and Entrepreneurship |
| | | Numerical Methods and Matrices | 3 | ENGR220 | Problem Solving Using MATLAB | 3 |
| GEN301 | | Professional Ethics | 3 | MCE310 | Mechanical Component Design | 3 |
| MCE 300 | | Dynamics | 3 | MCE200 | Introduction to Mechanical System Design | 3 |
| GEN100/ GEN101 | | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | MCE330 | Heat Transfer | 3 |
| MCE220 | | Thermodynamics | 3 | | | |
| MCE340 | | Fluid Mechanics for Mechanical Engineers | 3 | | | |
| Total | | | 18 | Total | | 15 |
| Summer | ENGR400 | Internship – Part 1 (8 Weeks) | 3 | | | |
| | Total | | 3 | | | |
| Year 4 | MCE490 | Senior Design Project I | 2 | MCE491 | Senior Design Project II | 2 |
| | MCE450 | Manufacturing Engineering | 3 | MCE435 | Industrial Robotics and Control Engineering | 3 |
| | MCE451 | Manufacturing Engineering Laboratory | 1 | MELECT02 | Mechanical Engineering Major Elective II | 3 |
| | MELECT01 | Mechanical Engineering Major Elective I | 3 | MELECT03 | Mechanical Engineering Major Elective III | 3 |
| | MCE410 | Energy and Systems Laboratory | 2 | MCE480 | Mechanics of Composites | 3 |
| | MCE440 | Mechanical Vibrations | 3 | GEN105 | Emirates Society | 3 |
| | GEN103 | Logic and Critical Thinking | 3 | | | |
| | Total | | 17 | Total | | 17 |
| Summer | ENGR400 | Internship – Part 2 (8 Weeks) | | | | |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | | | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | | √ | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | √ | √ | | | | √ | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | √ | | | | √ | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | √ | √ | | | | √ | √ |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | | | √ | √ | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | √ | √ | | | | | |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | √ | √ | | | | √ | √ |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | | | √ | | | | |



| | | | | | | | | | | |
|--|---|--|---|---|---|---|--|---|--|--|
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for coordinating the implementation of appropriate approaches to complex work procedures and processes, resources, or learning, including leading teams within a technical or paraprofessional activity. | | √ | | | | | | | |
| | Can exercise coordination and/ or supervision in routine, familiar and some non-routine work or learning contexts. Can coordinate technical, design processes in routine, familiar, non-routine and an array of contexts with support available, if required. | | √ | | | | | | | |
| | Can express an internalized, personal world view, in the context of an understanding of socio-cultural relationships. | | | | | √ | | | | |
| | an express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | | √ | √ | | | | | |
| Aspects of Competence (Role in Context) | Can function with autonomy in technical and coordination contexts and support paraprofessional roles under guidance. | | | | √ | | | | | |
| | Can function both independently and in a coordination role with multiple groups. | | | | | √ | | | | |
| | Can take responsibility for coordinating the development of individuals and groups. | | | | | √ | | | | |
| | Can review and develop the performance of self and others. | | | | | √ | | √ | | |
| Aspects of Competence (Self Development) | Can evaluate own learning and identify learning needs in a familiar environment | | | | | | | √ | | |
| | Can take responsibility for and plan own learning within a managed and non-routine environment. | | | | √ | | | | | |
| | Can comprehend and observe ethical standards. | | | | √ | | | | | |



**FACULTY OF
INFORMATION
TECHNOLOGY**



Faculty of Information Technology

Bachelor of Information Technology

Mission of the Program

The Bachelor of Information Technology program endeavors to establish a robust foundation in computer science and information technology for students. Its objective is to furnish students with the requisite technical and practical proficiencies that are necessary for creating and executing software solutions and managing information systems and technology ventures. The program strives to ensure that students are well-informed about the latest advancements in the realm of information technology and that they are prepared to enter the technology workforce or establish their own startups. The program also emphasizes the development of essential problem-solving, communication, adaptability, and teamwork skills that are crucial for thriving in the technology industry.

Program Objectives

- Develop an understanding of the underlying concepts, foundations, and theory of computer-based and distributed information systems.
- Develop the knowledge, skills, and abilities necessary for the investigation, analysis, design, and development of largescale software systems that meet business requirements.
- Provide an educational foundation that both addresses leading-edge developments in the industry and provides for future professional development, equipping students with the appropriate knowledge and skills for a wide variety of employment and/or further study.
- Provide the opportunity for students to consolidate the knowledge and skills they have learned and employ them in real situations by undertaking an internship and graduation project.
- Enable successful students to take entry-level employment to pursue careers leading to positions such as Data Analysts/ Business Intelligence analysts/ Data Scientists, Mobile Application Developers, AI Programmers, Machine Learning Developers, System Analysts, Software Developers/Managers, User experience designers, Database Analysts/Developers/Administrators, IT Project Managers, Information System Managers, Computer and Information Security Specialists/Managers, Security analysts, Penetration testers, Network Administrators/Managers, Web Developers



Program Learning Outcomes

Core Learning Outcomes

PLO1 Critically appraise the functions, configuration, and management of the hardware and software components of computer systems and computer networks in the provision of information in an organizational context.

PLO2 Analyze, compare, and discuss the characteristics of various network technologies and the issues affecting network management and security and how to solve basic problems and perform basic troubleshooting operations on Networks and connected devices.

PLO3 Employ appropriate and latest industry-standard tools and techniques in the analysis and design and management of projects to develop and maintain computer-based information systems that meet the requirements.

PLO4 Explain the characteristics of data, the methods used to create, organize and manipulate them efficiently, and the role of databases in organizations as well as critically evaluate and justify the use of industry-standard tools to design and develop databases and web-based computer systems that incorporate business needs and requirements.

PLO5 Employ appropriate tools and techniques in the design, development and evaluation of user interfaces to meet users' needs, incorporating appropriate graphical and multimedia data.

PLO6 Demonstrate necessary knowledge and skills in major IT disciplines in the appraisal of current principles and practices of computer-based systems development and the critical assessment of trends and possible future developments.

PLO7 Communicate effectively in English both orally and in writing through the effective use of IT presentation tools.

PLO8 Work effectively as a member of a team to accomplish common goals

PLO9 Critically apply problem-solving skills in the analysis of problems, the design of appropriate solutions and the effective evaluation of alternative solutions.



Program Curriculum (123)

General Requirements (33 Credits)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN 102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| ENG 104 | English II | 3 | ENG 100 |
| GEN 103 | Logic and Critical Thinking | 3 | ENG 100 |
| GEN 201 | Psychology | 3 | ENG 100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG 100 |
| GEN 304 | Ethics | 3 | ENG 100 |
| MTH105 | Mathematics and Statistics | 3 | None |
| | Total | 33 | |

Elective Courses (6 Credits)

| Code | Course | CH | Pre-requisites |
|--------|---------------------------------|----------|-----------------------|
| BUS302 | E-Business | 3 | BIT203 |
| CIT474 | Internet of Things | 3 | 99 credits |
| CIT476 | Computer Forensic | 3 | 99 credits and CIT362 |
| CIT478 | Mobile Applications Development | 3 | 99 credits |
| CIT479 | Artificial Intelligence | 3 | 99 credits |
| CIT480 | Advanced Data Science | 3 | 99 credits and CIT471 |
| CIT482 | Selected Topics in IT | 3 | 99 credits |
| | Total | 6 | |



Core Requirements (90 Credits including 6 credit elective courses)

| Code | Course | CH | Pre-requisites |
|--------|---|-----------|-----------------------|
| CIT112 | Introduction to Computer Programming | 3 | CIT100 |
| CIT121 | Introduction to Computer Architecture | 3 | None |
| CIT122 | Introduction to Database Management Systems | 3 | CIT112 |
| CIT123 | Computer Programming & Problem-Solving | 3 | CIT112 |
| CIT231 | Introduction to Computer Networks | 3 | CIT121 |
| CIT232 | Introduction to Operating Systems | 3 | CIT121 |
| CIT233 | Software Development Process | 3 | CIT112 |
| CIT234 | Discrete Mathematics | 3 | MTH105 |
| CIT241 | Network Security | 3 | CIT232 |
| CIT242 | System Analysis and Design | 3 | CIT233 |
| CIT243 | Network Administration | 3 | CIT231 |
| CIT244 | Database Programming | 3 | CIT122 |
| CIT352 | Distributed Information Management | 3 | CIT231 & CIT232 |
| CIT353 | Web Development | 3 | CIT123 |
| CIT354 | Object-Oriented Programming | 3 | CIT123 |
| CIT362 | Information Security Management | 3 | CIT241 |
| CIT364 | C# Programming in the .NET Framework | 3 | CIT354 |
| CIT365 | Advanced Database Design | 3 | CIT244 |
| MEEC1 | Elective-1 | 3 | 99 credits |
| CIT471 | Fundamentals of Data Mining | 3 | 99 credits and CIT365 |
| CIT472 | User Interface Design | 3 | CIT364 & CIT233 |
| CIT475 | Wireless Networks | 3 | CIT231 |
| MEEC2 | Elective-2 | 3 | 99 credits |
| CIT481 | Contemporary Issues in IT | 3 | 99 credits |
| CIT483 | Internship | 3 | 81 credits |
| CIT484 | Senior Graduation Project I | 4.5 | 99 credits |
| CIT485 | Senior Graduation Project II | 4.5 | CIT484 |
| BIT203 | Management Information Systems | 3 | CIT100 |
| BUS407 | Project Management | 3 | BIT203 |
| | Total | 90 | |



Bachelor of IT Program Study Plan

| | Semester 1 | | CH | Semester 2 | | CH |
|--------|-------------------|---|-------------|--------------|---|-------------|
| Year 1 | ENG100 | English I | 3 | ENG104 | English II | 3 |
| | CIT100 | Introduction to Information Technology | 3 | GEN102 | Islamic Culture | 3 |
| | GEN100/ GEN101 | Communication on Skills in Arabic/Communication on Skills in Arabic for non-Arabic speakers | 3 | CIT121 | Introduction to Computer Architecture | 3 |
| | CIT112 | Introduction to Computer Programming | 3 | CIT122 | Introduction to Database Management Systems | 3 |
| | MTH105 | Mathematics & Statistics | 3 | CIT123 | Computer Programming & Problem Solving | 3 |
| | Total | | 15 | Total | | 15 |
| Year 2 | GEN103 | Logic and Critical Thinking | 3 | CIT241 | Network Security | 3 |
| | CIT231 | Introduction to Computer Networks | 3 | CIT242 | System Analysis and Design | 3 |
| | CIT232 | Introduction to Operating Systems | 3 | CIT243 | Network Administration | 3 |
| | CIT233 | Software Development Process | 3 | CIT244 | Database programming | 3 |
| | GEN105 | Emirates Culture and Society | 3 | BIT203 | Management Information Systems | 3 |
| | CIT234 | Discrete Mathematics | 3 | GEN201 | Psychology | 3 |
| | Total | | 18 | Total | | 18 |
| Year 3 | GEN302 | Fundamentals of Innovation Entrepreneurship | 3 | CIT362 | Information Security Management | 3 |
| | CIT352 | Distributed Information Management | 3 | CIT364 | C# Programming in the .NET Framework | 3 |
| | CIT353 | Web Development | 3 | GEN304 | Ethics | 3 |
| | CIT354 | Object-Oriented Programming | 3 | CIT471 | Fundamentals of Data Mining | 3 |
| | CIT365 | Advanced Database Design | 3 | CIT483 | Internship | 3 |
| | Total | | 15 | Total | | 15 |
| Year 4 | MELEC1 | Elective-1 | 3 | MELEC2 | Elective-2 | 3 |
| | CIT472 | User Interface Design | 3 | CIT481 | Contemporary Issues in IT | 3 |
| | CIT475 | Wireless Networks | 3 | BUS407 | Project Management | 3 |
| | CIT484 | Senior Graduation Project I | 4.5 | CIT485 | Senior Graduation Project II | 4.5 |
| | Total | | 13.5 | Total | | 13.5 |

Elective Courses

| Code | Course | CH |
|--------|---------------------------------|----|
| BUS302 | E-Business | 3 |
| CIT474 | Internet of Things | 3 |
| CIT476 | Computer Forensic | 3 |
| CIT478 | Mobile Applications Development | 3 |
| CIT479 | Artificial Intelligence | 3 |
| CIT480 | Advanced Data Science | 3 |
| CIT482 | Selected Topics in IT | 3 |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | | √ | √ | √ | | | √ |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | | √ | √ | √ | √ | √ | | | √ |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | | √ | √ | √ | | √ | √ | | √ |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | √ | √ | √ | | √ | | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | | √ | √ | √ | √ | √ | | | √ |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | √ | √ | √ | √ | √ | √ | | | √ |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions. | | √ | √ | √ | √ | √ | | | √ |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | √ | √ | √ | √ | √ | √ | | |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters | √ | | | | √ | | √ | | |



| | | | | | | | | | | |
|--|--|--|---|---|---|--|---|---|---|---|
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning. | | √ | √ | √ | | | | | √ |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts. | | | √ | | | | | √ | |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | | | | | √ | √ | √ | |
| | Can express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | | | | | | √ | √ | |



| | | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|---|
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | | √ | | | | | √ | |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | | √ | | | | | √ | |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | √ | | | | | √ | |
| | Can take responsibility for managing the professional development and direct mentoring of individuals and groups. | √ | √ | √ | √ | √ | √ | √ | √ | |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning can manage learning. | | | | | | √ | | | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | | | √ | √ |
| | Can contribute to and observe ethical standards. | | √ | | √ | | | | | |



Diploma in Information Technology

Mission of the Program

The DIT program provides a comprehensive education in computer science and information technology. It aims to equip students with the technical and practical skills necessary to design, develop, and implement software solutions and manage information systems and technology projects. The program offers depth in Software Development and Networking specializations. The curriculum covers topics such as computer programming, system design, cloud computing, network administration, and database management. The program's mission is to prepare students for success in a variety of careers in the field.

Program Objectives

- Develop an understanding of the underlying concepts, foundations, and theory of computer-based and distributed information systems.
- Develop the knowledge, skills, and abilities necessary for the investigation, analysis, design, and development of large-scale software systems that meet business requirements.
- Provide an educational foundation that both addresses leading-edge developments in the industry and provides for future professional development, equipping students with the appropriate knowledge and skills for a wide variety of employment and/or further study.
- Provide the opportunity for students to consolidate the knowledge and skills they have learned and employ them in real situations by undertaking an internship.
- Enable successful students to take entry-level employment to pursue careers leading to positions such as programmers, Database analysts/developers/administrators, Systems development managers, Web/ e-commerce systems developers/managers, IT project managers, Computer and information security specialists/managers, Network administrators/managers.

Program Learning Outcomes

Core Learning Outcomes

PLO1 Explain the characteristics of the hardware and software components of computer systems and networks and discuss the relative merits of alternative designs.

PLO2 Design, implement and test computer programs to meet specified requirements using industry-standard development tools

PLO3 Design and develop database applications to meet the requirements of the users of a business system.



PLO4 Design and develop web-based computer systems that incorporate multimedia data

PLO5 Explain the concepts of software project management and use support tools to plan and manage projects

Track 1 Learning Outcomes (Software Development)

PLO6 Use modern object-oriented techniques effectively in the design and development of computer software systems. (SD)

PLO7 Work effectively as part of a software development team using appropriate software development methodologies. (SD)

Track 2 Learning Outcomes (Networking)

PLO8 Design computer network systems to meet the needs of the business. (NW)

PLO9 Manage and maintain computer network systems and use appropriate security measures (NW).

Track 3 Learning Outcomes (General Education)

PLO10 Communicate effectively in English both orally and in writing.

PLO11 Use standard IT packages effectively to support business-related activities.

PLO12 Analyse problems and design appropriate solutions.

PLO13 Work effectively as part of a team.

Program Curriculum (69 Credits)

General Requirements (24 Credit Hours)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT100 | Introduction to Information Technology | 3 | None |
| ENG100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN105 | Emirates Culture and Society | 3 | None |
| GEN201 | Psychology | 3 | ENG 100 |
| GEN302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG 100 |
| GEN304 | Ethics | 3 | ENG 100 |
| | Total | 24 | |



Core Requirements (33 Credits)

| Code | Course | CH | Pre-requisites |
|--------|---|-----------|--------------------------|
| CIT112 | Introduction to Computer Programming | 3 | None |
| CIT121 | Introduction to Computer Architecture | 3 | None |
| CIT122 | Introduction to Database Management Systems | 3 | CIT112 |
| CIT123 | Computer Programming & Problem Solving | 3 | CIT112 |
| CIT231 | Introduction to Computer Networks | 3 | CIT121 |
| CIT232 | Introduction to Operating Systems | 3 | CIT121 |
| CIT244 | Database Programming | 3 | CIT122 |
| CIT230 | Internship | 3 | Completion of 48 Credits |
| CIT352 | Distributed Information Management | 3 | CIT231 & CIT232 |
| BIT203 | Management Information Systems | 3 | CIT100 |
| BUS407 | Project Management | 3 | BIT203 |
| | Total | 33 | |

Major Requirements (12 Credits)

| Code | Course | CH | Pre-requisites |
|--|---------------------------------|-----------|----------------|
| Software Development [Elective] | | | |
| CIT233 | Software Development Process | 3 | CIT 112 |
| CIT353 | Web Development | 3 | CIT 123 |
| CIT354 | Object-Oriented Programming | 3 | CIT 123 |
| CIT242 | System Analysis and Design | 3 | CIT 233 |
| Networking [Elective] | | | |
| CIT241 | Network Security | 3 | CIT 232 |
| CIT243 | Network Administration | 3 | CIT 231 |
| CIT240 | Introduction to Cloud Computing | 3 | CIT231 |
| CIT246 | Network Protocols | 3 | CIT231 |
| | Total | 12 | |



Diploma in IT Program Study Plan

| | Semester 1 | | CH | Semester 2 | | CH |
|--------|-------------------|---|-----------|--------------|---|-----------|
| Year 1 | ENG100 | English I | 3 | GEN102 | Islamic Culture | 3 |
| | CIT100 | Introduction to Information Technology | 3 | GEN105 | Emirates Culture and Society | |
| | GEN100/ GEN101 | Communication on Skills in Arabic/Communication on Skills in Arabic for non-Arabic speakers | 3 | CIT122 | Introduction to Database Management Systems | 3 |
| | CIT112 | Introduction to Computer Programming | 3 | CIT123 | Computer Programming & Problem Solving | 3 |
| | CIT121 | Introduction to Computer Architecture | 3 | CIT231 | Introduction to Computer Networks | 3 |
| | | | | CIT232 | Introduction to Operating Systems | 3 |
| | Total | | 15 | Total | | 18 |
| Year 2 | GEN201 | Psychology | 3 | GEN304 | Ethics | 3 |
| | GEN302 | Fundamentals of Innovation Entrepreneurship | 3 | CIT230 | Internship | 3 |
| | CIT244 | Database Programming | 3 | CIT3352 | Distributed Information Management | 3 |
| | BIT203 | Management Information Systems | 3 | BUS407 | Project Management | 3 |
| | | Major Requirement-1 | 3 | | Major Requirement -3 | 3 |
| | | Major Requirement -2 | 3 | | Major Requirement -4 | 3 |
| | Total | | 18 | Total | | 18 |

Major Requirements (12 Credits)

| Code | Course | CH |
|-----------------------------|---------------------------------|----|
| Software Development | | |
| CIT233 | Software Development Process | 3 |
| CIT353 | Web Development | 3 |
| CIT354 | Object-Oriented Programming | 3 |
| CIT242 | System Analysis and Design | 3 |
| Networking | | |
| CIT241 | Network Security | 3 |
| CIT243 | Network Administration | 3 |
| CIT240 | Introduction to Cloud Computing | 3 |
| CIT246 | Network Protocols | 3 |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 5) | | Program Learning Outcomes | | | | | | | | | | | | |
|----------------------|---|---------------------------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 | PLO11 | PLO12 | PLO13 |
| Knowledge | Comprehensive, specialized knowledge within a broad field of work or discipline, including an understanding of the underlying theoretical and abstract concepts with significant depth in some areas. | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | |
| | A broad understanding of allied knowledge and theories in related fields of work or disciplines including related regulations, standards, codes, conventions and procedures. | | | √ | √ | √ | | | √ | √ | | √ | √ | |
| | An understanding of information assembly, retrieval methods and logical problem-solving techniques from a range of sources. | | √ | √ | √ | √ | | | √ | | | √ | √ | |
| | Recognition of sources of current knowledge and the integration of concepts from related fields. | | | √ | √ | √ | | | √ | √ | | √ | | |
| | literacy to comprehend and/or produce coherent texts covering complex relations from an array of information and contexts. | | | √ | √ | √ | | | √ | √ | | √ | | |
| | Numeracy covering an array of mathematical procedures and representations and contexts. | | √ | √ | | | | | | √ | | | √ | |
| | | | | | | | | | | | | | | |



| | | | | | | | | | | | | | | |
|--------|---|---|---|---|---|---|---|--|---|---|--|---|---|--|
| Skills | Technical, creative and conceptual skills appropriate to solving a wide-range of problems associated with a field of work or discipline that include a comprehensive range of specialist cognitive and practical skills appropriate to diagnosing and implementing solutions to abstract, familiar and non-routine problems within a field of work or discipline. | √ | √ | √ | √ | | √ | | √ | √ | | √ | √ | |
| | Use of appropriate information retrieval methods and tools and techniques associated with the field of work or discipline. | | √ | √ | √ | | | | | √ | | √ | √ | |
| | Comprehensive communication and information technology skills to present, explain and/or critique complex matters. | √ | | | | √ | | | | | | | | |
| | literacy skills to comprehend and/or produce, from array of information, coherent texts covering complex relations. | √ | | | | √ | | | | | | | | |
| | Numeracy skills to select, apply, reflect and communicate an array of mathematical procedures and representations and contexts | | | √ | | | | | | √ | | | √ | |

| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|---|--|---|--|--|---|--|--|---|
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for coordinating the implementation of appropriate approaches to complex work procedures and processes, resources or learning, including leading teams within a technical or para-professional activity. | | | | | √ | | | | | | | | √ |
| | Can exercise coordination and/ or supervision in routine, familiar and some non-routine work or learning contexts. | | | | | √ | | | | | | | | √ |
| | Can coordinate technical, design processes in routine, familiar, nonroutine and an array of contexts with support available, if required. | | | | | | | √ | | | √ | | | √ |
| | Can express an internalised, personal world view, in the context of an understanding of socio-cultural relationships. | | | | | | | | | | √ | | | √ |



| | | | | | | | | | | | | | | |
|---|--|--|---|---|---|---|--|---|--|---|--|--|--|---|
| Aspects of Competence (Role in Context) | Can function with autonomy in technical and coordination contexts and support paraprofessional roles under guidance. | | √ | √ | | √ | | √ | | | | | | √ |
| | Can function both independently and in a coordination role with multiple groups. | | √ | √ | | √ | | √ | | | | | | √ |
| | Can take responsibility for coordinating the development of individuals and groups. | | | | | √ | | √ | | | | | | √ |
| | Can review and develop the performance of self and others. | | | | | √ | | √ | | | | | | √ |
| Aspects of Competence (Self Development) | Can evaluate own learning and identify learning needs in a familiar environment. | | | | | | | √ | | | | | | √ |
| | Can take responsibility for and plan own learning within a managed and non-routine environment. | | | | | | | | | | | | | √ |
| | Can comprehend and observe ethical standards. | | | √ | √ | √ | | | | √ | | | | |

Diploma in Computer Graphics & Animation

Mission of the Program

The mission of the program is to maintain a high-quality study plan that delivers state-of-the-art knowledge and skills in graphics design and 3D animation. Also, emphasize excellence in teaching, community service, and partnership with industry.

The program should enable students to achieve excellence in digital graphics design, 3D animation, and motion arts to graduate qualified professionals in this field to compete and satisfy labor market needs.

Program Objectives

- Introduce students to the professional world of graphics and animation, training them to become professionals in the field.
- Prepare students a knowledgeable skill in professionals process in Graphic Design, Page Layout Design, and Interactive 3D Animation.
- Developing the skills in market fields of graphics design & advertisements, 2D & 3D Animation and multimedia, along with creative and artistic communication skills.



- Provide the graduating students with the opportunity to bring together and apply their educational experience in the CGA program, through work placement.
- Provide the student with an opportunity to apply knowledge and skills obtained in the classroom to real life situations.

Program Learning Outcomes

Core Learning Outcomes

PLO1 Demonstrate and understanding of the production pipeline and process appropriate to the field of computer graphics and animation

PLO2 Demonstrate and understanding of the underpinning principles of 2D graphic images, 3D graphics, modelling, texturing, and shading.

PLO3 Apply knowledge and acquire skills to solve Computer graphics and animation problems.

PLO4 Use relevant software tools to create and manipulate graphic images, animations, webpages, 3D. models in multiple formats, video editing and special effects.

PLO5 Work individually and as part of a team in the context of an understanding of socio-cultural relationships and ethical standards.

PLO6 Identify learning needs and plan own learning in an independent manner.

Program Curriculum (69 Credits)

General Requirements (24 Credit Hours)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT100 | Introduction to Information Technology | 3 | None |
| ENG100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN105 | Emirates Culture and Society | 3 | None |
| GEN201 | Psychology | 3 | ENG 100 |
| GEN302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG 100 |
| GEN304 | Ethics | 3 | ENG 100 |
| | Total | 24 | |



Core Requirements (45 Credits)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|-----------------|
| CGA 101 | Introduction to Visual Communication | 3 | None |
| CGA 111 | Storyboarding for film and animation | 3 | None |
| CGA 125 | Digital Images Editing | 3 | None |
| CGA 107 | Introduction to Web Design | 3 | None |
| CGA 108 | Desktop Publishing | 3 | CGA101 |
| CGA 135 | 2D Vector Graphics | 3 | CGA101 |
| CGA 145 | 2D Animation | 3 | CGA101 |
| CGA 155 | 3D Modeling | 3 | None |
| CGA 205 | Typography and Arabic Calligraphy | 3 | CGA135 |
| CGA 215 | Digital Video Editing | 3 | CGA101 |
| CGA 245 | Principles of Texture, Materials and Lighting | 3 | CGA155 |
| CGA 225 | 3D Animation | 3 | CGA155 |
| CGA 235 | The Human Form and Character Animation | 3 | CGA155 |
| CGA 255 | Special Effects for Film | 3 | CGA 101 |
| CGA260 | Internship | 3 | 12 core courses |
| | Total | 45 | |

Diploma in Computer Graphics & Animation Program Study Plan

| | Semester 1 | | CH | Semester 2 | | CH |
|--------|--------------|---|-----------|---------------------------|--|-----------|
| Year 1 | ENG100 | English I | 3 | ARL100 (A) ARL100 (NA) | Communication Skills in Arabic Language (Arab) Communication Skills in Arabic Language (Non-Arab) | 3 |
| | CIT100 | Introduction to Information Technology | 3 | CGA107 | Introduction to Web Design | 3 |
| | CGA101 | Introduction to Visual Communication | 3 | CGA108 | Desktop Publishing | 3 |
| | CGA111 | Storyboarding for film and animation | 3 | CGA135 | 2D Vector Graphics | 3 |
| | CGA125 | Digital Image Editing | 3 | CGA145 | 2D Animation | 3 |
| | GEN105 | Emirates Culture and Society | 3 | CGA155 | 3D Modeling | 3 |
| | Total | | 18 | Total | 18 | 18 |
| Year 2 | CGA215 | Typography and Arabic Calligraphy | 3 | CGA225 | 3D Animation | 3 |
| | CGA215 | Digital Video Editing | 3 | CGA235 | The Human Form and Character Animation | 3 |
| | CGA 245 | Principles of Texture, Materials and Lighting | 3 | CGA255 | Special Effects for Film | 3 |
| | GEN302 | Fundamentals of Innovation Entrepreneurship | 3 | GEN201 | Psychology | 3 |
| | GEN102 | Islamic Culture (Arabic/English) | 3 | CGA265 | Internship | 3 |
| | GEN 304 | Ethics | 3 | | | |
| | Total | | 18 | Total | 15 | 15 |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 5) | | Program Learning Outcomes | | | | | |
|---|--|---------------------------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 |
| Knowledge | Comprehensive, specialized knowledge within a broad field of work or discipline, including an understanding of the underlying theoretical and abstract concepts with significant depth in some areas | √ | √ | | √ | √ | √ |
| | A broad understanding of allied knowledge and theories in related fields of work or disciplines including related regulations, standards, codes, conventions and procedures | √ | | √ | √ | √ | √ |
| | An understanding of information assembly, retrieval methods and | | √ | | √ | √ | √ |
| | logical problem-solving techniques from a range of sources | √ | | √ | √ | | |
| | Recognition of sources of current knowledge and the integration of | | √ | √ | | | √ |
| Skills | Technical, creative and conceptual skills appropriate to solving a wide-range of problems associated with a field of work or discipline that include a comprehensive range of specialist cognitive and practical skills appropriate to diagnosing and implementing solutions to abstract, familiar and non-routine problems within a field of work or discipline | √ | √ | | √ | √ | |
| | Use of appropriate information retrieval methods and tools and techniques associated with the field of work or discipline | √ | √ | √ | √ | √ | √ |
| | Comprehensive communication and information technology skills to present, explain and/or critique complex matters literacy skills to comprehend and/or produce, from array of information, coherent texts covering complex relations | √ | √ | | | √ | √ |
| | Numeracy skills to select, apply, reflect and communicate an array of mathematical procedures and representations and contexts | | √ | √ | | | √ |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for coordinating the implementation of appropriate approaches to complex work procedures and processes, resources or learning, including leading teams within a technical or para-professional activity | √ | √ | √ | √ | √ | √ |
| | Can exercise coordination and/ or supervision in routine, familiar and some non-routine work or learning contexts | √ | √ | | | √ | √ |
| | can coordinate technical, design processes in routine, familiar, non-routine and an array of contexts with support available, if required | √ | √ | √ | √ | √ | √ |
| | Can express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships | √ | √ | √ | | | |



| | | | | | | | |
|-----------------------|---|---|---|---|---|---|---|
| Aspects of Competence | Can function with autonomy in technical and coordination contexts and support paraprofessional roles under guidance | √ | √ | | | √ | √ |
| (Role in Context) | Can function both independently and in a coordination role with multiple groups | √ | √ | √ | √ | √ | √ |
| | Can take responsibility for coordinating the development of individuals and groups | √ | | √ | √ | | |
| | Can review and develop the performance of self and others | | √ | | | √ | √ |
| Aspects of Competence | Can evaluate own learning and identify learning needs in a familiar environment | | √ | √ | | | √ |
| (Self Development) | Can take responsibility for and plan own learning within a managed and non-routine environment | √ | √ | | √ | √ | √ |
| | Can comprehend and observe ethical standards | √ | √ | | | √ | √ |

FACULTY OF MEDICAL AND HEALTH SCIENCES





Bachelor of Applied Health Sciences in Health Information Management

Mission of the Program

The mission of the Bachelor of Applied Health Sciences in Health Information Management is to provide students with a range of knowledge, skills and competencies that will prepare them to meet the requirements of the health care sector.

Program Objectives

- Enhance students' awareness of societal values, integrity at work, and excellence in the Healthcare sector.
- Prepare students to evolve in a cross-functional, team-based work environment.
- Equip students with multidisciplinary competencies to meet the requirements of the healthcare sector.
- Prepare students to serve in middle management positions in the public and private healthcare sectors.
- Prepare students for HIMA international certifications.
- Equip students with the knowledge and skills required for developing wide health record systems.

Program Learning Outcomes

The program learning outcomes are designed to be consistent with the Bachelor level 7 as defined in the UAE's Qualification Framework. Upon completion of the program, the student will be able to:

Knowledge

PLO1 Identify the core concepts in the health environment & society.

PLO2 Acquire the knowledge & skills to make ethical decisions based on an understanding of societal values.

PLO3 Demonstrate the knowledge in the biomedical sciences required to manage health care services.

Skills

PLO4 Apply general principles of Management & Economics in the administration of Health Information Services.

PLO5 Employ IT skills and tools to effectively manage healthcare operations.

PLO6 Implement and manage applications and processes for clinical classification and coding.



Competency

PLO7 Effectively manage the health data and documentation in line with quality management principles.

PLO8 Manage healthcare processes in accordance with the UAE's healthcare delivery systems.

PLO9 Develop, evaluate, and select applications and processes of reimbursement systems in healthcare delivery

Alignment between the learning Outcomes and Goals

| | Goals | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 | Goal 6 |
|-------------------------|-------|--------|--------|--------|--------|--------|--------|
| Learning Outcome | | | | | | | |
| PLO1 | | | | √ | | | √ |
| PLO2 | | | | √ | √ | √ | |
| PLO3 | | | | | √ | | |
| PLO4 | | | √ | | | | |
| PLO5 | | | | | | √ | |
| PLO6 | | √ | | | | | √ |
| PLO7 | | √ | | | | √ | |
| PLO8 | | | | √ | | | |
| PLO9 | | | √ | | √ | √ | |

Program structure

The BAHS-HIM Program is a 4-year program, comprising 45 courses and 135 credit hours. The program consists of 5 Basic medical science courses, 2 Basic science courses, 27 Major Courses, and 11 General courses.

Program Curriculum – 145 Credit hours

The study plan composed of the following

| Course Category | Credits | Courses |
|------------------------|------------|-----------|
| General Requirements | 33 | 11 |
| Basic Medical Sciences | 15 | 5 |
| Basic Sciences | 6 | 2 |
| Core Major Courses | 81 | 27 |
| Total Credits | 135 | 45 |



General Requirements (33)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| GEN 104 | English II | 3 | ENG 100 |
| ENG 103 | Logic and Critical Thinking | 3 | ENG 100 |
| GEN 201 | Psychology | 3 | ENG 104 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG 104 |
| GEN 304 | Ethics | 3 | ENG 104 |
| MTH105 | Mathematics and Statistics | 3 | None |
| | Total | 33 | |

Basic Medical Sciences Requirements (15)

| Code | Course | CH | Pre-requisites |
|---------|-------------------------------------|-----------|----------------|
| BMS 110 | Medical Terminology | 3 | |
| BMS 121 | Human Anatomy | 3 | BMS 110 |
| BMS 122 | Human Physiology | 3 | BMS 110 |
| BMS 411 | General Pharmacology and Toxicology | 3 | BMS 410 |
| BMS 410 | Pathology | 3 | BMS 122 |
| | Total | 15 | |

Basic Sciences courses Requirements (6)

| Code | Course | CH | Pre-requisites |
|---------|-----------------------------|----------|----------------|
| BSC 122 | Biology for Health Sciences | 3 | |
| BSC 220 | Biostatistics | 3 | MTH105 |
| | Total | 6 | |



Core Major EMC Requirements (106)

| Code | Course | CH | Pre-requisites |
|---------|--|------------|-------------------|
| BUS100 | Introduction to Management | 3 | - |
| ACC106 | Accounting Principles (I) | 3 | |
| BAF301 | Introduction to Financial Management | 3 | ACC106 |
| HIM210 | Introduction to Health Information Management | 3 | CIT100 |
| CIT 122 | Introduction to Database Management Systems | 3 | HIM210 |
| HCM 120 | Healthcare Institutions Management | 3 | BUS100 |
| BSC 321 | Public Health and Epidemiology | 3 | BSC 220 |
| HCM 322 | Healthcare economics | 3 | BAF301 |
| BUS 309 | Operations Management | 3 | BUS100 |
| BUS 413 | Leadership | 3 | BUS309 |
| HIM 320 | Medical Coding I | 3 | BMS410 |
| HIM 410 | Medical Coding II | 3 | BMS410 |
| HIM 310 | Management of Health Information Systems | 3 | CIT122 |
| HIM 321 | Health Data Concepts | 3 | HIM210 |
| HIM 311 | Healthcare Information Systems Analysis and Design | 3 | HIM210 |
| HIM 423 | Introduction to Healthcare Informatics | 3 | HIM210 |
| HIM 322 | Healthcare Information Security and Privacy | 3 | CIT122 |
| HIM 421 | Reimbursement and Revenue Cycle Management | 3 | HIM410 |
| HCM 221 | Healthcare Delivery System | 3 | BUS309 |
| HCM 311 | Health Promotion and Disease Prevention | 3 | BMS410 |
| HCM 323 | Quality Management in Healthcare | 3 | BUS100 |
| BUS 407 | Project Management | 3 | BSC 220 |
| HCM 414 | Information Governance for Health Professionals | 3 | HCM222 |
| HCM 222 | Electronic Medical Records | 3 | HIM310 |
| HCM 312 | Medical Insurance System | 3 | HIM410 |
| HIM 420 | Graduation Project | 3 | Completing 99 Cr. |
| HIM 422 | Internship | 3 | Completing 99 Cr. |
| | Total | 106 | |



Bachelor of Applied Health Sciences in Health Information Management Program Study Plan

| | Semester 1 | | CH | Semester 2 | | CH |
|--------------|--------------|---|--------------|--------------|---|-----------|
| Year 1 | ENG100 | English I | 3 | GEN 100/101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 |
| | MTH105 | Mathematics & Statistics | 3 | ENG104 | English II | 3 |
| | BMS 110 | Medical Terminology | 3 | GEN 201 | Psychology | 3 |
| | CIT 100 | Introduction to Information Technology | | BMS 121 | Human Anatomy | 3 |
| | GEN102 | Islamic Culture (Arabic/English) | 3 | GEN304 | Ethics | 3 |
| | BSC122 | Biology for Health Sciences | 3 | ACC106 | Accounting Principles I | 3 |
| | Total | | 18 | Total | | 18 |
| Year 2 | BSC 220 | Biostatistics | 3 | BMS410 | Pathology | 3 |
| | HIM210 | Introduction to Health Information Management | 3 | GEN103 | Logic and Critical Thinking | 3 |
| | GEN302 | Fundamentals of Innovation, Entrepreneurship and Sustainability | 3 | BAF301 | Introduction to Financial Management | 3 |
| | BMS 122 | Human Physiology | 3 | CIT122 | Introduction to Database Management Systems | 3 |
| | BUS100 | Introduction to Management | 3 | HCM120 | Healthcare Institutions Management | 3 |
| | Total | | 15 | Total | | 15 |
| Year 3 | HIM 310 | Management of Health Information Systems | 3 | HIM320 | Medical Coding, I | 3 |
| | BMS 411 | General Pharmacology and Toxicology | 3 | HIM321 | Health Data Concepts | 3 |
| | BUS 309 | Operations Management | 3 | HCM311 | Health Promotion and Disease Prevention | 3 |
| | HIM311 | Healthcare Information Systems Analysis and Design | 3 | HCM222 | Electronic Medical Records | 3 |
| | HCM322 | Healthcare Economics | 3 | HIM322 | Healthcare Information Security and Privacy | 3 |
| | GEN105 | Emirates Culture and Society | 3 | | | |
| Total | | 18 | Total | | 15 | |
| Year 4 | HCM414 | Information Governance for Health Professionals | 3 | HIM420 | Graduation Project in HIM | 3 |
| | HCM323 | Quality Management in Healthcare | 3 | HCM312 | Medical Insurance System | 3 |
| | HIM410 | Medical Coding II | 3 | HIM421 | Reimbursement and Revenue Cycle Management | 3 |
| | BUS413 | Leadership | 3 | HIM422 | Internship | 3 |
| | HCM221 | Health Care Delivery Systems | 3 | HIM423 | Introduction to Healthcare Informatics | 3 |
| | BSC321 | Public Health and Epidemiology | 3 | BUS407 | Project Management | 3 |
| | Total | | 18 | Total | | 18 |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | | √ | √ | √ | | √ | √ |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | | | | | √ | √ |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of sources. | | √ | | | | | | |
| | A comprehensive understanding of critical analysis, research systems and methods, and evaluative problem-solving techniques. | | | | √ | √ | | | |
| | Familiarity with sources of current and new research and knowledge with the integration of concepts from outside fields. | √ | √ | √ | | | | | |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | √ | | | | √ | | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | √ | √ | | √ | √ |
| | Highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters. | | | | | √ | | | |



| | | | | | | | | | |
|--|--|--|---|---|---|---|---|---|---|
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning. | | | | √ | | | | |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts. | | | | | √ | | √ | √ |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | | | √ | | √ | √ | √ |
| | Can express and internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | √ | | | | | | |
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | | √ | | | | √ | √ |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of specialization in the field of work or discipline. | | | | | | | √ | √ |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | | | √ | | |
| | Can take responsibility for managing the professional development and direct mentoring of individuals and groups. | | | | | | √ | | |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice, and undertake regular professional development and/ or further learning can manage to learn. | | | | | | √ | | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | √ | | |
| | Can contribute to and observe ethical standards. | | √ | | | | | | |



Bachelor of Health Management

Mission of the Program

The mission of the Bachelor of Health Management program is to serve as a foundational pillar in the education of aspiring healthcare leaders. This mission is designed to equip students with a diverse range of knowledge, essential skills, and vital competencies to effectively meet the multifaceted demands of the dynamic healthcare sector using comprehensive knowledge base, skill development, competency cultivation, alignment with the healthcare trends, ethical and patient centric approach, professional readiness to serve the healthcare delivery system of United Arab Emirates, regionally and globally. The mission of this program revolves around empowering students with a holistic education that includes knowledge, skills, and competencies vital for their roles in the healthcare sector. This mission reflects a commitment to producing healthcare management professionals who are well-equipped to address the challenges, opportunities, and ethical considerations inherent in the healthcare industry, contributing to the enhancement of healthcare delivery and organizational excellence.

Program Objectives

- Enhance students' awareness of societal values, integrity at work, and excellence in the healthcare sector.
- Prepare students to evolve in a cross-functional, team-based work environment.
- Equip students with multidisciplinary competencies to meet the ever increasing requirements of the healthcare sector.
- Prepare students to serve in middle management positions in public and private healthcare sectors.
- Equip students with the knowledge and skills required for developing wide health record systems.
- Empowered students to acquire proficiency in First Aid and attain Basic Life Support certification.

Program Learning Outcomes

Knowledge and Understanding

PLO1 Identify major health care systems and their characteristics to manage and apply in the health care environment.

PLO2 Describe Healthcare Process Management (HPM) in process centric.

Healthcare organizations to be able to respond to industry developments, reduce the risk of human error and improve patient care.



PLO3 Demonstrate proficiency in the basic skills needed for managing a healthcare organization including:

- Implementing new policies.
- Creating a budget.
- Creating a work schedule.
- Managing interpersonal conflicts.
- Creating a disaster plan.
- Conducting performance evaluations for staff.
- Hiring and firing of staff.
- Communicating with staff and facilitating meetings.

PLO4 Formulate responses to problems in management of a healthcare organization or delivery of care using legal and ethical principles.

PLO5 Employ current information technology and Health information systems to manage, maintain, and retrieve health care related data/information.

PLO6 Support skills in leadership, motivation, and team building in health management settings.

Skills

PLO7 Analyze and interpret health care data to make decisions that incorporate the importance of sustainability.

PLO8 Utilize interpersonal and communication skills that build cooperative working relationships in the health care profession.

PLO9 The ability to critically develop and review an argument drawing upon proper evidence, literature, and theories.

Competency

PLO10 Effectively present concepts through oral and written communication skills in English or visually through illustrative and technical rendering.

PLO11 Evaluate and utilize appropriate investigative and research strategies, Internet sources and software applications when developing a body of work, design brief or seeking inspiration.

PLO12 Work effectively as a contributing team member respectful of cultural diversity and individual differences.

PLO13 Establish safe working practices for self and others relative to equipment and machinery, handling of product, disposal of materials and relevant legislation.

Program structure

The BAHS-HIM Program is a 4-year program, comprising 42 courses and 126 credit hours. The program consists of one Basic medical science courses, 8 core courses, 22 Major Courses, and 11 General courses.



Alignment between the learning Outcomes and Goals

| | Goals | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 | Goal 6 |
|-------------------------|-------|--------|--------|--------|--------|--------|--------|
| Learning Outcome | | | | | | | |
| PLO1 | | | | | √ | √ | √ |
| PLO2 | | | √ | √ | √ | √ | |
| PLO3 | | √ | √ | | √ | | √ |
| PLO4 | | √ | √ | √ | | | |
| PLO5 | | | √ | | | | √ |
| PLO6 | | | √ | | | √ | |
| PLO7 | | √ | √ | | | | √ |
| PLO8 | | | √ | | | | |
| PLO9 | | √ | | | √ | | |
| PLO10 | | | √ | √ | | √ | √ |
| PLO11 | | | | √ | | | √ |
| PLO12 | | √ | √ | | | | |
| PLO13 | | √ | | √ | √ | | |

Program Curriculum – [42 Courses - 126 Credit hours]

The study plan composed of the following

| Course Category | Credits | Courses |
|------------------------------------|------------|-----------|
| General Requirements | 33 | 11 |
| Basic Medical Science Requirements | 3 | 1 |
| Core Requirements | 24 | 8 |
| Major Requirements | 66 | 22 |
| Total Credits | 126 | 42 |



General Requirements (33)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|-------------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | IELTS/TOEFL/EmSAT |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| GEN 104 | English II | 3 | ENG100 |
| ENG 103 | Logic and Critical Thinking | 3 | ENG100 |
| GEN 201 | Psychology | 3 | ENG100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG100 |
| GEN 304 | Ethics | 3 | ENG100 |
| MTH105 | Mathematics and Statistics | 3 | None |
| | Total | 33 | |

Basic Medical Sciences Requirements (3)

| Code | Course | CH | Pre-requisites |
|--------|---------------------|----------|-------------------|
| BMS110 | Medical Terminology | 3 | IELTS/TOEFL/EmSAT |
| | Total | 3 | |

Basic Sciences courses Requirements (24)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|----------------|
| ACC 106 | Accounting Principles I | 3 | None |
| BUS 201 | Microeconomics | 3 | None |
| BUS 309 | Operations Management | 3 | HCM 120 |
| HRM 201 | Introduction to Human resource Management | 3 | None |
| HCM 211 | Healthcare Services Management | 3 | HCM 120 |
| BSC 220 | Biostatistics | 3 | - |
| ACC200 | Accounting Principles II | 3 | ACC106 |
| BUS301 | Macroeconomics | 3 | BUS201 |
| | Total | 24 | |



Core Major EMC Requirements (106)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|-------------------|
| HCM 120 | Principles of Health Management | 3 | None |
| HIM 210 | Introduction to Health Information Management | 3 | CIT 100 |
| BSC 321 | Public Health and Epidemiology | 3 | BMS110, BSC220 |
| HCM 212 | Healthcare Delivery System | 3 | None |
| HCM 221 | Introduction to Electronic Health Records and Medical Office Workflow | 3 | HIM 210 |
| BAF 301 | Introduction to Financial Management | 3 | ACC106 |
| HCM 224 | Legal Aspects and Ethics in Health Management | 3 | HCM 120 |
| HCM 225 | Hospital Administration | 3 | HCM 120 |
| HCM 307 | Health Promotion and Disease Prevention | 3 | BMS 110 |
| HCM 312 | Medical Insurance Systems | 3 | HCM 222 |
| MKT 200 | Introduction to Marketing | 3 | HCM 120 |
| HCM 320 | Management Processes in Health Service Organizations | 3 | HCM 120 |
| HCM 323 | Quality Management in Healthcare | 3 | HCM 120 |
| HCM 324 | Healthcare Economics | 3 | BUS201 |
| HCM 325 | First Aid and Safety | 3 | BMS 110 |
| BUS 307 | Research Methods | 3 | BSC 220 |
| BUS 413 | Leadership | 3 | BUS 203 |
| HCM 412 | Health Policy | 3 | HCM 120 |
| BUS 409 | Strategic Management | 3 | HCM 120 |
| HCM 413 | Strategic Healthcare Planning | 3 | HCM 120 |
| HCM 420 | Graduation Project | 3 | All major courses |
| HCM 421 | B-HM Internship/Field Training | 3 | All major courses |
| | Total | 66 | |



BSc of Health Management (B-HM) Study Plan

| | Semester 1 | | CH | Semester 2 | | CH |
|--------|---------------------|---|-----------|--------------|---|-----------|
| Year 1 | CIT 100 | Introduction to Information Technology | 3 | HCM 120 | Principles of Health Management | 3 |
| | ENG 100 | English I | 3 | ACC 106 | Accounting Principles I | 3 |
| | GEN 102 | Islamic Culture (Arabic/English) | 3 | BUS 201 | Microeconomics | 3 |
| | GEN 100/ GEN 101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | GE 105 | Emirates Culture and Society | 3 |
| | BMS 110 | Medical Terminology | 3 | ENG 104 | English II | 3 |
| | MTH 105 | Mathematics and Statistics | 3 | GEN 103 | Logic and Critical Thinking | 3 |
| | Total | | 18 | Total | | 18 |
| Year 2 | ACC 200 | Accounting Principles II | 3 | MKT 200 | Introduction to Marketing | 3 |
| | GEN 201 | Psychology | 3 | BSC 220 | Biostatistics | 3 |
| | HRM 201 | Introduction to Human Resource Management | 3 | BAF 301 | Introduction to Financial Management | 3 |
| | HIM 210 | Introduction to Health Information Management | 3 | HCM 221 | Introduction to Electronic Health Records and Medical Office Workflow | 3 |
| | HCM 211 | Healthcare Services Management | 3 | HCM 224 | Legal Aspects and Ethics in Health Management | 3 |
| | HCM2 12 | Healthcare Delivery System | 3 | HCM 225 | Hospital Administration | 3 |
| | Total | | 18 | Total | | 18 |
| Year 3 | BUS 301 | Macroeconomics | 3 | BUS3 07 | Research Methods | 3 |
| | GEN 302 | Fundamentals of Innovation and Entrepreneurship and Sustainability | 3 | HCM 320 | Management Processes in Health Service Organization | 3 |
| | GEN 304 | Ethics | 3 | BSC 321 | Public Health and Epidemiology | 3 |
| | BUS 309 | Operation Management | 3 | HCM 326 | Healthcare Economics | 3 |
| | HCM 307 | Introduction to Health Promotion and Disease Prevention | 3 | HCM 325 | First Aid and Safety | 3 |
| | HCM 312 | Medical Insurance Systems | | HCM 323 | Quality Management in Healthcare | 3 |
| | Total | | 18 | Total | | 18 |
| Year 4 | BUS 409 | Strategic Management | 3 | HCM 420 | Graduation Project | 3 |
| | HCM 412 | Health Policy | 3 | HCM 421 | B-HM Internship/Field Training [All major courses] | 3 |
| | HCM 413 | Strategic Healthcare Planning | 3 | | | |
| | BUS 413 | Leadership | 3 | | | |
| | Total | | 12 | Total | | 6 |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | | | | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 | PLO11 | PLO12 | PLO13 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | | √ | | √ | √ | | | | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and the case of professional disciplines including related regulations, standards, codes, conventions. | √ | | √ | √ | √ | √ | | | | | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of sources. | √ | √ | | √ | √ | √ | | | | | | | |
| | A comprehensive understanding of critical analysis, research systems and methods, and evaluative problem-solving techniques. | | | | | √ | √ | | | | | | | |
| | Familiarity with sources of current and new research and knowledge with the integration of concepts from outside fields. | | √ | | | | √ | | | | | | | |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | | | | | √ | | | | | | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | | | | √ | | √ | | | | |
| | Highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters. | | | | | | | | | √ | | | | |



| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning. | | | | | | | | | | √ | √ | | |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts. | | | | | | | | | | √ | √ | | |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | | | | | | | | | √ | √ | | |
| | Can express and internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | | | | | | | | | | √ | | |
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | | | | | | | | | √ | √ | √ | |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of specialization in the field of work or discipline. | | | | | | | | | | | √ | √ | |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | | | | | | | | √ | √ | √ |
| | Can take responsibility for managing the professional development and direct mentoring of individuals and groups. | | | | | | | | | | | √ | √ | √ |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice, and undertake regular professional development and/ or further learning can manage to learn. | | | | | | | | | | √ | | | √ |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | | | | | | | | √ |
| | Can contribute to and observe ethical standards. | | | | | | | | | | | | √ | √ |



Bachelor of Science in Medical Laboratory Analysis

Mission of the Program

The mission of the Bachelor program in Medical Laboratory Analysis is to equip graduates of this program with the theory, practical skills, competency and ethical values to practice in the field of Medical Laboratory Analysis in the Emirate of Abu Dhabi, UAE and the region at technologist level. This can be achieved by the following:

- Deliver an academic program at Bachelor level that meets a spectrum of educational aims for students, in collaboration with medical and health care sector partners, while demonstrating high quality in teaching and applied learning.
- Prepare students for a broad scope of hands-on training in the profession of Medical Laboratory Analysis with special consideration for addressing the needs of the region.
- Advance the profession by providing life-long learning opportunities with new, innovative and effective disease prevention and patient care.
- Provide a conducive and challenging environment that helps the students, staff, and faculty to excel in the field of Medical Laboratory Analysis.
- Provide graduates

Program Objectives

- Understand the components of the diagnostic process and perform diagnostic laboratory analysis in accordance with the established laboratory procedures and professional standards of practice without error of clinical significance.
- Maintain laboratory equipment in accordance with laboratory procedures to the extent that laboratory safety and test results without error of clinical significance are assured.
- Demonstrate professionalism reflective of the standards of practice and code of ethics which underlie the profession.
- Demonstrate essential knowledge in inorganic chemistry, organic chemistry, biochemistry, anatomy and physiology, microbiology, immunology, and biostatistics.
- Perform and interpret results of clinical laboratory tests including: blood bank, urinalysis, and other body fluids, chemistry, hematology, immunology, and microbiology.
- Demonstrate professional conduct and interpersonal skills with patients, laboratory personnel, other health care professionals and the public.



Program Learning Outcomes

Knowledge and Understanding

PLO1 Acquire and interpret knowledge to apply in the medical laboratory setting.

PLO2 Demonstrate knowledge of current technological advances and evidence-based medical laboratory best practice.

PLO3 Acquire knowledge of the principles and safety regulations of clinical laboratory instrumentation.

Skills

PLO4 Exhibit a range of technical skills to analyse clinical specimens, interpret test results, recognize and solve errors. Demonstrate ability to propose differential diagnoses in clinical cases.

PLO5 Demonstrate skills in the use of standard and advanced medical laboratory instruments, information technology.

PLO6 Demonstrate skills in producing appropriate documentation including reports of diagnostic results.

Aspects of Competence

PLO7 Effectively present concepts through oral and written communication skills in English and visually through illustrative and technical rendering. Investigate problems through systematic research and effectively disseminate findings.

PLO8 Work effectively as an independent as well as a contributing team member respectful of cultural diversity and individual differences.

PLO9 Establish safe working practices for self and others regarding equipment, handling of biological samples, reagent products, disposal of waste materials and relevant legislation.



Alignment between the learning Outcomes and Goals

| | Goals | Goal 1 | Goal 2 | Goal 3 | Goal 4 |
|-------------------------|-------|--------|--------|--------|--------|
| Learning Outcome | | | | | |
| PLO1 | | √ | | √ | |
| PLO2 | | √ | | | |
| PLO3 | | | √ | | |
| PLO4 | | √ | | √ | |
| PLO5 | | | √ | | |
| PLO6 | | √ | | | |
| PLO7 | | | | | √ |
| PLO8 | | | | | √ |
| PLO9 | | √ | | | |

Program structure

The BS-MLA Program is a 4-year program, comprising of 41 courses and 133 credit hours. The program consists of 21 Core Major courses, 4 Basic Science courses, 5 Basic Medical sciences and 11 General courses.

Program Curriculum – 133 Credit hours

The study plan composed of the following

| Course Category | Credits | Courses |
|------------------------|------------|-----------|
| General Requirements | 33 | 11 |
| Basic Medical Sciences | 15 | 5 |
| Basic Sciences | 12 | 4 |
| Core Major Courses | 73 | 21 |
| Total Credits | 133 | 41 |



General Requirements (33)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| GEN 104 | English II | 3 | ENG100 |
| ENG 103 | Logic and Critical Thinking | 3 | ENG100 |
| GEN 201 | Psychology | 3 | ENG100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG100 |
| GEN 304 | Ethics | 3 | ENG100 |
| MTH105 | Mathematics and Statistics | 3 | None |
| | Total | 33 | |

Basic Medical Sciences Requirements (15)

| Code | Course | CH | Pre-requisites |
|---------|-------------------------------------|-----------|------------------|
| BMS 110 | Medical Terminology | 3 | |
| BMS 121 | Human Anatomy | 3 | BMS 110 |
| BMS 122 | Human Physiology | 3 | BMS 110 |
| BMS 410 | Pathology | 3 | BMS 121, BMS 122 |
| BMS 411 | General Pharmacology and Toxicology | 3 | |
| | Total | 15 | |

Basic Sciences courses Requirements (12)

| Code | Course | CH | Pre-requisites |
|---------|--------------------------------|-----------|----------------|
| BSC 121 | Chemistry for Health Sciences | 3 | |
| BSC 220 | Biostatistics | 3 | |
| BUS 307 | Research Methods | 3 | BSC 220 |
| BSC 321 | Public Health and Epidemiology | 3 | BSC 220 |
| | Total | 12 | |



Core Major MLS Requirements (73)

| Code | Course | CH | Pre-requisites |
|---------|---------------------------------------|-----------|------------------|
| MLS 110 | Clinical Laboratory instrumentation | 3 | |
| MLS 211 | Medical Microbiology | 3 | |
| MLS 212 | Basic Hematology | 2 | BMS 122 |
| MLS 213 | Immunology | 3 | |
| MLS 120 | Biochemistry | 3 | MLS 210 |
| MLS 220 | Histology & Micro techniques | 3 | BMS 121 |
| MLS 222 | Diagnostic Hematology | 3 | MLS 212 |
| MLS 223 | Transfusion Science | 3 | MLS 213 |
| MLS 310 | Hematology Coagulation and Hemostasis | 3 | MLS 212 |
| MLS 311 | Clinical Parasitology | 3 | MLS 211 |
| MLS 312 | Diagnostic Microbiology I | 3 | MLS 211 |
| MLS 210 | Clinical Chemistry I | 3 | MLS 120 |
| MLS 320 | Urinalysis and Body Fluids | 3 | MLS 120 |
| MLS 321 | Principle of Human Genetics | 3 | MLS 120, BMS 122 |
| MLS 322 | Diagnostic Microbiology II | 3 | MLS 312 |
| MLS 323 | Clinical Immunology and Serology | 3 | MLS 213 |
| MLS 410 | Molecular Biology | 3 | MLS 321 |
| MLS 221 | Clinical Chemistry II | 3 | MLS 210 |
| MLS 411 | Medical Virology | 2 | MLS 211 |
| MLS 412 | Lab Management and Quality Assurance | 3 | |
| MLS 420 | Clinical Practice | 3 | All MLS courses |
| | Total | 73 | |



BSc in Medical Laboratory Analysis Study Plan

| | Semester 1 | | CH | Semester 2 | | CH |
|--------|--------------|---|-----------|-------------------|---|-----------|
| Year 1 | ENG 100 | English I | 3 | GEN 105 | Emirates culture and Society | 3 |
| | MTH 105 | Mathematics and Statistics | 3 | ENG 104 | English II | 3 |
| | CIT 100 | Introduction to Information Technology | 3 | MLS 120 | Biochemistry | 3 |
| | MLS 110 | Clinical Laboratory instrumentation | 3 | GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 |
| | BMS 110 | Medical Terminology | 3 | BMS 121 | Human Anatomy | 3 |
| | BSC 121 | Chemistry for Health Sciences | 3 | BMS 122 | Human Physiology | 3 |
| | Total | | 18 | Total | | 18 |
| Year 2 | GEN 103 | Logic and Critical Thinking | 3 | GEN 102 | Islamic Culture (Arabic/English) | 3 |
| | BSC 220 | Biostatistics | 3 | GEN 304 | Ethics | 3 |
| | MLS 210 | Clinical Chemistry I | 3 | MLS 220 | Histology & Micro techniques | 3 |
| | MLS 211 | Medical Microbiology | 3 | MLS 221 | Clinical Chemistry II | 3 |
| | MLS 212 | Basic Hematology | 3 | MLS 222 | Diagnostic Hematology | 3 |
| | MLS 213 | Immunology | 2 | MLS 223 | Transfusion Science | 3 |
| | Total | | 17 | Total | | 18 |
| Year 3 | GEN 201 | Psychology | 3 | MLS 320 | Urinalysis and Body Fluids | 3 |
| | MLS 310 | Hematology Coagulation and Hemostasis | 3 | MLS 321 | Principle of Human Genetics | 3 |
| | MLS 311 | Clinical Parasitology | 3 | MLS 322 | Diagnostic Microbiology II | 3 |
| | MLS 312 | Diagnostic Microbiology I | 3 | BUS 307 | Research Methods | 3 |
| | BMS 411 | General Pharmacology and Toxicology | 3 | MLS 323 | Clinical Immunology and Serology | 3 |
| | BSC 321 | Public Health and Epidemiology | 3 | | | |
| | Total | | 18 | Total | | 15 |
| Year 4 | MLS 410 | Molecular Biology | 3 | MLS 420 | Clinical Practice | 15 |
| | MLS 411 | Medical Virology | 2 | | | |
| | BMS 410 | Pathology | 3 | | | |
| | MLS 412 | Lab Management and Quality Assurance | 3 | | | |
| | GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | | | |
| | Total | | 14 | Total | | 15 |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | √ | | | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | √ | | | | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of sources. | | | √ | | | | | | |
| | A comprehensive understanding of critical analysis, research systems and methods, and evaluative problem-solving techniques. | √ | √ | | | | | | | |
| | Familiarity with sources of current and new research and knowledge with the integration of concepts from outside fields. | √ | | √ | | | | | | |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | | √ | √ | | | | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | | √ | √ | | | |
| | Highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters. | | | | √ | √ | √ | | | |



Bachelor of Sciences in Medical Diagnostic Imaging

Mission of the Program

The Bachelor of Science in Medical Diagnostic Imaging is an integrated academic and clinical program designed to prepare you to take the Medical Imaging Technologist licensing examination of the MOHAP, DHA, and DOH as per the UAE-PQR: Healthcare Professionals Qualification Requirements after completion of the mandatory period of training. The courses are integrated vertically and horizontally in relation to the various imaging modalities studied in the course. For example, you will study crosssectional anatomy when learning about imaging modalities capable of generating crosssectional images. This approach is integrated with periods of clinical placement every semester related to academic teaching activities.

Goals of the Program

- Provide students with the necessary clinical and didactic experience to become competent diagnostic radiographers with the required skills to produce high-quality medical images.
- Develop critical, analytical problem-based learning skills with the ability to explain the scientific basis of diagnostic radiography and theoretical and practical knowledge about different medical imaging modalities, such as computed tomography, magnetic resonance imaging, and nuclear medicine.
- Provide students with an understanding of the ethics and regulations of a radiography career and the principles of health organizations and society.
- Provide students with the ability to provide professional patient care and personal and professional development.
- Provide students with the skills required to protect patients, themselves, and others from unnecessary radiation exposure. PLO2&4
- Provide students with academic and practical content in sufficient detail to ensure they are competent to work as diagnostic technologists within a healthcare team.

Objectives of the Program

- Demonstrate the required knowledge for practice.
- Be clinically competent.
- Demonstrate communication skills.
- Develop critical thinking skills.
- Model professionalism.
- Demonstrate research skills and lifelong learning.



Program Learning Outcomes

The program learning outcomes are designed to be consistent with the Bachelor level 7 as defined in the UAE's Qualification Framework. Upon completion of the program, the student will be able to:

Knowledge

PLO1 Integrate knowledge of the fundamental scientific principles of all medical imaging modalities and medical imaging sciences to perform different protocols and techniques and conduct scientific research in the field.

PLO2 Demonstrate an understanding of the concepts of interactions, biological consequences, and detection of ionizing radiation.

PLO3 Apply knowledge of human anatomy, physiology, and pathology to the role of medical imaging technologist

Skills

PLO4 Produce high-quality, diagnosable medical images by applying positioning skills, selecting technical factors, and utilizing radiation protection.

PLO5 Operate imaging equipment consistent with the procedure and the patient's condition within acceptable parameters and perform quality control measures relevant to each modality.

PLO6 Use information technology to present, explain, and critique matters related to medical imaging.

Competency

(Autonomy and Responsibility)

PLO7 Demonstrate effective verbal and appropriate written communication skills.

PLO8 Work both independently and as part of a team, in a variety of situations

PLO9 Critically evaluate and critique the quality of dynamic, planar, sectional, and 3D medical images

PLO10 Use creativity, critical thinking, analysis, and research skills to modify standard procedures to adapt to new circumstances, difficult cases, or unusual situations while maintaining appropriate medical imaging quality.

(Role in Context)

PLO11 Practice safely within relevant legal, ethical, professional, and managerial frameworks for a diverse population of patients

PLO12 Make reasoned judgments based on a range of evidence sources and, in the absence of complete information, in line with sociocultural norms.



PLO13 Demonstrate scientific research knowledge and the ability to read, critique, evaluate, and apply the latest developments and technology in the field of medical imaging sciences.

(Self-Development)

PLO14 Adapt to new medical imaging technologies to stay at the leading edge of trends and practice.

PLO15 Show responsibility, self-awareness, and leadership within the practice of medical imaging.

PLO16 Recognize the need for further professional education, manage learning tasks in medical imaging independently, and acquire skills for lifelong learning

Alignment between the learning Outcomes and Goals

| | Goals | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 | Goal 6 |
|-------------------------|-------|--------|--------|--------|--------|--------|--------|
| Learning Outcome | | | | | | | |
| PLO1 | | √ | | | | | |
| PLO2 | | √ | | | | √ | |
| PLO3 | | √ | | | | | |
| PLO4 | | | | | | √ | √ |
| PLO5 | | | | | | | √ |
| PLO6 | | √ | √ | | | | √ |
| PLO7 | | | | | | | |
| PLO8 | | | | | | | √ |
| PLO9 | | | √ | | | | |
| PLO10 | | | √ | | | | |
| PLO11 | | | | √ | √ | | |
| PLO12 | | | | √ | √ | | |
| PLO13 | | | | | √ | | |
| PLO14 | | | | | √ | | |
| PLO15 | | | | | √ | | |
| PLO16 | | | | | √ | | |



Program structure

The BS-MDI Program is a 4-year program, comprising 45 courses and 139 credit hours. The program consists of 28 Core Major courses, 4 Basic Medical Sciences, 2 Basic Sciences and 11 General courses.

Program Curriculum – 139 Credit hours

The study plan composed of the following

| Course Category | Credits | Courses |
|------------------------|------------|-----------|
| General Requirements | 33 | 11 |
| Basic Medical Sciences | 12 | 4 |
| Basic Sciences | 6 | 2 |
| Core Major Courses | 88 | 28 |
| Total Credits | 139 | 45 |

General Requirements (33)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| GEN 104 | English II | 3 | ENG 100 |
| ENG 103 | Logic and Critical Thinking | 3 | ENG 100 |
| GEN 201 | Psychology | 3 | ENG 100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG 100 |
| GEN 304 | Ethics | 3 | ENG 100 |
| MTH105 | Mathematics and Statistics | 3 | None |
| | Total | 33 | |

Basic Sciences Requirements (6)

| Code | Course | CH | Pre-requisites |
|---------|------------------|----------|----------------|
| BSC 220 | Biostatistics | 3 | |
| BUS 307 | Research Methods | 3 | |
| | Total | 6 | |



Basic Medical Sciences Requirements (12)

| Code | Course | CH | Pre-requisites |
|---------|---------------------|-----------|----------------|
| BMS 110 | Medical Terminology | 3 | |
| BMS 121 | Human Anatomy | 3 | BMS 110 |
| BMS 122 | Human Physiology | 3 | BMS 110 |
| BMS 410 | Pathology | 3 | BMS121, BMS122 |
| | Total | 12 | |

Core Major MLS Requirements (88)

| Code | Course | CH | Pre-requisites |
|---------|--|-----------|---------------------------------|
| MDI 111 | Radiation Physics | 3 | Admission Criteria |
| MDI 112 | Radiation Physics, Biology and Dosimetry | 3 | MDI 111 |
| MDI 215 | Musculoskeletal Anatomy | 3 | BMS 121 |
| MDI 212 | MDI-Ethics, law, and Patient care | 2 | BMS 110 |
| MDI 213 | Image Principle, Acquisition and Display | 3 | MDI 111, MDI112 |
| MDI 214 | Radiation Protection and Safety-1 | 2 | MDI 111, MDI112 |
| MDI 221 | Informatics and Image Processing | 2 | MDI 213 |
| MDI 222 | Radiation Protection and Safety-2 | 2 | MDI 214 |
| MDI 223 | Image Production and Evaluation-1 | 2 | MDI 213 |
| MDI 224 | Imaging Procedures and Critique-1 | 2 | MDI 213, MDI221 |
| MDI 225 | Clinical Practice - 1 | 3 | MDI 111, MDI112, MDI114, MDI213 |
| MDI 311 | Advanced Patient Care [Pharmacology and Venipuncture] | 2 | MDI212 |
| MDI 312 | Imaging Pathology -1 | 2 | BMS410 |
| MDI 313 | Image Production and Evaluation-2 | 3 | MDI223 |
| MDI 314 | Imaging Procedures and Critique-2 | 3 | MDI224 |
| MDI 315 | Clinical Practice - 2 | 4 | MDI225 |
| BUS401 | Quality Management | 3 | MDI221 |
| MDI 322 | Imaging Pathology -2 | 2 | MDI312 |
| MDI 323 | Image Production and Evaluation-3 | 3 | MDI313 |
| MDI 324 | Imaging Procedures and Critique-3 | 3 | MDI314 |
| MDI 325 | Clinical Practice - 3 | 4 | MDI315 |
| MDI411 | Artificial intelligence in Medical Imaging and Future Practice | 2 | MDI321 |
| MDI412 | Image Production and Evaluation-4 | 3 | MDI323 |
| MDI413 | Imaging Procedures and Critique-4 | 3 | MDI324 |
| MDI414 | Clinical Practice - 4 | 7 | MDI325 |
| MDI 421 | Hybrid Imaging Technology | 4 | MDI412, MDI413 |
| MDI 422 | Evidence Based Practice | 4 | BSC220, BSC320 |
| MDI 423 | Clinical Practice - 5 | 9 | MDI414 |
| | Total | 88 | |



Bachelor of Science in Medical Diagnostic Imaging Program Study Plan

| | Semester 1 | | CH | Semester 2 | | CH |
|--------------|---------------------|--|--|--------------|--|------------------|
| Year 1 | ENG 100 | English I | 3 | GEN 105 | Emirates culture and Society | 3 |
| | MTH 105 | Mathematics & Statistics | 3 | ENG 104 | English II | 3 |
| | CIT 100 | Introduction to Information Technology | 3 | GEN 103 | Logic and Critical Thinking | 3 |
| | GEN 100/ GEN 101 | Communication Skills in Arabic/ Communication Skills in Arabic for non -Arabic speak-ers | 3 | BMS 121 | Human Anatomy | 3 |
| | BMS 110 | Medical Terminology | 3 | BMS 122 | Human Physiology | 3 |
| | MDI 111 | Radiation Physics | 3 | MDI 112 | Radiation Physics, Biology and Dosimetry | 3 |
| | Total | | 18 | Total | | 18 |
| Year 2 | GEN 304 | Ethics | 3 | GEN 102 | Islamic Culture (Arabic/English) | 3 |
| | GEN 201 | Psychology | 3 | BSC 220 | Biostatistics | 3 |
| | BMS 410 | Pathology | 3 | MDI 221 | Informatics and Image Processing | 2 |
| | MDI 211 | Musculoskeletal Anatomy | 3 | MDI 222 | Radiation Protection and Safety-2 | 2 |
| | MDI 212 | MDI-Ethics, law, and Patient care | 2 | MDI 223 | Image Production and Evaluation-1 | 2 |
| | MDI 213 | Image Principle, Acquisition and Display | 3 | MDI 224 | Imaging Procedures and Critique-1 | 2 |
| | MDI 214 | Radiation Protection and Safety -1 | 2 | MDI 225 | Clinical Practice - 1 | 3 |
| | Total | | 19 | Total | | 17 |
| | Year 3 | GEN 302 | Fundamentals of Innovation Entrepreneurship and Sustainability | 3 | BUS 307 | Research Methods |
| MDI 311 | | Advanced Patient Care [Pharmacology and Venipuncture] | 2 | BUS 401 | Quality Management | 3 |
| MDI 312 | | Imaging Pathology -1 | 2 | MDI 322 | Imaging Pathology -2 | 2 |
| MDI 313 | | Image Production and Evaluation-2 | 3 | MDI 323 | Image Production and Evaluation-3 | 3 |
| MDI 314 | | Imaging Procedures and Critique-2 | 3 | MDI 324 | Imaging Procedures and Critique-3 | 3 |
| MDI 315 | | Clinical Practice - 2 | 4 | MDI 325 | Clinical Practice - 3 | 4 |
| Total | | 17 | Total | | 18 | |
| Year 4 | MDI 411 | Artificial intelligence in Medical Imaging and Future Practice | 2 | MDI 421 | Hybrid Imaging Technology | 4 |
| | MDI 412 | Image Production and Evaluation-4 | 3 | MDI 422 | Evidence Based Practice [Research Project] | 4 |
| | MDI 413 | Imaging Procedures and Critique-4 | 3 | MDI 423 | Clinical Practice - 5 | 9 |
| | MDI 414 | Clinical Practice - 4 | 7 | | | |
| | Total | | 15 | Total | | 17 |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | | | | | | | | | | | |
|----------------------|--|---------------------------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|
| Core PLOs | | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 | PLO 14 | PLO 15 | PLO 16 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | | | | | | | | | | | | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | √ | | | | | | | | | | | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | | | √ | | | | | | √ | √ | | | | | | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | | | | | | | | | √ | √ | | | | | | |
| | familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | | | | | | | | | | | | | √ | √ | √ | |
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | | | | | | | √ | √ | | | | | √ | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | √ | √ | √ | | | | | | | | | | |
| | Highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters. | | | | | | | | √ | √ | | | | | | | |



| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|---|--|--|---|---|--|---|--|---|---|---|
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning. | | | | | | | | | | | | | | | | | | |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts. | | | | | | | | | | | | | | √ | | √ | | √ |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | | | | | | | √ | | | | | | | | | √ | |
| | Can express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | | | | | | | √ | | | √ | √ | | | | | | |



| | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|---|---|---|
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | | | | | | | | | | √ | | √ |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | | | | | | | | | | | | √ |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | | | | | | | | | | √ |
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning can manage learning. | | | | | | | | | | | | √ | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | | | | | | | √ | |
| | Can contribute to and observe ethical standards. | | | | | | | | | | | | √ | |



Bachelor of Science in Emergency Medical Care

Mission of the Program

The Emergency Medical Care program is designed to provide the Emirate of Abu Dhabi and the UAE with the highest level of qualified entry level candidates to function in the pre-hospital field.

- To offer a Bachelor program in Emergency Medical Care (Paramedics Level).
- To provide learning opportunities to develop student competencies in: patient assessment; management of external and internal injuries; medical, cardiac, obstetrics and gynecology emergencies; as well as geriatric, neonatal and pediatric emergencies and emergency vehicle operations.
- To develop student skills in performing the proper procedures when rendering emergency medical care to trauma or medical cases.
- To prepare and train students, physicians and Paramedics to pass the BLS, ACLS, PALS, PHTLS courses.
- To offer personal and professional development programs.

Program Objectives

- Provide students with a professional educational program in Emergency Medical Care
- Graduate professional, competent paramedics to meet the growing needs of the healthcare sector in the Emirate of Abu Dhabi, UAE, and the region.
- Exhibit exemplary professionalism parallel to the ethical standards of the medical profession and in accordance with the teachings and values of the UAE.
- Prepare students for recognition by accredited international certification bodies.

Program Learning Outcomes

The program learning outcomes are designed to be consistent with the Bachelor level 7 as defined in the UAE's Qualification Framework. Upon completion of the program, the student will be able to:

Knowledge

PLO1

- Describe the anatomy, physiology, pathophysiology, topographic anatomy, and other body systems.
- Memorize correct medical abbreviations, symbols, terminologies when communicating with health care professionals regarding patient conditions.
- Exhibit professional, ethical, and compassionate behaviour when interacting with diverse groups of patients and their families, health care professionals, and community members.



PLO2

- Outline the essential information relative to the role of an emergency medical care professional, and procedures and equipment.
- Recognize the introductory aspects of an emergency medical care and services system, roles and responsibilities of the EMC specialist, quality improvement, and medical direction.
- Understand the fundamental principles of pharmacokinetics and pharmacodynamics for drugs relevant to emergency medical care.

PLO3

- Define proficient medical knowledge in providing pre-hospital and emergency medical care
- Recognize basic knowledge about blunt trauma, penetrating trauma, shock and haemorrhage, gaining and extrication, burn, musculo-skeletal trauma, and soft tissue trauma.
- Outline the steps in performing diagnostic, therapeutic and ancillary EMC procedures.

PLO4

- Identify the parts and function of diagnostic, therapeutic and other adjunct EMC equipment.
- Describe body mechanics, immobilization, lifting, splinting and carrying techniques, principles of moving patients, and an overview of EMC equipment.
- Describe necessary knowledge to diagnose and deal with emergency medical cases including cardiology, respiratory, anaphylaxis, urological, gynaecology, obstetrics, and toxicological, altered mental status, its differentials and environmental emergencies.
- Describe the various basic and advanced cardiopulmonary and trauma assessment modalities and procedures.

Skills

PLO5

- Properly select the required EMC equipment to carry out basic and advanced procedures in EMC care plan.
- Identify current and potential hazards and safe practice for EMC providers, patients, and bystanders within scene environment.



PLO6

- Effectively recognize normal and abnormal findings in patient assessment to identify mechanism of injury or nature of illness, laboratory data, diagnostic imaging, audio-visual interfaces (monitors), graphic forms and prints.
- Evaluate patient's general impression, determining responsiveness, assessment of the airway, breathing and circulation and how to determine priorities of patient care.

PLO7

- Apply tactical management, critical thinking and ethical decision making skills to lead and operate an Emergency Medical Services (EMS) Unit.
- Show necessary skills to judge about the priority of interventions needed to improve the patient's outcome within the EMC field of practice.
- Differentiating causation of medical emergencies, formulating a treatment plan, packaging for trauma and medical patients and administering treatment based on findings.

PLO8

- Demonstrate effective use of Automated Defibrillators with all clinical cases for all age groups.
- Perform cardiac arrest management and airway management of the adult, pediatric and neonatal patients.
- Manipulate different types of artificial airways, suction equipment, oxygen equipment and delivery systems, and resuscitation devices
- Demonstrate basic and advanced laboratory and clinical practical techniques

PLO9

- Use laboratory and information-based technology to generate data and hypotheses
- Accurately interpret results of radiographic, laboratory data, blood gases, in-vasive and non-invasive monitoring, and ventilator mechanics.
- Explain the components of a communication system, radio communications, and communication with medical direction, verbal communication, interpersonal communication, and quality improvement.
- Perform basic therapeutic and advanced respiratory care procedures competently.
- Examine the patient physical systemically and professionally.
- Operate cardiopulmonary monitoring for adequate monitor within the boundaries of health.



Competency

PLO10

- Demonstrate skill proficiency in pre-hospital assessments and treatments using advanced medical techniques and equipment available within the EMC's scope of practice.
- Demonstrate an ability to adapt to changing patient condition and scenes utilizing available resources working in the most challenging of environments.

PLO11

- Able to interpret local or national protocol for disease prevention, ambulance operation, and practice scene safety as it relates to the rescue, other rescuers, and the patient.
- Effectively able to construct patient care report both oral and written explaining patient condition, treatment rendered and clearly understood by other medical professionals.
- Properly obtain pertinent information from medical personnel, patients and/or relatives, medical records and various hospital forms.

PLO12

- Demonstrate skills in patient extrication, packaging and safe movement.
- Demonstrate lifting, moving patients and carrying techniques for critical patients.

PLO13

- Establish the ability to interact with patients in a compassionate and professional manner.
- Proficiently use information technology to obtain information and conduct research purposes

PLO14

- Work effectively as a contributing team member respectful of cultural diversity and individual differences.
- Establish safe working practices for self and others relative to equipment and machinery, handling of product, disposal of materials and relevant legislation.

Program structure

The BSEMC Program is a 5-year program, comprising of 44 courses and 175 credit hours. The program consists of 21 Core Major courses which includes 4 clinical courses. The Core Major Courses are composed of 106 credit hours which includes theoretical and practical components. The program also comprises 6 Basic Sciences, 6 Basic Medical sciences and 11 General courses.



Alignment between the learning Outcomes and Goals

| | Goals | Goal 1 | Goal 2 | Goal 3 | Goal 4 |
|-------------------------|-------|--------|--------|--------|--------|
| Learning Outcome | | | | | |
| PLO1 | | √ | | √ | |
| PLO2 | | √ | | | |
| PLO3 | | √ | | | |
| PLO4 | | √ | | | |
| PLO5 | | √ | | | |
| PLO6 | | √ | | | |
| PLO7 | | √ | | | |
| PLO8 | | √ | | | |
| PLO9 | | √ | | | |
| PLO10 | | √ | √ | √ | √ |
| PLO11 | | √ | √ | √ | √ |
| PLO12 | | √ | | | |
| PLO13 | | | √ | √ | |
| PLO14 | | | √ | √ | |

Program Curriculum – 175 Credit hours

The study plan composed of the following

| Course Category | Credits | Courses |
|------------------------|------------|-----------|
| General Requirements | 33 | 11 |
| Basic Medical Sciences | 18 | 6 |
| Basic Sciences | 18 | 6 |
| Core Major Courses | 106 | 21 |
| Total Credits | 175 | 44 |



General Requirements (33)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| GEN 104 | English II | 3 | ENG 100 |
| ENG 103 | Logic and Critical Thinking | 3 | ENG 100 |
| GEN 201 | Psychology | 3 | ENG 100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG 100 |
| GEN 304 | Ethics | 3 | ENG 100 |
| MTH105 | Mathematics and Statistics | 3 | None |
| | Total | 33 | |

Basic Medical Sciences Requirements (18)

| Code | Course | CH | Pre-requisites |
|---------|-------------------------------------|-----------|----------------|
| BMS 110 | Medical Terminology | 3 | |
| BMS 121 | Human Anatomy | 3 | BMS 110 |
| BMS 122 | Human Physiology | 3 | BMS 110 |
| BMS 123 | Introduction to Microbiology | 3 | |
| BMS 410 | Pathology | 3 | |
| BMS 411 | General Pharmacology and Toxicology | 3 | |
| | Total | 18 | |

Basic Sciences courses Requirements (18)

| Code | Course | CH | Pre-requisites |
|---------|-------------------------------|-----------|----------------|
| BSC 110 | Introduction to Science | 3 | |
| BSC 120 | Physics for Health Sciences | 3 | |
| BSC 121 | Chemistry for Health Sciences | 3 | |
| BSC 122 | Biology for Health Sciences | 3 | |
| BSC 220 | Biostatistics | 3 | |
| BUS 307 | Research Methods | 3 | BSC 220 |
| | Total | 18 | |



Core Major EMC Requirements (106)

| Code | Course | CH | Pre-requisites |
|---------|--------------------------------------|------------|-------------------------|
| ECM 210 | Introduction to Paramedicine | 5 | BMS 122 |
| ECM 211 | Patient Assessment | 5 | BMS 122 |
| ECM 220 | Airway and Respiratory Emergencies | 5 | ECM 210 + ECM 211 |
| ECM 221 | Trauma I | 5 | ECM 210 + ECM 211 |
| ECM 310 | Trauma II | 5 | ECM 221 |
| HCM 323 | Quality Management in Healthcare | 3 | |
| HCM 212 | Healthcare Delivery System | 3 | |
| ECM 311 | Cardiovascular I | 3 | ECM 220 |
| ECM 312 | Medical Emergencies | 5 | ECM 220 |
| ECM 313 | Paramedic Clinical Practice I | 3 | Level 1-4 Major courses |
| ECM 320 | Obstetrics and Pediatric Emergencies | 5 | ECM 312 |
| ECM 321 | EMC Operations I | 5 | ECM 310 |
| ECM 410 | Special Patient Populations | 5 | ECM 320 |
| ECM 411 | Cardiovascular II | 4 | ECM 311 |
| ECM 420 | EMC Operations II | 5 | ECM 321 |
| ECM 421 | Trauma III | 5 | ECM 310 |
| ECM 422 | Paramedic Clinical Practice II | 3 | Level 1-7 Major courses |
| ECM 510 | Graduation Project | 3 | ECM 312 |
| ECM 511 | Specialized Emergency Care | 5 | ECM 421 |
| ECM 512 | Paramedic Clinical Practice III | 6 | Level 1-8 Major courses |
| ECM 520 | Paramedic Clinical Practice IV | 18 | Level 1-9 Courses |
| | Total | 106 | |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | | | | | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 | PLO11 | PLO12 | PLO13 | PLO14 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | √ | √ | | | | | | | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | √ | √ | | | | | | | | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | √ | √ | √ | √ | | | | | | | | | | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | √ | √ | √ | | | | | | | | | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | √ | √ | √ | √ | | | | | | | | | | |
| | | | | | | | | | | | | | | | |



| | | | | | | | | | | | | | | | |
|--------|--|--|--|--|--|---|---|---|---|---|--|--|--|--|--|
| Skills | Technical, creative and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | | | √ | √ | √ | √ | √ | | | | | |
| | Evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | | √ | √ | √ | √ | √ | | | | | |
| | Highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters. | | | | | √ | √ | √ | √ | √ | | | | | |

| | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|---|
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning. | | | | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts. | | | | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | | | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | Can express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | | | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |



| | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|
| Aspects of Competence (Role in Context) | Can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance. | | | | | | | | | | √ | √ | √ | √ | √ |
| | Can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialization in field of work or discipline. | | | | | | | | | | √ | √ | √ | √ | √ |
| | Can participate in peer relationships with qualified practitioners and lead multiple, complex groups. | | | | | | | | | | √ | √ | √ | √ | √ |
| | Can take responsibility for managing the professional development and direct mentoring of individuals and groups. | | | | | | | | | | √ | √ | √ | √ | √ |
| Aspects of Competence (Self Development) | Can take responsibility for managing the professional development and direct mentoring of individuals and groups. | | | | | | | | | | √ | √ | √ | √ | √ |
| | Can self-evaluate and take responsibility for contributing to professional practice, and undertake regular professional development and/ or further learning can manage learning. | | | | | | | | | | √ | √ | √ | √ | √ |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | | | | | √ | √ | √ | √ | √ |
| | Can contribute to and observe ethical standards. | | | | | | | | | | √ | √ | √ | √ | √ |



Bachelor of Science in Respiratory Care

Mission of the Program

The mission of the Bachelor of Respiratory Care Program is to be a premier in improving medical respiratory care through graduating fully qualified graduates to fulfill the need in the community and the region, also to deliver high quality research in the field of Respiratory Care.

Program Objectives

The Respiratory Care program is designed to provide the Emirate of Abu Dhabi and the UAE with the highest level of qualified entry level candidates to function in the pre-hospital field.

- Prepare qualified students the cognitive, technical and affective learning domains of respiratory care.
- Educate future respiratory care professionals in the science and art of respiratory care, train students to acquire the fundamental clinical skills and develop in them the virtue of professionalism, ethical behavior and the desired advance of the respiratory care profession through research.
- Develop competency in clinical and critical thinking skills necessary for the effective and safe delivery of respiratory care modalities.
- Meet or exceed the minimum expectations of Abu Dhabi Department of Health (DoH), Ministry of Health as well as international organizations that certify respiratory care professionals like the National Board for Respiratory Care.
- Exhibit exemplary professionalism parallel to ethical standards of the medical Profession and in accordance with the teachings and values of UAE.
- Instill the importance of scientific research to advance the practice of respiratory care.

Program Learning Outcomes

The program learning outcomes are designed to be consistent with the Bachelor level 7 as defined in the UAE's Qualification Framework. Upon completion of the program, the student will be able to:

Knowledge

PLO1

- Define medical terminologies, abbreviations and symbols used in respiratory care.
- Describe the human anatomy & physiology, the anatomy cardiovascular and respiratory system.



- Explain the physiology of gas exchange, acid base regulation, and neurologic control of respiration

PLO2

- Describe cardiopulmonary diseases and other medical conditions that require respiratory care.
- Explain the theories and principles essential to respiratory care concepts, procedures, and equipment.

PLO3

- Outline the steps in performing diagnostic, therapeutic and ancillary respiratory care procedures.
- Identify respiratory care medications and other drugs associated with respiratory care management.

PLO4

- Identify the parts and function of diagnostic, therapeutic and other adjunct respiratory care equipment.
- Identify the different diagnostic, therapeutic and ancillary modalities and procedures in respiratory care.
- Describe the various basic and advanced cardiopulmonary assessment modalities and procedures.

Skills

PLO5

- Differentiate between scientific theories and principles and its application in respiratory care physiology, modalities and equipment.
- Effectively recognize normal and abnormal findings in physical assessment, laboratory data, diagnostic imaging (chest radiographs), audio-visual interfaces (monitors), and graphic forms and prints.

PLO6

- Properly select the required respiratory care equipment to carry out a respiratory care plan.
- Effectively recognize and apply international and institutionally based standards, policies, guidelines and protocols to carry out respiratory care management.
- Aptly apply ethical standards to resolve clinical dilemmas.



PLO7

- Accurately perform diagnostic testing procedures, record and interpret results of chest radiographs, laboratory data, blood gas, cardiopulmonary function studies, polysomnography, and ventilator mechanics.

PLO8

- Appropriately select basic and advanced respiratory care modalities to carry out the respiratory care plan.
- Develop an appropriate respiratory care plan based on patient's specific needs.

PLO9

- Use laboratory and information-based technology to generate data and hypotheses
- Demonstrate basic laboratory practical techniques.
- Carry out safety issues in the laboratory and during patient care.

PLO10

- Perform basic therapeutic and advanced respiratory care procedures competently.
- Examine the patient physical systemically and professionally
- Operate cardiopulmonary monitoring for adequate monitor within the boundaries of health.

Competency

PLO11

- Effectively communicate both orally and in writing (traditional and electronic correspondence).
- Obtain pertinent information from medical personnel, patients and/or relatives, medical records and various hospital forms.
- Explain and provide instructions to patient in performing diagnostic and therapeutic maneuvers or procedures.

PLO12

- Accurately give oral reports/endorsements (e.g. patient's clinical status, changes in clinical plan or settings) to colleagues and other medical staff.
- Accurately read, obtain, and analyze data from graphic forms/flow sheets, printouts, analog and digital graphic displays.



PLO13

- Accurately provide information and/or data on respiratory care services and other medical forms.
- Proficiently use information technology to obtain information and conduct research purposes.

PLO14

- Work effectively as a contributing team member respectful of cultural diversity and individual differences.
- Establish safe working practices for self and others relative to equipment and machinery, handling of product, disposal of materials and relevant legislation.

Program structure

The BSRC Program is a 5-year program, comprising of 49 courses and 163 credit hours. The program consists of 24 Core Major courses which includes 4 clinical courses. The Core Major Courses are composed of 88 credit hours which includes theoretical and practical components. The program also comprises 6 Basic Sciences, 6 Basic Medical sciences and 11 General courses.

Alignment between the learning Outcomes and Goals

| | Goals | Goal 1 | Goal 2 | Goal 3 | Goal 4 |
|-------------------------|-------|--------|--------|--------|--------|
| Learning Outcome | | | | | |
| PLO1 | | √ | | √ | |
| PLO2 | | √ | | | |
| PLO3 | | √ | | | |
| PLO4 | | √ | | √ | √ |
| PLO5 | | √ | | √ | |
| PLO6 | | √ | | √ | |
| PLO7 | | √ | | √ | |
| PLO8 | | √ | √ | √ | √ |
| PLO9 | | √ | | √ | |
| PLO10 | | √ | | √ | |
| PLO11 | | √ | √ | | √ |
| PLO12 | | √ | √ | | √ |
| PLO13 | | √ | √ | √ | √ |
| PLO14 | | √ | | √ | √ |



Program Curriculum – 163 Credit hours

The study plan composed of the following

| Course Category | Credits | Courses |
|-------------------------------|------------|-----------|
| General Requirements | 33 | 11 |
| Basic Medical Science Courses | 18 | 6 |
| Basic Science Courses | 18 | 6 |
| Core Major Courses | 94 | 26 |
| Total Credits | 163 | 49 |

General Requirements (33)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| GEN 104 | English II | 3 | ENG 100 |
| ENG 103 | Logic and Critical Thinking | 3 | ENG 100 |
| GEN 201 | Psychology | 3 | ENG 100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG 100 |
| GEN 304 | Ethics | 3 | ENG 100 |
| MTH105 | Mathematics and Statistics | 3 | None |
| | Total | 33 | |

Basic Medical Sciences Requirements (18)

| Code | Course | CH | Pre-requisites |
|---------|-------------------------------------|-----------|----------------|
| MTH 104 | Medical Terminology | 3 | BMS 110 |
| BUS 100 | Human Anatomy | 3 | BMS 121 |
| HRM 201 | Human Physiology | 3 | BMS 122 |
| BAF 301 | Introduction to Microbiology | 3 | BMS 123 |
| AHS 221 | Pathology | 3 | BMS 410 |
| HSC 203 | General Pharmacology and Toxicology | 3 | BMS 411 |
| | Total | 18 | |



Basic Sciences courses Requirements (18)

| Code | Course | CH | Pre-requisites |
|---------|-------------------------------|-----------|----------------|
| BSC 110 | Introduction to Science | 3 | |
| BSC 120 | Physics for Health Sciences | 3 | |
| BSC 121 | Chemistry for Health Sciences | 3 | |
| BSC 122 | Biology for Health Sciences | 3 | |
| BSC 220 | Biostatistics | 3 | |
| BUS 307 | Research Methods | 3 | BSC 220 |
| | Total | 18 | |

Core Major HCM Requirements (41)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|---------------------------|
| RCM 220 | Cardiopulmonary Anatomy and Physiology | 3 | BMS 121, BMS 122 |
| RCM 221 | Introduction to Respiratory Care Profession | 2 | BMS 121, BMS 122 |
| RCM 310 | Respiratory Care Science I | 4 | BMS 121, BMS 122 |
| RCM 311 | Patient Assessment | 4 | CR: RCM 220, RCM311 |
| RCM 320 | Cardiopulmonary Diseases I | 3 | RCM 220 |
| RCM 321 | Fundamental of Polysomnography | 3 | RCM 220 + BMS 410 |
| RCM 322 | Mechanical Ventilation I | 3 | RCM 220 |
| RCM 323 | Respiratory Care Science II | 3 | RCM 310 + RCM 311 |
| RCM 324 | Respiratory Care Clinical Practice I | 3 | RCM 310 + RCM 311 |
| HCM 323 | Quality Management in Healthcare | 3 | RCM 310 + RCM 311 |
| HIM 423 | Introduction to Healthcare Informatics | 3 | |
| RCM 410 | Mechanical Ventilation II | 4 | |
| RCM 411 | Respiratory Care Clinical Practice II | 3 | RCM 322, RCM 320, |
| RCM 412 | Patient Care Management Seminar | 2 | RCM 323 |
| RCM 413 | Cardiopulmonary Diseases II | 3 | RCM 324, RCM 323 |
| RCM 414 | Pulmonary Function Diagnostics | 3 | RCM 320, RCM 322 |
| RCM 420 | Multidisciplinary Respiratory Care | 3 | RCM 323 |
| RCM 421 | Pulmonary Rehabilitation/ Home Care | 3 | RCM 320, RCM 411 |
| RCM 422 | Pediatric Respiratory Care | 3 | RCM 220 + RCM 320 |
| RCM 423 | Respiratory Care Clinical Practice III | 8 | RCM 410, RCM 323 |
| RCM 424 | Neonatal Respiratory Care | 3 | RCM 413 |
| RCM 510 | Clinical Simulation Seminar | 2 | RCM 413 |
| RCM 511 | Essentials of Critical Care | 2 | RCM 410, RCM 323 |
| RCM 512 | Respiratory Care Seminar | 2 | RCM 411 |
| RCM 513 | Graduation Project | 3 | RCM 410, RCM 323, RCM 422 |
| RCM 520 | Respiratory Care Clinical Practice IV | 16 | RCM 420, RCM 422 |
| | Total | 41 | |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 7) | | Program Learning Outcomes | | | | | | | | | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 | PLO11 | PLO12 | PLO13 | PLO14 |
| Knowledge | Specialized factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts. | √ | √ | √ | | | | | | | | | | | |
| | An understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions. | √ | √ | √ | | | | | | | | | | | |
| | Understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of source. | √ | √ | √ | | | | | | | | | | | |
| | A comprehensive understanding of critical analysis, research systems and methods and evaluative problem-solving techniques. | √ | √ | √ | | | | | | | | | | | |
| | Familiarity with sources of current and new research and knowledge with integration of concepts from outside fields. | | | | | | | | | √ | | | | √ | |



| | | | | | | | | | | | | | | | | |
|--------|---|--|--|--|---|---|---|---|---|---|---|---|---|--|---|--|
| Skills | Technical, creative, and analytical skills appropriate to solving specialized problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline. | | | | √ | √ | √ | √ | √ | √ | √ | | | | | |
| | Evaluating, selecting, and applying appropriate methods, procedures, or techniques in processes of investigation towards identified solutions. | | | | √ | √ | √ | √ | √ | √ | √ | | | | | |
| | Evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline. | | | | | | | | | √ | | | | | √ | |
| | highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters. | | | | √ | √ | √ | √ | √ | √ | | √ | √ | | | |

| | | | | | | | | | | | | | | | | |
|--|---|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources, or learning. | | | | | | | | | | | | | √ | √ | √ |
| | Can manage technical, supervisory or design processes in unpredictable, unfamiliar, and varying contexts. | | | | | | | | | | | | | √ | √ | √ |
| | Can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities. | | | | | | | | | | | | | √ | | √ |
| | Can express an internalized, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships. | | | | | | | | | | | √ | √ | | | √ |



| | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|---|--|--|--|--|---|--|--|--|--|---|---|
| Aspects of Competence (Self Development) | Can self-evaluate and take responsibility for contributing to professional practice and undertake regular professional development and/ or further learning. | | | | | | | | | | | | | | | | | √ | |
| | Can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts. | | | | | | | | | | | | | | | | | | √ |
| | Can contribute to and observe ethical standards. | | | | | | | √ | | | | | √ | | | | | | |

Diploma in Health Management

Mission of the Program

The vision of LC’s associate degree in healthcare management is to be an effective program in health care management in the Emirates of Abu Dhabi, UAE, and the region at an Associate level. LC faculty members are devoted to delivering an up-to-date and comprehensive health management curriculum at the technicians’ level coupled with promising opportunities for on-hand training in the health care industry.

Program Objectives

The Diploma in Health Management program is designed to:

- Prepare students for employment in the healthcare business and financial operations.
- Make sure the students will gain a broad understanding of the application of management principles in the healthcare environment in the United Arab Emirates (UAE), the region, and globally.
- Prepare students to understand business practices and provide them with the opportunity to select specific courses to meet their professional or personal business goals in the health care field.
- Emphasizes planning, organizing, directing, and controlling responsibilities related to healthcare organizational objectives, including the legal and ethical aspects.
- Develop effective communication, managerial, and supervisory skills.
- Familiarize the student with different aspects of the health care delivery system.
- Empower the graduates of this program to be eligible to find entry-level positions in healthcare organizations, including hospitals, medical offices, clinics, long-term care facilities, and insurance companies.



- Let students who complete this program with a suitable GPA score be qualified to transfer to the bachelor's degree in health management program.

Program Learning Outcomes

On successful completion of the program, students should be able to:

Knowledge and Understanding

PLO1 Recognize health management concepts, practices, and theories.

PLO2 Demonstrate proficiency in how legal and ethical issues impact the delivery of healthcare services.

PLO3 Demonstrate specific knowledge and skills in management, decision-making, communication, planning, and organizing.

Skills

PLO4 Analyze an interdisciplinary healthcare delivery's significant advantages and disadvantages.

PLO5 Analyze macro and micro factors affecting healthcare organizations' performance.

PLO6 Recognize the methods used in planning, implementing, evaluating, and marketing healthcare organizations.

Competency

PLO7 Effectively present concepts through oral and written communication skills in English or visually through illustrative and technical rendering.

PLO8 Evaluate and utilize appropriate investigative and research strategies, Internet sources, and software applications when developing a body of work, design brief, or seeking inspiration.

PLO9 Work effectively as a contributing team member, respectful of cultural diversity and individual differences.



Alignment between the learning Outcomes and Goals

| | Goals | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 | Goal 6 |
|-------------------------|-------|--------|--------|--------|--------|--------|--------|
| Learning Outcome | | | | | | | |
| PLO1 | | √ | √ | √ | | | |
| PLO2 | | | √ | | √ | | √ |
| PLO3 | | √ | √ | | √ | | |
| PLO4 | | √ | | | | √ | √ |
| PLO5 | | | | √ | √ | √ | |
| PLO6 | | | √ | √ | | √ | |
| PLO7 | | √ | √ | √ | | √ | |
| PLO8 | | √ | √ | | √ | | |
| PLO9 | | √ | | | √ | | |

Program learning outcomes alignment with the QFEmirates

| QF Strands (level 5) | | Program Learning Outcomes | | | | | | | | |
|----------------------|--|---------------------------|------|------|------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 |
| Knowledge | Comprehensive, specialized knowledge within a broad field of work or discipline, including an understanding of the underlying theoretical and abstract concepts with significant depth in some areas. | √ | √ | √ | | | | | | |
| | A broad understanding of allied knowledge and theories in related fields of work or disciplines including related regulations, standards, codes, conventions and procedures. | √ | √ | √ | | | | | | |
| | An understanding of information assembly, retrieval methods and logical problem-solving techniques from a range of sources. | | | √ | | | | | | |
| | Recognition of sources of current knowledge and the integration of concepts from related fields literacy to comprehend and/or produce coherent texts covering complex relations from an array of information and contexts. | √ | √ | | | | | | | |
| | Numeracy covering an array of mathematical procedures and representations and contexts. | √ | | √ | | | | | | |



| | | | | | | | | | | |
|--|---|--|--|--|---|---|---|---|---|---|
| Skills | Technical, creative and conceptual skills appropriate to solving a wide-range of problems associated with a field of work or discipline that include a comprehensive range of specialist cognitive and practical skills appropriate to diagnosing and implementing solutions to abstract, familiar and non-routine problems within a field of work or discipline. | | | | √ | √ | √ | | | |
| | Use of appropriate information retrieval methods and tools and techniques associated with the field of work or discipline. | | | | | | √ | | | |
| | Comprehensive communication and information technology skills to present, explain and/or critique complex matters. Literacy skills to comprehend and/or produce, from array of information, coherent texts covering complex relations. | | | | √ | √ | | | | |
| | Numeracy skills to select, apply, reflect and communicate an array of mathematical procedures and representations and contexts. | | | | √ | √ | √ | | | |
| Aspects of Competence (Autonomy and Responsibility) | can take responsibility for coordinating the implementation of appropriate approaches to complex work procedures and processes, resources or learning, including leading teams within a technical or para-professional activity | | | | | | | √ | √ | √ |
| | can exercise coordination and/ or su-pervision in routine, familiar and some non-routine work or learning contexts can coordinate technical, design processes in routine, familiar, nonroutine and an array of contexts with support available, if required | | | | | | | | | √ |
| | can express an internalized, personal world view, in the context of an understanding of socio-cultural relationships | | | | | | | | | √ |



| | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|---|---|---|
| Aspects of Competence (Role in Context) | can function with autonomy in technical and coordination contexts and support paraprofessional roles under guidance. | | | | | | | | √ | | √ |
| | can function both independently and in a coordination role with multiple groups. | | | | | | | | √ | | √ |
| | can take responsibility for coordinating the development of individuals and groups. | | | | | | | | | √ | |
| | can review and develop the performance of self and others | | | | | | | | √ | √ | √ |
| Aspects of Competence (Self Development) | can evaluate own learning and identify learning needs in a familiar environment. | | | | | | | | √ | √ | √ |
| | can take responsibility for and plan own learning within a managed and non-routine environment | | | | | | | | √ | √ | √ |
| | can comprehend and observe ethical standards | | | | | | | | √ | √ | √ |

Program Curriculum – [24 Courses- 72 Credit hours]

The study plan composed of the following

| Course Category | Credits | Courses |
|------------------------------------|-----------|-----------|
| General Requirements | 9 | 27 |
| Basic Medical Science Requirements | 1 | 3 |
| Core Requirements | 3 | 9 |
| Major Requirements | 11 | 33 |
| Total Credits | 24 | 72 |



General Requirements (9 courses – 27 CH)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | - |
| ENG 100 | English I | 3 | - |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | - |
| GEN102 | Islamic Culture (Arabic/English) | 3 | - |
| GEN 105 | Emirates Culture and Society | 3 | - |
| GEN 104 | English II | 3 | ENG100 |
| ENG 103 | Logic and Critical Thinking | 3 | ENG100 |
| GEN 201 | Psychology | 3 | ENG100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | - |
| GEN 304 | Ethics | 3 | ENG 100 |
| MTH105 | Mathematics and Statistics | 3 | None |
| | Total | 27 | |

Basic Medical Science Requirements (1 course – 3 CH)

| Code | Course | CH | Pre-requisites |
|--------|---------------------|----------|----------------|
| BMS110 | Medical Terminology | 3 | - |
| | Total | 3 | |

Core Requirements (3 courses- 9 CH)

| Code | Course | CH | Pre-requisites |
|---------|--------------------------|----------|----------------|
| ACC 106 | Accounting Principles I | 3 | - |
| BUS 201 | Microeconomics | 3 | - |
| ACC200 | Accounting Principles II | 3 | ACC106 |
| | Total | 9 | |



Major Requirements (11 courses – 33 CH)

| Code | Course | CH | Pre-requisites |
|---------|---|-----------|-------------------|
| HCM 120 | Principles of Health Management | 3 | |
| HIM 210 | Introduction to Health Information Management | 3 | CIT100 |
| HCM 211 | Healthcare Services Management | 3 | HCM 120 |
| BSC 321 | Public Health and Epidemiology | 3 | BMS 110 |
| HCM 212 | Healthcare Delivery System | 3 | |
| HCM 221 | Introduction to Electronic Health Records and Medical Office Workflow | 3 | HIM 210 |
| BAF 301 | Introduction to Financial Management | 3 | ACC106 |
| HCM 224 | Legal Aspects and Ethics in Health Management | 3 | HCM 120 |
| HCM 225 | Hospital Administration | 3 | HCM 120 |
| HCM 325 | First Aid and Safety | 3 | BMS 110 |
| HCM 241 | D-HM Internship/Field Training | 3 | All major courses |
| | Total | 33 | |

Diploma in Health Management Program Study Plan

| | Semester 1 | | CH | Semester 2 | | CH |
|--------|--------------------|---|-----------|--------------|---|-----------|
| Year 1 | CIT100 | Introduction to Information Technology | 3 | GEN105 | Emirates Culture and Society | 3 |
| | ENG100 | English I | 3 | ACC106 | Accounting Principles I | 3 |
| | GEN102 | Islamic Culture (Arabic/English) | 3 | HCM120 | Principles of Health Management | 3 |
| | GEN100/ GEN 101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | GEN201 | Psychology | 3 |
| | BMS110 | Medical Terminology | 3 | BUS201 | Microeconomics | 3 |
| | MTH105 | Mathematics and Statistics | 3 | GEN302 | Fundamental of Innovation and Entrepreneurship | 3 |
| | Total | | 18 | Total | | 18 |
| Year 2 | ACC200 | Accounting Principles II | 3 | HCM325 | First Aid and Safety | 3 |
| | BSC321 | Public Health and Epidemiology | 3 | BAF301 | Introduction to Financial Management | 3 |
| | HIM210 | Introduction to Health Information Management | 3 | HCM221 | Introduction to Electronic Health Records and Medical Office Workflow | 3 |
| | HCM211 | Healthcare Services Management | 3 | HCM224 | Legal Aspects and Ethics in Health Management | 3 |
| | HCM212 | Healthcare Delivery System | 3 | HCM225 | Hospital Administration | 3 |
| | GEN304 | Ethics | 3 | HCM241 | D-HM Internship/Field Training | 3 |
| | Total | | 18 | Total | | 18 |



Diploma in Medical Laboratory Analysis

Mission of the Program

The mission of the Diploma in Medical Laboratory Analysis is to equip graduates of this program with the theory, practical skills, competency and ethical values to practice in the field of Medical Laboratory Analysis in the Emirate of Abu Dhabi, UAE and the region at technician level.

Program Objectives

The Diploma in Medical Laboratory Analysis program objectives are:

- To provide students with a professional educational program in Medical Laboratory Analysis.
- To graduate professional, competent laboratory technician to meet the growing needs of the healthcare sector in the Emirate of Abu Dhabi, UAE and the region.
- To exhibit exemplary professionalism parallel to the ethical standards of the medical profession and in accordance with the teachings and values of the UAE.
- To prepare students for recognition by accredited international certification bodies.

Program Learning Outcomes

The program learning outcomes are designed to be consistent with the Bachelor level 7 as defined in the UAE's Qualification Framework. Upon completion of the program, the student will be able to:

Knowledge and Understanding

PLO1 Acquire and interpret knowledge to apply in the medical laboratory setting.

PLO2 Demonstrate knowledge of current technological advances and evidence-based medical laboratory best practice.

PLO3 Acquire knowledge of the principles and safety regulations of clinical laboratory instrumentation.

Skills

PLO4 Exhibit a range of technical skills to analyze clinical specimens, interpret test results, recognize and solve errors. Demonstrate ability to pro-pose differential diagnoses in clinical cases.

PLO5 Demonstrate skills in the use of standard and advanced medical laboratory instruments, information technology.

PLO6 Demonstrate skills in producing appropriate documentation including reports of diagnostic results.



Aspects of Competence

PLO7 Effectively present concepts through oral and written communication skills in English and visually through illustrative and technical rendering. Investigate problems through systematic research and effectively disseminate findings.

PLO8 Work effectively as an independent as well as a contributing team member respectful of cultural diversity and individual differences.

PLO9 Establish safe working practices for self and others regarding equipment, handling of biological samples, reagent products, disposal of waste materials and relevant legislation.

Alignment between the learning Outcomes and Goals

| | Goals | Goal 1 | Goal 2 | Goal 3 | Goal 4 |
|-------------------------|-------|--------|--------|--------|--------|
| Learning Outcome | | | | | |
| PLO1 | | √ | | √ | |
| PLO2 | | √ | | | |
| PLO3 | | | √ | | |
| PLO4 | | √ | | √ | |
| PLO5 | | | √ | | |
| PLO6 | | √ | | | |
| PLO7 | | | | | √ |
| PLO8 | | | | | √ |
| PLO9 | | √ | | | |

Program structure

The D-MLA Program is a 2-years program, comprising of 22 courses and 69 credit hours. The program consists of 11 Core Major courses, 3 Basic Sciences, and 8 General courses.

Program Curriculum – 69 Credit hours

The study plan composed of the following

| Course Category | Credits | Courses |
|-----------------------|-----------|-----------|
| General Requirements | 24 | 8 |
| Basic Medical Science | 9 | 3 |
| Core Major Courses | 36 | 11 |
| Total Credits | 69 | 22 |



General Requirements (24)

| Code | Course | CH | Pre-requisites |
|-------------------|--|-----------|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG 100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| GEN 201 | Psychology | 3 | ENG100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG100 |
| GEN 304 | Ethics | 3 | ENG100 |
| | Total | 24 | |

Basic Medical Sciences Requirements (9)

| Code | Course | CH | Pre-requisites |
|---------|---------------------|----------|----------------|
| BMS 110 | Medical Terminology | 3 | |
| BMS 121 | Human Anatomy | 3 | BMS 110 |
| BMS 122 | Human Physiology | 3 | BMS 110 |
| | Total | 9 | |

Core Major Requirements (36)

| Code | Course | CH | Pre-requisites |
|---------|-------------------------------------|-----------|-----------------|
| MLS 211 | Medical Microbiology | 3 | |
| MLS 212 | Basic Hematology | 3 | BMS 122 |
| MLS 110 | Clinical Laboratory instrumentation | 3 | |
| MLS 222 | Diagnostic Hematology | 3 | MLS 212 |
| MLS 213 | Immunology | 3 | |
| MLS 220 | Histology & Micro techniques | 3 | BMS 121 |
| MLS 120 | Biochemistry | 3 | |
| MLS 223 | Transfusion Science | 3 | MLS 213 |
| MLS 210 | Clinical Chemistry I | 3 | MLS 120 |
| MLS 221 | Clinical Chemistry II | 3 | MLS 210 |
| MLS 225 | Clinical Practice | 6 | All MLS courses |
| | Total | 36 | |



Diploma in Medical Laboratory Analysis Program Study Plan

| | Semester 1 | | CH | Semester 2 | | CH |
|--------|--------------|--|-----------|-------------------|--|-----------|
| Year 1 | ENG 100 | English I | 3 | GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 |
| | CIT 100 | Introduction to Information Technology | 3 | GEN 201 | Psychology | 3 |
| | GEN 102 | Islamic Culture (Arabic/English) | 3 | GEN105 | Emirates Culture and Society | 3 |
| | BMS 110 | Medical Terminology | 3 | BMS 121 | Human Anatomy | 3 |
| | MLS 110 | Clinical Laboratory instrumentation | 3 | BMS 122 | Human Physiology | 3 |
| | | | | MLS 120 | Biochemistry | 3 |
| | Total | | 15 | Total | | 18 |
| Year 2 | MLS 210 | Clinical Chemistry I | 3 | MLS 221 | Clinical Chemistry II | 3 |
| | MLS 220 | Histology & Micro techniques | 3 | MLS 223 | Transfusion Science | 3 |
| | MLS 213 | Immunology | 3 | MLS 222 | Diagnostic Hematology | 3 |
| | GEN302 | Fundamentals of Innovation and Entrepreneurship | 3 | GEN 304 | Ethics | 3 |
| | MLS 212 | Basic Hematology | 3 | | | |
| | MLS 211 | Medical Microbiology | 3 | MLS 225 | Clinical Practice | 6 |
| | Total | | 18 | Total | | 18 |



Program learning outcomes alignment with the QF Emirates

| QF Strands (level 5) | | Program Learning Outcomes | | | | | | | | |
|----------------------|---|---------------------------|------|------|------|------|------|------|------|------|
| Core PLOs | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 |
| Knowledge | Comprehensive, specialized knowledge within a broad field of work or discipline, including an understanding of the underlying theoretical and abstract concepts with significant depth in some areas | √ | √ | | | | | | | |
| | A broad understanding of allied knowledge and theories in related fields of work or disciplines including related regulations, standards, codes, conventions and procedures | √ | √ | | | | | | | |
| | An understanding of information assembly, retrieval methods and logical problem-solving techniques from a range of sources | √ | √ | √ | | | | | | |
| | Recognition of sources of current knowledge and the integration of concepts from related fields literacy to comprehend and/or produce coherent texts covering complex relations from an array of information and contexts | | √ | | | | | | | |
| | Numeracy covering an array of mathematical procedures and representations and contexts | √ | | √ | | | | | | |



| | | | | | | | | | | |
|--|--|--|--|---|---|---|---|---|---|---|
| Skills | Technical, creative and conceptual skills appropriate to solving a wide-range of problems associated with a field of work or discipline that include a comprehensive range of specialist cognitive and practical skills appropriate to diagnosing and implementing solutions to abstract, familiar and non-routine problems within a field of work or discipline | | | √ | √ | √ | | | | |
| | Use of appropriate information retrieval methods and tools and techniques associated with the field of work or discipline | | | | √ | | √ | √ | | |
| | Comprehensive communication and information technology skills to present, explain and/or critique complex matters literacy skills to comprehend and/or produce, from array of information, coherent texts covering complex relations | | | | √ | √ | | √ | | |
| | Numeracy skills to select, apply, reflect and communicate an array of mathematical procedures and representations and contexts | | | | | | | | | |
| Aspects of Competence (Autonomy and Responsibility) | Can take responsibility for coordinating the implementation of appropriate approaches to complex work procedures and processes, resources or learning, including leading teams within a technical or para-professional activity | | | | | | | √ | √ | |
| | Can exercise coordination and/ or supervision in routine, familiar and some non-routine work or learning contexts can coordinate technical, design processes in routine, familiar, nonroutine and an array of contexts with support available, if required | | | | | | | | √ | √ |
| | Can express an internalized, personal world view, in the context of an understanding of socio-cultural relationships | | | | | | | √ | | √ |



| | | | | | | | | | | | |
|---|---|--|--|--|--|--|--|---|---|---|---|
| Aspects of Competence (Role in Context) | Can function with autonomy in technical and coordination contexts and support paraprofessional roles under guidance | | | | | | | √ | √ | √ | |
| | Can function both independently and in a coordination role with multiple groups | | | | | | | | √ | √ | √ |
| | Can take responsibility for coordinating the development of individuals and groups | | | | | | | | | √ | √ |
| | Can review and develop the performance of self and others | | | | | | | | √ | √ | |
| Aspects of Competence (Self Development) | Can evaluate own learning and identify learning needs in a familiar environment | | | | | | | | √ | √ | |
| | Can take responsibility for and plan own learning within a managed and non-routine environment | | | | | | | | √ | | √ |
| | Can comprehend and observe ethical standards | | | | | | | | √ | √ | √ |

Program Curriculum – [24 Courses- 72 Credit hours]

The study plan composed of the following

| Course Category | Credits | Courses |
|------------------------------------|-----------|-----------|
| General Requirements | 9 | 27 |
| Basic Medical Science Requirements | 1 | 3 |
| Core Requirements | 3 | 9 |
| Major Requirements | 11 | 33 |
| Total Credits | 24 | 72 |

FACULTY OF MEDIA AND PUBLIC RELATIONS

كلية الإعلام
والعلاقات
العامّة





بكالوريوس الإعلام Bachelor in Mass Communication

إجمالي الساعات المعتمدة اللازمة لإكمال البرنامج: ١٢٣

طريقة التدريس : حضوري

متطلبات القبول

| نوع شهادة الثانوية العامة | نوع القبول | المعدل | درجة المادة في الثانوية العامة | تأسيسي |
|--|-------------|--------|--|--------|
| المسار عام | مباشر | 60% | | لا |
| المسار المتقدم | مباشر | 60% | | لا |
| مسار مجلس أبوظبي للتعليم | مباشر | 60% | | لا |
| الصناعية الفنية التجارية | مباشر | 65% | | لا |
| GCSE/IGCSE النظام البريطاني (O-Level, As & A Levels) | مباشر | | أو أعلى بما في C مع O-Level مواد 5 ذلك الرياضيات والفيزياء / الأحياء والكيمياء ، C بدرجة AS Level بالإضافة إلى مادتين في أو أعلى في الرياضيات بالإضافة إلى الأحياء / الفيزياء / الكيمياء | لا |
| الشهادة الهندية الشهادة الباكستانية الثانوية الأمريكية الدولية | مباشر عام | 60% | | لا |
| | مباشر متقدم | 60% | | لا |
| (IB) دبلوم البكالوريا الدولية | مباشر | | نقطة أو أعلى ، تتضمن 6 مواد وبتحديد 24 أدنى مادتين في المستوى العالي بما في ذلك الرياضيات | لا |

متطلبات التخرج

مستوى البكالوريوس

يجب على الطالب في برنامج البكالوريوس أن يكمل بنجاح الساعات المعتمدة المطلوبة من التسلسل المناسب للمقررات، مع المتطلبات المسبقة اللازمة لجميع المساقات فوق المستوى الابتدائي ، مؤدياً ذلك إلى إكمال البرنامج أكاديمي بنجاح للحصول على درجة البكالوريوس

يجب أن يقضي طلاب البكالوريوس المنتظمون ثلاث سنوات على الأقل على أن لا تتجاوز المدة القصوى للدراسة سبع سنوات بعد الانتهاء من برنامج التأهيل في اللغة الإنجليزية متى وجب ذلك والحصول على درجة ٥.٠ في التوفل أو ما يعادلها. ومع ذلك ، يمكن إضافة إجازة لمدة عام واحد إلى هذه الفترة في حال عدم السيطرة على ظروف معينة و يتم ذلك بموافقة عميد



الطلاب المحولون

يؤهل الطلاب لتحويل ٥٠٪ من الاعتمادات المطلوبة كحد أقصى لإنهاء برنامج دراستهم. يجب اكتساب ما لا يقل عن ٥٠٪ من الساعات المعتمدة للبرنامج من خلال التعليمات في كلية ليوا. يجب على الطلاب قضاء ما لا يقل عن فصلين دراسيين عاديين في الكلية ليكونوا مؤهلين للتخرج. يكون التقدم مرضي للطلاب في أي برنامج أكاديمي في حين تحصيل الحد الأدنى من المعدل التراكمي ٢,٠ من مقياس ٤,٠ نقاط. يخضع الطالب الذي يقل معدله التراكمي أقل من ٢,٠ للمراقبة وفقاً لسياسة اختبار الكلية

مرافق التعلم و المختبرات الخاصة بالبرنامج

- استوديو إذاعي وتلفزيوني
- Apple Mac مختبر
- صالة تحرير صحفي
- بالإضافة لمعامل الكمبيوتر الخاصة بكل أقسام الكلية
- مكتبة ورقية
- مكتبة إلكترونية

المهن التي يتم إعداد الخريجين لها من خلال هذا البرنامج

- بعد إنهاء دراسته في برنامج الإعلام ، يكون الطالب قادراً على العمل في المؤسسات الحكومية وشبه الحكومية والخاصة في الوظائف التالية
- أخصائي علاقات عامة
 - أخصائي في الإعلان
 - محرر صحفي (رقمي-مطبوع)
 - معد برامج إذاعية وتلفزيونية
 - مقدم برامج إذاعية وتلفزيونية
 - مسؤول محتوى رقمي و مواقع التواصل الاجتماعي
 - باحث إعلامي
 - محلل معلومات
 - مراسل
 - مشرف على المراسم والبروتوكول
 - مشرف على مركز إعلامي

مهمة البرنامج

بناء كفاءات إعلامية واتصالية مبدعة، متميزة، قادرة على المنافسة، تمتلك المعرفة النظرية والمهنية والبحثية والمهارات التقنية والقيم الأخلاقية والمهنية اللازمة للعمل في مجالات الإعلام المختلفة بما يتفق مع معايير واحتياجات سوق العمل. واحتياجات سوق العمل



أهداف البرنامج

يهدف بكالوريوس الإعلام إلى

-تزويد الطلبة بمعرفة نظرية واسعة في مفاهيم وعمليات وتأثيرات الإعلام

-إعداد الطلبة للقيام بمهام اتصالية فاعلة في سياقات فردية وجماعية

-إعداد الطلبة للقيام بوظائف مهنية في قطاع الإعلام

-تزويد الطلبة بالمنهجيات والمعارف النقدية اللازمة للقيام بتحليل محتوى وسائل الإعلام

مخرجات التعلم للبرنامج

مخرجات التعلم المشتركة

| | | |
|--|-------|--------------------------|
| يجب على الطلبة أن يكونوا قادرين على مخرج (1.1) شرح مفاهيم وعمليات الإعلام مخرج (1.2) وصف تأثيرات الإعلام في المجتمعات الحديثة | PLO 1 | مخرجات البرنامج الأساسية |
| يجب على الطلبة أن يكونوا قادرين على مخرج (2.1) توصيل رسائل اتصالية مقنعة بأشكال شفوية ومكتوبة مخرج (2.2) استخدام التقنيات والادوات التكنولوجية المختلفة للتفاعل مع الآخرين في سياقات ثقافية متنوعة | PLO 2 | |
| يجب على الطلبة أن يكونوا قادرين على مخرج (3.1) تطوير وتوصيل رسائل إعلامية فاعلية لجمهور واسع من الناس مخرج (3.2) تطبيق المعايير المهنية في إنتاج رسائل الإعلام | PLO 3 | |
| يجب على الطلبة أن يكونوا قادرين على مخرج (4.1) جمع وربط المعلومات والمعارف المتعلقة بقضايا الإعلام مخرج (4.2) تحليل تأثيرات عمليات الإعلام في سياقات اجتماعية وقانونية وأخلاقية مخرج (4.3) نقد اتجاهات تطور وأداء وسائل الإعلام في المجتمعات الحديثة مخرج (4.4) توظيف أساليب حل المشاكل في معالجة القضايا المهنية في حقل الإعلام | PLO 4 | |

مخرجات تعلم تخصص العلاقات العامة

| | | |
|--|-------|-----------------|
| يجب على الطلبة أن يكونوا قادرين على م. ت. ع. (1.1) تعريف العلاقات العامة في سياقات تقليدية ومعاصرة م. ت. ع. (1.2) وصف وظائف العلاقات العامة في المجتمعات الحديثة م. ت. ع. (1.3) شرح الأسس النظرية للعلاقات العامة | PLO 1 | العلاقات العامة |
| يجب على الطلبة أن يكونوا قادرين على م. ت. ع. (2.1) وصف علميات التخطيط في العلاقات العامة م. ت. ع. (2.2) شرح الوظائف المختلفة لمدير العلاقات العامة م. ت. ع. (2.3) تطبيق مبادئ الإدارة على علاقات المنظمة مع الفئات الجماهيرية المختلفة | PLO 2 | |
| يجب على الطلبة أن يكونوا قادرين على م. ت. ع. (3.1) وصف الأشكال والصيغ الإعلامية المستخدمة في العلاقات العامة م. ت. ع. (3.2) تطوير رسائل فاعلة موجهة لجمهور متنوع م. ت. ع. (3.3) تطبيق المبادئ الفنية في إنتاج مواد مطبوعة وسمعية وبصرية وإلكترونية للعلاقات العامة م. ت. ع. (3.4) تصميم وتنفيذ حملات العلاقات العامة باستخدام وسائل متنوعة | PLO 3 | |



مخرجات تعلم تخصص الإعلان

| | | |
|---------|-------|---|
| الإعلان | PLO 1 | يجب على الطلبة أن يكونوا قادرين على م.ت.إ.ع (1.1) تعريف الإعلان في سياقات تقليدية ومعاصرة م.ت.إ.ع (1.2) وصف وظائف الإعلان في المجتمعات الحديثة م.ت.إ.ع (1.3) شرح الأسس النظرية للإعلان |
| | PLO 2 | يجب على الطلبة أن يكونوا قادرين على م.ت.إ.ع (2.1) وصف علميات الإعلان م.ت.إ.ع (2.2) شرح الوظائف التسويقية للإعلان م.ت.إ.ع (2.3) تطبيق مبادئ التسويق على الأنشطة الإعلانية |
| | PLO 3 | يجب على الطلبة أن يكونوا قادرين على م.ت.إ.ع (3.1) وصف الأشكال والصيغ الفنية للإعلان في وسائل إعلامية متنوعة م.ت.إ.ع (3.2) إنتاج نصوص إعلانية فاعلة م.ت.إ.ع (3.3) تطبيق المبادئ الفنية في إنتاج مواد مطبوعة وسمعية وبصرية والإلكترونية للإعلان |

مخرجات تعلم تخصص الإعلام الرقمي

| | | |
|----------------|-------|---|
| الإعلام الرقمي | PLO 1 | يجب على الطلبة أن يكونوا قادرين على م.ت.إ.ر (1.1) تعريف الإعلام الرقمي في سياقات معاصرة م.ت.إ.ر (1.2) وصف وظائف الإعلام الرقمي في المجتمعات الحديثة م.ت.إ.ر (1.3) شرح الأسس النظرية للإعلام الرقمي |
| | PLO 2 | يجب على الطلبة أن يكونوا قادرين على م.ت.إ.ر (2.1) وصف علميات الإعلام الرقمي م.ت.إ.ر (2.2) شرح وظائف الإعلام الرقمي والاجتماعي |
| | PLO 3 | يجب على الطلبة أن يكونوا قادرين على م.ت.إ.ر (3.1) وصف الأشكال والصيغ الفنية للإعلام الرقمي في قنوات متنوعة م.ت.إ.ر (3.2) تطبيق المبادئ الفنية في إنتاج مواد رقمية للإعلام الشبكي على الإنترنت |



هيكل البرنامج

الخطة الدراسية لبرنامج بكالوريوس الإعلام / تخصص العلاقات العامة
إجمالي الساعات المعتمدة: ١٢٣ ساعة

متطلبات الكلية (١١ مادة - ٣٣ ساعة معتمدة)

| Code | Course | CH | Pre-requisites |
|-------------------|--|----|----------------|
| BIT100 | Introduction to Information Technology | 3 | None |
| ENG100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN105 | Emirates Culture and Society | 3 | None |
| ENG104 | English II | 3 | ENG100 |
| GEN103 | Logic and Critical Thinking | 3 | ENG100 |
| GEN201 | Psychology | 3 | ENG100 |
| GEN302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG100 |
| GEN304 | Ethics | 3 | ENG100 |
| MTH105 | Mathematics and Statistics | 3 | None |

متطلبات القسم الإجبارية (٢٧ ساعة معتمدة)

| Code | Course | CH | Pre-requisites |
|---------|-------------------------------|----|----------------|
| MCM 101 | مدخل إلى الإعلام الرقمي | 3 | |
| MCM 102 | مدخل إلى العلاقات العامة | 3 | |
| MCM 121 | مدخل إلى الإعلان | 3 | |
| MCM 123 | نظريات الإعلام | 3 | |
| MCM 201 | الإعلام في دولة الإمارات | 3 | GEN 105 |
| MCM 202 | مناهج بحوث الإعلام | 3 | MCM 123 |
| MCM 203 | التصوير الرقمي | 3 | MCM 101 |
| MCM 301 | الاتصال الدولي | 3 | |
| | مساق اختياري = ٣ ساعات معتمدة | | |
| MCM 210 | الجغرافية السياسية | 3 | |
| MCM 211 | سلوك المستهلكين | 3 | |
| MCM 212 | فن الإقناع | 3 | |
| MCM 213 | علم النفس الاجتماعي | 3 | GEN 201 |



مساقات مساندة (٣. ساعة معتمدة)

| Code | Course | CH | Pre-requisites |
|---------|-------------------------------------|----|----------------|
| MCM 122 | كتابة احترافية بالعربية | 3 | GEN100 |
| MCM 204 | مقدمة في الإعلام و الذكاء الاصطناعي | 3 | |
| MCM 221 | الاتصال الخطابي | 3 | |
| MCM 222 | التسويق الاجتماعي | 3 | MCM 121 |
| MCM 223 | الرأي العام | 3 | |
| MCM 321 | الإعلام العربي | 3 | MCM 201 |
| MCM 322 | الترجمة الإعلامية | 3 | ENG100 |
| MCM 401 | اقتصاد و إدارة المؤسسات الإعلامية | 3 | |
| MCM 421 | البروتوكول و الاتيكيت | 3 | |
| | مساق إختياري = ٣ ساعات معتمدة | | |
| MCM 125 | مدخل علم اجتماع | 3 | |
| MCM 326 | التاريخ العربي الحديث | 3 | |
| MCM 327 | قضايا عالمية | 3 | |
| MCM 328 | الأدب العربي الحديث | 3 | |
| MCM 329 | السينما التسجيلية | 3 | |

تخصص العلاقات العامة (٣٣ ساعة معتمدة)

| Code | Course | CH | Pre-requisites |
|---------|---------------------------------|----|--|
| PRM 301 | إدارة العلاقات العامة | 3 | MCM 102 |
| PRM 302 | الكتابة للعلاقات العامة | 3 | MCM 122 |
| PRM 303 | إنتاج المواد للعلاقات العامة | 3 | MCM 203 |
| PRM 321 | العلاقات العامة الدولية | 3 | MCM 301 |
| PRM 401 | حالات دراسية في العلاقات العامة | 3 | PRM 301 |
| PRM 402 | حملات العلاقات العامة | 3 | PRM 301 |
| PRM 403 | العلاقات العامة عبر الانترنت | 3 | MCM 101 |
| PRM 410 | تدريب ميداني في العلاقات العامة | 3 | اجتياز 80 ساعة من ضمنها 12 ساعة من مواد التخصص |
| PRM 422 | مشروع تخرج في العلاقات العامة | 3 | فصل التخرج |
| | مساق حر | 3 | |
| | مساق حر | 3 | |



الخطة الدراسية لبرنامج بكالوريوس الإعلام / تخصص الإعلان

إجمالي الساعات المعتمدة: ١٢٣ ساعة

متطلبات الكلية (١١ مادة - ٣٣ ساعة معتمدة)

| Code | Course | CH | Pre-requisites |
|-------------------|--|----|----------------|
| BIT100 | Introduction to Information Technology | 3 | None |
| ENG100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN105 | Emirates Culture and Society | 3 | None |
| ENG104 | English II | 3 | ENG100 |
| GEN103 | Logic and Critical Thinking | 3 | ENG100 |
| GEN201 | Psychology | 3 | ENG100 |
| GEN302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG100 |
| GEN304 | Ethics | 3 | ENG100 |
| MTH105 | Mathematics and Statistics | 3 | None |

متطلبات القسم الإجبارية (٢٧ ساعة معتمدة)

| Code | Course | CH | Pre-requisites |
|---------|-------------------------------|----|----------------|
| MCM 101 | مدخل إلى الإعلام الرقمي | 3 | |
| MCM 102 | مدخل إلى العلاقات العامة | 3 | |
| MCM 121 | مدخل إلى الإعلان | 3 | |
| MCM 123 | نظريات الإعلام | 3 | |
| MCM 201 | الإعلام في دولة الإمارات | 3 | GEN105 |
| MCM 202 | مناهج بحوث الإعلام | 3 | MCM 123 |
| MCM 203 | التصوير الرقمي | 3 | MCM 101 |
| MCM 301 | الاتصال الدولي | 3 | |
| | مساق إختياري = ٣ ساعات معتمدة | | |
| MCM 210 | الجغرافية السياسية | 3 | |
| MCM 211 | سلوك المستهلكين | 3 | |
| MCM 212 | فن الإقناع | 3 | |
| MCM 213 | علم النفس الاجتماعي | | GEN201 |



مساقات مساندة (٣ ساعة معتمدة)

| Code | Course | CH | Pre-requisites |
|---------|-------------------------------------|----|----------------|
| MCM 122 | كتابة احترافية بالعربية | 3 | GEN100 |
| MCM 204 | مقدمة في الإعلام و الذكاء الاصطناعي | 3 | |
| MCM 221 | الاتصال الخطابي | 3 | |
| MCM 222 | التسويق الاجتماعي | 3 | MCM 121 |
| MCM 223 | الرأي العام | 3 | |
| MCM 321 | الإعلام العربي | 3 | MCM 201 |
| MCM 322 | الترجمة الإعلامية | 3 | ENG100 |
| MCM 401 | اقتصاد و إدارة المؤسسات الإعلامية | 3 | |
| MCM 421 | البروتوكول و الاتيكيت | 3 | |
| | مساق إختياري = ٣ ساعات معتمدة | | |
| MCM 125 | مدخل علم اجتماع | 3 | |
| MCM 326 | التاريخ العربي الحديث | 3 | |
| MCM 327 | قضايا عالمية | 3 | |
| MCM 328 | الأدب العربي الحديث | 3 | |
| MCM 329 | السينما التسجيلية | 3 | |

تخصص الإعلان (٣٣ ساعة معتمدة)

| Code | Course | CH | Pre-requisites |
|---------|-------------------------------|----|--|
| ADM 301 | تصميم الإعلانات | 3 | MCM 121+ CIT 100 |
| ADM 302 | كتابة النصوص الإعلانية | 3 | MCM 122 |
| ADM 303 | الإعلان المطبوع | 3 | ADM 301 |
| ADM 321 | تخطيط الحملات الإعلانية | 3 | ADM 301 |
| ADM 401 | الإعلان الإذاعي و التلفزيوني | 3 | MCM203 +ADM301 |
| ADM 403 | الإعلان الإلكتروني | 3 | ADM 401 |
| ADM 402 | الاتصالات التسويقية المتكاملة | 3 | MCM 222 |
| ADM 410 | تدريب ميداني في الإعلان | 3 | اجتياز 80 ساعة من ضمنها 12 ساعة من مواد التخصص |
| ADM 422 | مشروع تخرج في الإعلان | 3 | فصل التخرج |
| | مساق حر | 3 | |
| | مساق حر | 3 | |



الخطة الدراسية لبرنامج بكالوريوس الإعلام / الإعلام الرقمي

إجمالي الساعات المعتمدة: ١٢٣ ساعة

متطلبات الكلية (١١ مادة - ٣٣ ساعة معتمدة)

| Code | Course | CH | Pre-requisites |
|-------------------|--|----|----------------|
| CIT 100 | Introduction to Information Technology | 3 | None |
| ENG100 | English I | 3 | None |
| GEN100/ GEN101 | Communication Skills in Arabic/ Communication Skills in Arabic for non-Arabic speakers | 3 | None |
| GEN 102 | Islamic Culture (Arabic/English) | 3 | None |
| GEN 105 | Emirates Culture and Society | 3 | None |
| ENG 104 | English II | 3 | ENG100 |
| GEN 103 | Logic and Critical Thinking | 3 | ENG100 |
| GEN 201 | Psychology | 3 | ENG100 |
| GEN 302 | Fundamentals of Innovation and Entrepreneurship | 3 | ENG100 |
| GEN 304 | Ethics | 3 | ENG100 |
| MTH 105 | Mathematics and Statistics | 3 | None |

متطلبات القسم الإجبارية (٢٧ ساعة معتمدة)

| Code | Course | CH | Pre-requisites |
|---------|-------------------------------|----|----------------|
| MCM 101 | مدخل إلى الإعلام الرقمي | 3 | |
| MCM 102 | مدخل إلى العلاقات العامة | 3 | |
| MCM 121 | مدخل إلى الإعلان | 3 | |
| MCM 123 | نظريات الإعلام | 3 | |
| MCM 201 | الإعلام في دولة الإمارات | 3 | GEN 105 |
| MCM 202 | مناهج بحوث الإعلام | 3 | MCM 123 |
| MCM 203 | التصوير الرقمي | 3 | MCM 101 |
| MCM 301 | الاتصال الدولي | 3 | |
| | مساق إختياري = ٣ ساعات معتمدة | | |
| MCM 210 | الجغرافية السياسية | 3 | |
| MCM 211 | سلوك المستهلكين | 3 | |
| MCM 212 | فن الإقناع | 3 | |
| MCM 213 | علم النفس الاجتماعي | | GEN 201 |



مساقات مساندة (٣. ساعة معتمدة)

| Code | Course | CH | Pre-requisites |
|---------|-------------------------------------|----|----------------|
| MCM 122 | كتابة احترافية بالعربية | 3 | GEN 100 |
| MCM 204 | مقدمة في الإعلام و الذكاء الاصطناعي | 3 | |
| MCM 221 | الاتصال الخطابي | 3 | |
| MCM 222 | التسويق الاجتماعي | 3 | MCM 121 |
| MCM 223 | الرأي العام | 3 | |
| MCM 321 | الإعلام العربي | 3 | MCM 201 |
| MCM 322 | الترجمة الإعلامية | 3 | ENG 100 |
| MCM 401 | اقتصاد و إدارة المؤسسات الإعلامية | 3 | |
| MCM 421 | البروتوكول و الاتيكيت | 3 | |
| | مساق إختياري = ٣ ساعات معتمدة | | |
| MCM 125 | مدخل علم اجتماع | 3 | |
| MCM 326 | التاريخ العربي الحديث | 3 | |
| MCM 327 | قضايا عالمية | 3 | |
| MCM 328 | الأدب العربي الحديث | 3 | |
| MCM 329 | السينما التسجيلية | 3 | |

تخصص الإعلام الرقمي (٣٣ ساعة معتمدة)

| Code | Course | CH | Pre-requisites |
|---------|--|----|--|
| DMC 301 | مهارات الإعلام الرقمي | 3 | MCM 203 |
| DMC 302 | الكتابة إلى الإعلام الرقمي | 3 | MCM 122 |
| DMC 303 | صناعة المحتوى الإعلامي | 3 | DMC 301 |
| DMC 321 | الشبكات الاجتماعية | 3 | DMC 301 |
| DMC 401 | صحافة الانترنت | 3 | DMC 302 |
| DMC 402 | تصميم مواقع الويب | 3 | CIT 100 |
| DMC 403 | البث الإذاعي و التلفزيوني عبر الانترنت | 3 | DMC 301 |
| DMC 410 | تدريب ميداني (إعلام رقمي) | 3 | اجتياز 80 ساعة من ضمنها 12 ساعة من مواد التخصص |
| DMC 422 | مشروع تخرج (إعلام رقمي) | 3 | فصل التخرج |
| | مساق حر | 3 | |
| | مساق حر | 3 | |



دعم الطلاب وتعلمهم
هناك أنواع مختلفة من الدعم الذي يقدمه البرنامج للطلبة ويفيد في العملية التعليمية،
منها

- الإرشاد الأكاديمي
- التدريب الداخلي
- التدريب الخارجي
- الزيارات الميدانية
- المحاضرات من خارج الكلية
- خدمات دعم تكنولوجيا المعلومات للمساعدة في الشؤون المتعلقة بمعامل الكمبيوتر
- خدمات المكتبة
- خدمات مكتب شؤون الطلاب

طرق تقويم وتحسين جودة ومعايير التدريس والتعلم

- يرجى توضيح طرق تقييم وتحسين جودة التدريس والتعلم
- المراجعة القبليّة والمراجعة البعديّة
- المراجع الخارجي
- قياس مخرجات التعلّم
- التغذية الراجعة من الطلاب
- استبيان تجربة المساقات + استبيان رضا الطلاب)
- المقالات مع الطلاب
- التغذية الراجعة من أعضاء هيئة التدريس
- استبيان مدى رضا أعضاء هيئة التدريس، تقييم الفصول الدراسية، تقرير مراجعة)
- المواد الدراسية
- استبيان الطلبة الخريجين
- استبيان المشغلين
- المجلس الاستشاري
- المقارنة المرجعية
- تقرير تحليل المخاطر
- (...، تطور التسجيل، بيانات حول سوق العمل، دراسات السوق)
- وزارة التعليم العالي او باقي الهياكل الرقابية



طرق التدريس والتعلم

MCM 101 - مدخل إلى الإعلام الرقمي

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق

MCM102 - مدخل إلى العلاقات العامة

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق

MCM121 - مدخل إلى الإعلان

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق تطبيقات عملية على تصميم وإنتاج الإعلانات المطبوعة والرقمية، في مختبر الحاسوب

MCM 201 - الاعلام في دولة الإمارات

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والحالات الدراسية والبحوث المكتبية والقانونية وعرض نماذج لمطبوعات صحفية إماراتية

MCM 123 نظريات الاتصال

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق والتمارين والتطبيقات العملية

MCM 202 مناهج بحوث الاعلام

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والحالات الدراسية والبحوث المكتبية والميدانية

MCM 301 الاتصال الدولي

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق

MCM 203 التصوير الرقمي

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم والتطبيق مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق التطبيقات العملية على مهارات التصوير الرقمي فداخل الاستوديو وخارجه



MCM 210 الجغرافيا السياسية

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق

MCM 211 سلوك المستهلك

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق

MCM 212 فن الاقناع

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والحالات الدراسية والبحوث المكتبية والميدانية

MCM 213 علم النفس الاجتماعي

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق

مساقات مساندة (30 ساعة معتمدة)

MCM 122 - كتابة احترافية بالعربية

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق

MCM 204 - مقدمة في الإعلام و الذكاء الاصطناعي

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق

MCM 221 - الاتصال الخطابي

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق

MCM 222 - التسويق الاجتماعي

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق

MCM 223 - الرأي العام

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق



MCM 321 - الإعلام العربي

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق

MCM 322 - الترجمة الإعلامية

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق

MCM 401 - اقتصاد و إدارة المؤسسات الإعلامية

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق

MCM 421 - البروتوكول والإتيكيت

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق

MCM 125 - مدخل إلى علم الاجتماع

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق

MCM 326 - التاريخ العربي الحديث

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق

MCM327 - قضايا عالمية

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق

MCM 328 - الأدب العربي الحديث

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق

MCM 329 - السينما التسجيلية

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق



تخصص الإعلام الرقمي (33 ساعة معتمدة)

DMC 301 - مهارات الاعلام الرقمي

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق

تطبيقات عملية على انتاج مضمون إعلامي يتناسب مع التطورات الحاصلة في الإعلام الرقمي من حيث النص والصورة

DMC 302 - الكتابة للإعلام الرقمي

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق

تطبيقات عملية على انتاج مضمون إعلامي يتناسب مع التطورات الحاصلة في الإعلام الرقمي من حيث تحرير النصوص

DMC 303 - صناعة المحتوى الإعلامي

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق التدريب على مهارات فنية في مجال صناعة المحتوى حسب الوسيلة الإعلامية

DMC 321 - الشبكات الاجتماعية

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق تطبيقات عملية على ممارسة العمل الإعلامي في مواقع التواصل الاجتماعي

DMC 401 - صحافة الإنترنت

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق التدريب العملي على كتابة المواد الإعلامية وكيفية توظيفها في المجال الصحفي الإلكتروني

DMC 402 - تصميم مواقع الويب

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق التدريب العملي على تصميم صفحات الويب من خلال برامج الحاسوب ذات الصلة في المختبر



DMC 403 - البث الإذاعي والتلفزيوني عبر الإنترنت

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق التطبيق العملي في الاستوديو الإذاعي والتلفزيوني على التصوير والتسجيل الصوتي

DMC 410 - تدريب ميداني (إعلام رقمي)

التدريب في المؤسسات الإعلامية أو شركات العلاقات العامة والإعلان

DMC 422 - مشروع تخرج (إعلام رقمي)

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق

تخصص العلاقات العامة (33 ساعة معتمدة)

PRM 301 - إدارة العلاقات العامة

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق

PRM 302 - الكتابة للعلاقات العامة

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق التطبيقات العملية على السياقات الكتابية المتنوعة للعلاقات العامة

PRM 303 - إنتاج المواد للعلاقات العامة

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق التدريب على إنتاج المواد الإعلامية المطبوعة والسمعية البصرية وتطبيقها على صعيد الواقع في المختبر وقاعة التحرير

PRM 321 - العلاقات العامة الدولية

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق



PRM 401 - حالات دراسية في العلاقات العامة

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق

PRM 402 - حملات العلاقات العامة

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق تنفيذ حملات إعلامية وإعلانية على صعيد الواقع العملي

PRM 403 - العلاقات العامة عبر الإنترنت

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق التطبيق داخل المختبر على إنشاء مدونات ومواقع الكترونية افتراضية وتحميل مواد إعلامية عليها

PRM 410 - تدريب ميداني في العلاقات العامة

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة التوجيهية الخاصة بإجراءات التدريب الميداني، والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق، ومناقشة تقارير المشرف الميداني

PRM 422 - مشروع تخرج في العلاقات العامة

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرات التوجيهية لإعداد خطط المشاريع وأساليب تنفيذها وعرض الأنشطة الميدانية والعروض التقديمية وتحليل الحالات الدراسية والبحوث والأعمال الميدانية عبر أسلوب التعلم الجماعي

تخصص الإعلان (33 ساعة معتمدة)

ADM 301 - تصميم الإعلانات

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق التدريب على تصميم الإعلانات المطبوعة والرقمية باستعمال البرامج الحاسوبية الحديثة في المختبر

ADM 303 - الإعلان المطبوع

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق التطبيق العملي في المختبر على إنتاج إعلانات للوسائل الإعلامية المطبوعة



ADM 302 - كتابة النصوص الإعلانية

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق التطبيق على كتابة النصوص الإعلانية في قاعة التحرير

ADM 321 - تخطيط الحملات الإعلانية

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق

ADM 401 - الإعلان الإذاعي والتلفزيوني

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق التطبيق العملي على إنتاج الإعلانات الإذاعية والتلفزيونية في الأستوديوهات ذات الصلة

ADM 403 - الإعلان الإلكتروني

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والبحوث الميدانية والتعلم الجماعي عبر الفريق التدريب على صياغة وتصميم الإعلان الإلكتروني بالأساليب الفنية الحديثة والمتطورة

ADM 402 - الاتصالات التسويقية المتكاملة

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق

ADM 410 - تدريب ميداني في الإعلان

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق

ADM 422 - مشروع تخرج في الإعلان

يتضمن المساق استخدام منهجيات وأساليب متنوعة في التعلم مثل المحاضرة والمناقشة الصفية والعروض التقديمية وتحليل الحالات الدراسية والتعلم الجماعي عبر الفريق

QFEmirates ربط مخرجات تعلم البرنامج مع المؤهلات الوطنية

| الكفاءات التي يتضمنها إطار المؤهلات في دولة الإمارات | | | | | المخرج التعليم للبرنامج | رمز المخرج |
|--|-----------------|-----------|---------|---------|---|----------------|
| التطوير الذاتي | الدور في السياق | المسؤولية | المهارة | المعرفة | | |
| برنامج الإعلام | | | | | | |
| (1) | (1) | (3) | (1) | (5) | شرح مفاهيم وعمليات الإعلام | م. ت. ا. ج 1.1 |
| (1) | (3) | (3) | (1) | (5) | وصف تأثيرات الإعلام في المجتمعات الحديثة | م. ت. ا. ج 1.2 |
| (5) | (5) | (4) | (5) | (3) | توصيل رسائل اتصالية مقنعة بأشكال شفوية ومكتوبة | م. ت. ا. ج 2.1 |
| (5) | (4) | (4) | (5) | (3) | استخدام التقنيات والادوات التكنولوجية المختلفة للتفاعل مع الآخرين في سياقات ثقافية متنوعة | م. ت. ا. ج 2.2 |
| (5) | (5) | (4) | (5) | (3) | تطوير وتوصيل رسائل إعلامية فاعلة لجمهور واسع من الناس | م. ت. ا. ج 3.1 |
| (5) | (4) | (4) | (5) | (3) | تطبيق المعايير المهنية في إنتاج رسائل الإعلام | م. ت. ا. ج 3.2 |
| (1) | (2) | (3) | (3) | (5) | جمع وربط المعلومات والمعارف المتعلقة بقضايا الإعلام | م. ت. ا. ج 4.1 |
| (5) | (5) | (4) | (3) | (3) | تحليل تأثيرات عمليات وتأثيرات الإعلام في سياقات اجتماعية وقانونية وأخلاقية | م. ت. ا. ج 4.2 |
| (2) | (3) | (5) | (4) | (4) | نقد اتجاهات تطور وأداء وسائل الإعلام في المجتمعات الحديثة | م. ت. ا. ج 4.3 |
| (2) | (3) | (4) | (4) | (4) | توظيف أساليب حل المشاكل في معالجة القضايا المهنية في حقل الإعلام | م. ت. ا. ج 4.4 |
| مسار العلاقات العامة | | | | | | |
| (1) | (1) | (1) | (2) | (5) | تعريف العلاقات العامة في سياقات تقليدية ومعاصرة | م. ت.ع. ع 1.1 |
| (1) | (2) | (3) | (3) | (4) | وصف وظائف العلاقات العامة في المجتمعات الحديثة | م. ت.ع. ع 1.2 |
| (1) | (2) | (3) | (3) | (4) | شرح الأسس النظرية للعلاقات العامة | م. ت.ع. ع 1.3 |
| (1) | (2) | (3) | (3) | (5) | وصف عمليات التخطيط في العلاقات العامة | م. ت.ع. ع 2.1 |
| (1) | (2) | (3) | (3) | (4) | شرح الوظائف المختلفة لمدير العلاقات العامة | م. ت.ع. ع 2.2 |
| (4) | (5) | (4) | (5) | (2) | تطبيق مبادئ الإدارة على علاقات المنظمة مع الفئات الجماهيرية المختلفة | م. ت.ع. ع 2.3 |
| (1) | (2) | (3) | (3) | (4) | وصف الأشكال والصيغ الإعلامية المستخدمة في العلاقات العامة | م. ت.ع. ع 3.1 |
| (5) | (5) | (4) | (5) | (1) | تطوير رسائل فاعلة موجهة لجمهور متنوع | م. ت.ع. ع 3.2 |
| (4) | (5) | (4) | (5) | (2) | تطبيق المبادئ الفنية في إنتاج مواد مطبوعة وسمعية وبصرية وإلكترونية للعلاقات العامة | م. ت.ع. ع 3.3 |
| (5) | (5) | (4) | (5) | (2) | تصميم وتنفيذ حملات العلاقات العامة باستخدام وسائل متنوعة | م. ت.ع. ع 3.4 |

| الكفاءات التي يتضمنها إطار المؤهلات في دولة الإمارات | | | | | المخرج التعليم للبرنامج | رمز المخرج |
|--|-----------------|-----------|---------|---------|--|---------------|
| التطوير الذاتي | الدور في السياق | المسؤولية | المهارة | المعرفة | | |
| مسار الإعلان | | | | | | |
| (1) | (1) | (1) | (2) | (5) | تعريف الإعلان في سياقات تقليدية ومعاصرة | م. ت.إ. ع 1.1 |
| (1) | (2) | (3) | (3) | (4) | وصف وظائف الإعلان في المجتمعات الحديثة | م. ت.إ. ع 1.2 |
| (1) | (2) | (3) | (3) | (4) | شرح الأسس النظرية للإعلان | م. ت.إ. ع 1.3 |
| (1) | (2) | (3) | (3) | (5) | وصف عمليات الإعلان | م. ت.إ. ع 2.1 |
| (1) | (2) | (3) | (3) | (4) | شرح الوظائف التسويقية للإعلان | م. ت.إ. ع 2.2 |
| (4) | (5) | (4) | (5) | (2) | تطبيق مبادئ التسويق على الأنشطة الإعلانية | م. ت.إ. ع 2.3 |
| (1) | (2) | (3) | (3) | (4) | وصف الأشكال والصيغ الفنية للإعلان في وسائل إعلامية متنوعة | م. ت.إ. ع 3.1 |
| (5) | (5) | (4) | (5) | (1) | إنتاج نصوص إعلانية فاعلة | م. ت.إ. ع 3.2 |
| (4) | (5) | (4) | (5) | (2) | تطبيق المبادئ الفنية في إنتاج مواد مطبوعة وسمعية وبصرية والإلكترونية للإعلان | م. ت.إ. ع 3.3 |
| مسار الإعلام الرقمي | | | | | | |
| (1) | (1) | (1) | (2) | (5) | تعريف الإعلام الرقمي في سياقات معاصرة | م. ت.إ. ر 1.1 |
| (1) | (2) | (3) | (3) | (4) | وصف وظائف الإعلام الرقمي في المجتمعات الحديثة | م. ت.إ. ر 1.2 |
| (1) | (2) | (3) | (3) | (4) | شرح الأسس النظرية للإعلام الرقمي | م. ت.إ. ر 1.3 |
| (1) | (2) | (3) | (3) | (5) | وصف عمليات الإعلام الرقمي | م. ت.إ. ر 2.1 |
| (1) | (2) | (3) | (3) | (4) | شرح وظائف الإعلام الرقمي والاجتماعي | م. ت.إ. ر 2.2 |
| (1) | (2) | (3) | (3) | (4) | وصف الأشكال والصيغ الفنية للإعلام الرقمي في قنوات متنوعة | م. ت.إ. ر 3.1 |
| (4) | (5) | (4) | (5) | (2) | تطبيق المبادئ الفنية في إنتاج مواد رقمية للإعلام الشبكي على الإنترنت | م. ت.إ. ر 3.2 |

Courses Description

وصف
المساقات



Faculty of Business

ACC106 Accounting Principles I (3 CH)

Prerequisites: None

This course is an introduction to the theory of accounting and the standard methods of record keeping. Generally, Accepted Accounting Principles (GAAP) and concepts are emphasized in the preparation of financial statements. In addition, this course utilizes accounting software to illustrate the practical uses of computers in a financial accounting setting. It illustrates the creation of files, setting up historical data, recording entries, producing financial statements and other necessary reports.

ACC200 Accounting Principles II

Prerequisites: ACC106

This course introduces advanced accounting concepts to students, including different forms of ownership, cash flows statement, financial statement analysis, accounting for manufacturing operations and budgeting.

ACC301 Intermediate Accounting I

Prerequisites: ACC200

This course covers the underlying principles, procedures, and reporting requirements necessary to gain an understanding of both the preparation and the use of modern financial statements. Primary topics include: the environment of financial reporting and the conceptual frame-work of accounting; the balance sheet and

notes to the financial statements; the income statement; the statement of cash flows; accounting for receivables; valuation of inventories; accounting treatment related to property, plant, and equipment.

ACC303 Accounting Information Systems

Prerequisites: ACC200

This course is an introduction to accounting information systems and the way these systems impact how accounting data is captured and processed. Topics include the components of an accounting information system (AIS); management of information systems, database concepts, traditional flowcharting, and data-flow diagrams; and auditing of accounting information systems. Emphasis is on evaluating and developing effective internal controls for these systems.

ACC305 Governmental Accounting

Prerequisites: ACC200

This course aims to study the accounting system of government and its applications in the United Arab Emirates, concept and theory of accountability in government units, study the theory of the governmental funds, the evolution of its various stages, the foundations of recording and measurement and accounting entries in governmental accounting, the institutional framework of the accounting system of government in



the UAE, the general budget of the UAE (preparation, implementation, and control) and the analysis and evaluation of the elements of the existing system.

ACC307 Intermediate Accounting II

Prerequisites: ACC301

This course is a continuation of Intermediate Accounting, and is a closer look at the theories, principles and practices underlying financial statements. Emphasis is on the measurement, valuation and reporting of liabilities and stockholders' equity and their effect on reported earnings. Topics covered include leases, pensions and employee benefits, deferred income taxes, and earnings per share. There will also be a discussion of financial errors and full disclosure in accounting.

ACC310 Taxation

Prerequisites: ACC200

This course is an introduction to taxation concepts, rules, and techniques for both individuals and organizations. Topics include the definitions of taxation, individual income tax rules and business income taxes. Other topics are deductions and exclusions and computations of different income taxes. Tax transfer, evasion and resource planning are other topics that will be introduced. The last topic focuses on the understanding of different tax jurisdictions including aspects of taxation in UAE.

ACC401 Managerial Accounting

Prerequisites: ACC200

This course is designed to expose students to the theory and practice of selecting and analyzing managerial and financial accounting information for internal use by managers for decision-making, planning, directing, and controlling purposes. Major topics include managerial accounting concepts, cost behavior, cost analysis, budget and profit planning, cost-volume-profit analysis, measurement, and analysis of accounting data appropriate to managerial decision making, capital budgeting decisions.

ACC403 Cost Accounting

Prerequisites: ACC200

This course deals with identifying the importance of using cost information, cost concepts, cost accounting for materials, labor, overhead and preparation of cost statements. Also, topics include job costing, process costing and activity-based costing. This course explains the importance of cost accounting as a tool for planning and managerial control by focusing on Cost budgets, cost standards and variances.

ACC405 Auditing

Prerequisites: ACC301

This course is designed to provide the student with a basic understanding of all aspects of auditing. These include accepting and planning the audit, evaluating internal controls, verifying account balances and financial



statement assertions, reporting on audited financial statements, as well as auditing standards, legal responsibilities, professional and personal ethical responsibilities of auditors.

ACC413 Advanced Accounting

Prerequisites: ACC307

This course is a comprehensive study of business combinations. In addition, this course explores accounting theory as applied to special problems such as eliminating various intercompany transactions, insolvency, accounting for partnerships, and accounting for non-business entities and non-profits. Emphasis will be placed on the equity and cost methods of accounting for investments in common stock, and consolidated financial statement preparation procedures.

ACC415 Graduation Project

Prerequisites: After Completing 99 Credit Hours, ACC307

The purpose of the Graduation Project is for students who have an idea or interest that they wish to explore and further develop in the context of academic research. It will enhance student ability to identify critical questions when exploring a new issue, to parse issues, to develop reasoned positions, and to make compelling arguments. The aim of this course is to encourage students to employ academic tools and analysis techniques to research a project that is directly relevant to their majors and

their future career. The Graduation Project will help develop the analytical skills of the student in a way that could prove valuable for pursuing a career in private, public, and international organizations. More focus will be on the accounting areas.

ACC419 Project

Prerequisites: After Completing 99 Credit Hours.

Students spend 160 work hours handling different assignments at an appropriate government agency, company, or business. Internships can be completed during the summer semester. The student's academic advisor approves the job assignments and supervises the interface with the employer. The academic advisor grades a written report covering the technical aspects of the work at the end of the assignment. Internships are normally done during the summer. However, it can also be approved for other semesters.

BAF301 Introduction to Financial Management

Prerequisites: ACC106

This course introduces advanced accounting concepts to students, including different forms of ownership, cash flows statement, financial statement analysis, accounting for manufacturing operations and budgeting.



BAF305 Corporate Finance

Prerequisites: BAF301

The main purpose of this course is to teach students to make managerial decisions about capital budgeting and capital structure, as well as how to calculate the cost of capital from various sources, how to manage and minimize the use of working capital, and how to forecast capital needs. This course will enable students to relate principles and practice of corporate finance to the financing decisions of enterprises.

BAF307 Investments

Prerequisites: BAF301

The purpose of this course is to provide students with the fundamental knowledge necessary to make good investment decisions. Students will learn tools that extend their understanding of financial assets and markets and develop the foundation for debt and equity security analyses, including modeling risk and return. The course also introduces derivative securities and portfolio management approaches as a pre-requisite to higher level Banking and Finance courses.

BAF309 Quantitative Methods

Prerequisites: BUS306

The main purpose of this course is to help students recognize a financial decision situation, understand its essential features, and make a choice using modeling tools. The course will cover the basic elements of modeling, how to formulate a model and how

to use and interpret the information a model produces. This course will focus on financial modeling, but the modeling skills learned in this course are applicable in almost all aspects of business.

BAF311 Risk Management and Insurance

Prerequisites: BAF301

The main purpose of this course is to teach students the general concepts and techniques of risk management and how they can be applied to the global insurance industry. Students will learn to identify and evaluate the need for insurance, manage exposures to liabilities, and understand the effects of limited liability, theory of moral hazard, and adverse selection. Emphasis will be on different types of insurance as risk management tools.

BAF403 Financial Institutions and Markets

Prerequisites: BAF301

The aim of this course is to provide the learners with an analytical approach to financial problems encountered in the banking sector. Through an overview of the financial system within the framework of modern economic and finance theory, it enables the learners to understand how the financial system function is determined. It enables the learners to understand how the financial system function is determined; and tells them about a wide range of financial instruments that are currently used and valuation as well as pricing



methodologies; the things which will be of great value to our graduates at their workplace.

BAF 409 Advanced corporate finance

Prerequisites: BAF305

This course is an advanced corporate finance course with an emphasis on corporate restructuring and mergers and acquisitions. Topics include financial analysis and planning, short-term financial planning, strategic acquisitions, due diligence, valuing acquisitions, leverage transactions and international acquisitions and corporate governance. Emphasis will be placed on what capital funds a business needs, how these funds are obtained, and how they are managed.

BAF 411 Entrepreneurial Finance

Prerequisites: BAF305

This course examines the elements of entrepreneurial finance, focusing on technology-based start-up ventures and the early stages of company development. The course addresses key questions which challenge all entrepreneurs: how much money can and should be raised; when it should be raised and from whom; what a reasonable valuation of the company is; and how should funding, employment contracts and exit decisions be structured. It aims to prepare students for these decisions, both as entrepreneurs and venture capitalists. In addition, the course includes an in-depth analysis of the structure of the

private equity industry.

BAF413 Financial Derivatives

Prerequisites: BAF307

The main purpose of this course is to provide students with a framework to analyze and use derivatives in financial decision making. Students will study the fundamental principles of pricing derivatives securities and the many applications of derivative securities. Emphasis will be placed on the role that derivatives play in hedging, risk management and diversification. The use of derivatives as speculative instruments will also be discussed.

BAF415 Graduation Project

Prerequisites: After Completing 99 Credit Hours, BUS307

The purpose of the Graduation Project is for students who have an idea or interest that they wish to explore and further develop in the context of academic research. It will enhance student ability to identify critical questions when exploring a new issue, to parse issues, to develop reasoned positions, and to make compelling arguments. The aim of this course is to enhance students to employ academic tools and analysis techniques to research a project that is directly relevant to their majors and their future careers. The Graduation Project will help develop the analytical skills of the student in a way that could prove valuable for pursuing a career in private, public, and international organizations.



More focus will be on the finance areas.

BAF 419 Internship

Prerequisites: After Completing 99 Credit Hours.

Students spend 160 work hours handling different assignments at an appropriate government agency, company, or business. Internships can be completed during the summer semester. The student's academic advisor approves the job assignments and supervises the interface with the employer. The academic advisor grades a written report covering the technical aspects of the work at the end of the assignment. Internships are normally done during the summer. However, it can also be approved for other semesters.

BAF421 Commercial Banking Management

Prerequisites: BAF301

The aim of this course is to provide students with a strong understanding of risk management in banking. The course will help students develop an approach to understand how banking institutions generate earnings, the nature of risks assumed in their operations and the banking trends and competition. This course focuses on performance analysis, interest rate risk management, credit analysis, liquidity planning, and capital management.

BAF422 International Banking

Prerequisites: BAF421

The aim of this course is to provide students with an understanding of international banking and finance in the contemporary environment and to introduce them to financial institutions that operate in this environment. Students will acquire international market perspectives on banking and be better prepared to respond to international financial reform and regulation, develop international banking strategies, assess, and manage risks related to international banking.

BIM200 Linear Algebra

Prerequisites: MTH105

This course is an introduction to Linear Algebra and some of its applications. The aim is to teach the fundamentals of linear algebra in a way that illustrates their relevance to business mathematics applications. An Introduction to Matrices and Systems of Linear Equations is given with other topics such as: Determinants, Linear Transformations, Eigenvectors and Eigen values. Techniques and application of business mathematics of linear algebra for finance sciences, management, and economics.

BIM301 Maintenance Management

Prerequisites: BUS306

Introduction to operation and maintenance Engineering, historical background, definition and terminology in maintenance and dependability



engineering, maintenance goal and strategy, organization and control of maintenance activities, outsourcing, costs of maintenance, negotiation of maintenance contract, definition of failure and failure development processes. Simple methods for analysis of maintenance problems, maintenance tools for use in negotiation, design, LCC analysis. Introduction to reliability engineering theory and application, analytical and graphical methods, risk analysis, RCM, TPM, Inventory management, CMMS, benchmarking and performance indicators, condition monitoring, etc. basic knowledge about maintenance of Building and infrastructures like road, street, and bridge etc.

BIM302 Operations Planning and Scheduling

Prerequisites: BUS309

This course gives to students an introduction to the functional area of production and operations management as practiced in manufacturing industries and the services sector. It includes decision-making, just-in-time systems, forecasting, aggregate planning, inventory management, materials requirements planning (MRP), and operations scheduling.

BIM303 Optimizing & Modeling

Prerequisites: BUS306

This course introduces concepts and techniques of operations research and management science for the modeling

and solution of business decision problems. It gives broad coverage to the formulation of optimization models. The models specifically covered are linear programming, integer programming, transportation and assignment problems, network optimization models and non-linear programming. Emphasis is placed on the process of analyzing business scenarios and formulating models that address appropriate business decision problems.

BIM402 Lean Management & Six Sigma

Prerequisites: BIM401

This course will provide the student with an introduction to lean production describing the background behind its development and how evaluations and assessments of production systems are performed. Lean production tools and techniques will be described and, in some cases, demonstrated in simulation exercises. Examples of applications in manufacturing and business processes will be presented.

BIM403 Enterprise Resource Planning (ERP) Systems

Prerequisites: BIM 302

This course will introduce students to enterprise systems and show how organizations use enterprise systems to run their operations more efficiently and effectively. They will learn about the critical success factors and implementation strategies that



lead to enterprise system success, and about the informational, knowledge, and decision-making opportunities afforded by enterprise systems.

BIM401 Logistics and Supply Chain Management

Prerequisites: BUS309

This subject is a survey of the fundamental analytic tools, approaches, and techniques which are useful in the design and operation of logistics systems and integrated supply chains. The material is taught from a managerial perspective, with an emphasis on where and how specific tools can be used to improve the overall performance and reduce the total cost of a supply chain. We place a strong emphasis on the development and use of fundamental models to illustrate the underlying concepts involved in both intra and inter-company logistics operations.

BIM415 Graduation Project

Prerequisites: After completing 99 CH +BUS307

This course provides an opportunity for students to employ academic tools and analysis techniques to research a project that is directly relevant to their majors and their future career. This course can be offered as a 3-credit hour course for students who wish to pursue only the class-room portion of this course and a 6-credit hour course for those who wish to combine research with an internship. The Graduation Project will include weekly classroom

sessions for all students to engage in discussions related to idea generation, research techniques and data analysis. Students will also be required to attend several smaller group sessions in which they present their ideas and progress and receive feedback. Students may work individually or in teams and must deliver a case study or paper at the end of the course.

BIM410 Decision Science

Prerequisites: BIM303

Decision Science deals with decision making within a managerial context. It encompasses several systematic approaches to making decisions in problems often encountered by managers. In today's business world, problems are too complex to rely simply on intuition and common sense. Quantitative decision tools such as management science and statistics allow decision makers to base decisions on data-driven and scientific methods. This course prepares students to describe, gather and analyze business data, and to use statistical and management science tools to make effective business decisions in operations, finance, marketing, management, and new product development.

BIM412 Risk Management

Prerequisites: BUS409

This course will examine the way in which business and society assess control and transfer risk. It is designed for the student with no previous



knowledge of risk management. The goal of this course is to engage students in active discovery of risk management principles. Students will be prepared to function in a business environment, developing an awareness of the challenges, the tools, and the process of designing and implementing a risk management program.

BIM 419 Internship

Prerequisites: After Completing 99 CHs
Students spend 160 work hours handling different assignments at an appropriate government agency, company, or business. Internships can be completed during the summer semester. The student's academic advisor approves the job assignments and supervises the interface with the employer. The academic advisor grades a written report covering the technical aspects of the work at the end of the assignment. Internships are normally done during the summer. However, it can also be approved for other semesters.

BIT203 Management Information Systems

Prerequisites: CIT 100

This course is designed to introduce the students to MIS concepts within the context of business practice. It provides comprehensive and integrative coverage of essential new technologies, information system applications, and their impact on business models and managerial decision making. The course provides an integrated framework by showing

how information systems are composed of management, organization, and technology elements.

BIT201 Introduction to Computer Programming

Prerequisites: CIT100

This is an introductory course to computer programming based on structured programming paradigm. The course presents to students the basic concepts of programming such as problem solving, data types, operators, expressions, loops, selections, arrays, and methods. Students taking this course are not assumed to have a prior background in computer programming.

BIT205 Object Oriented Programming

Prerequisites: BIT 201

This course provides the foundation and understanding of Object-Oriented Programming concepts problem solving skills using object behavior, and an understanding of the use and application of object-oriented tools, are developed through assignments. A subset of a high-level language is used to develop computer programs.

BIT207 Introduction to Web Development

Prerequisites: BIT201

This course is an introduction to Web Development using XHTML language It covers the following elements: Hypertext Markup Language (HTML), Extensible Hypertext Markup Language (XHTML),



and Cascading Style Sheets for creating web-formed Web pages that are compliant with current Web standards and how to publish students' Web sites. In addition, this course covers the application of JavaScript and DHTML as client-side programming.

BUS302 E-Business

Prerequisites: BIT203

This course develops the student's understanding of basic principles of e-business and e-commerce management, functions, technologies, and goals. The course covers e-business models, strategies, and applications with the explanation of most computer jargon and terminology relevant to e-commerce.

BIT305 Database Management Systems

Prerequisites: CIT100

This course emphasizes the design and implementation of relational database methods and their applications in business systems. The detailed steps involved in the design of databases are covered. Different forms of normalizations, physical file organization, logical views, joined logical files, and implementation of SQL programming are taught.

BIT405 Business Intelligence

Prerequisites: BIT305

This course illustrates the applicability of Business Intelligence (BI) in the development of successful business models. In addition, students and practitioners of

BI techniques are presented with hands-on, business-oriented applications. An abundant number of exercises and examples are provided to motivate learning and understanding. The course helps students to understand the beneficial relationship that can be established between BI and smart business practices and is an excellent learning tool for creating valuable strategies and making wiser business decisions.

BIT407 Object Oriented Systems Analysis and Design

Prerequisites: BIT305, BIT205

This course illustrates the concepts and methods used in object-oriented system development and system development life cycle (SDLC) including problem identification, object-oriented concepts & tools in problem solving, modeling, analysis, and design. The course covers currently used modeling and analysis methods such as Object-Oriented modeling based on UML (Unified Modeling Language), Use Case, Activity and Class analysis. The course also introduces students to some concepts in systems design.

BIT413 Data Communications and Net-working

Prerequisites: CIT100

The course is an introduction to the fundamentals of data communication technologies and networking protocols. It covers networking issues such as client/server architectures, LANs & WANS,



data switching and transmission, TCP/IP, Internet and email protocols and wireless networks.

BIT415 Graduation Project

Prerequisites: After Completing 99 Credit Hours, BIT407

This course offers students a unique opportunity to apply their learning about business technology and the entire software development lifecycle, from business needs to deployment. It amplifies classroom instruction about IT project planning and implementation. The Graduation Project will include weekly class-room sessions for all students to engage in discussions related to idea generation, research techniques and data analysis. Students will also be required to attend several smaller group sessions in which they present their ideas and progress and receive feedback. Students may work individually or in teams and must deliver a complete product (Application, website, planning designs, etc.) at the end of the course.

BIT417 Advanced Web Development

Prerequisites: BIT207, BIT305

This course introduces the concept of Active Server Pages using Microsoft ASP.NET platform as a web server-side programming. The course covers ASP.NET server controls, validation controls, Data Source controls and ADO.NET objects.

BIT419 Internship

After Completing 99 Credit Hours

The course consists of 100 hours of work in a private or public organization. The student may select to have his/her internship in any area of business administration or information technology. The choice of workplace is subject to the approval of LC.

BIT422 Advanced Database Management Systems

Prerequisites: BIT305

This course examines, in depth, databases and database management systems. Complex SQL queries are implemented and tested. The goal is to train students on PL/SQL programming in terms of syntax and examples using real databases. Topics covered will include building complex database objects: abstract data types, functions, procedures, sequences, triggers, and views; building database applications using forms and reports; optimizing PL/SQL performance using in-put/output data.

BIT430 Information Security

Prerequisites: BIT413

This course illustrates the basic principles of information systems security, including cryptography, identifications and authentications, access control models and mechanisms, multilevel database security, steganography, Internet security, and planning and administering security. In addition, students will gain an understanding of



the threats to information resources and learn about counter measurements and their limitations.

BUS100 Introduction to Management

Prerequisites: None

This course aims to introduce students with knowledge of the principles, functions, and techniques of management to gain a solid background in business organization and management. Essential topics examined in this course include management functions, decision-making, motivation, and communication. Special attention is paid to the cultural and regional context of business organizations. This course is expected to serve as a foundation for other courses in business.

BUS201 Microeconomics

Prerequisites: None

This course provides an understanding of how society chooses what goods and services to produce through an examination of the laws of supply and demand. It also looks at how and for whom these goods and services are produced, by examining the behavior of firms, market structures, and the distribution of income.

BUS203 Organizational Behavior

Prerequisites: BUS100

This course examines the complex relationships among individuals, groups, organizations, and society. It emphasizes a dynamic systems approach to understanding and facilitating work

relationships through the study of the interaction of individual needs, abilities, and traits with organizational goals and structures. Some of the contemporary organizational issues included in this course are individual and group dynamics, motivation and performance, leadership, power, organizational culture, organizational change, and development.

BUS301 Macroeconomics

Prerequisites: BU201

This course provides an understanding of the role and methodology of economics, components of the economy, and roles of government and central bank in the economy through fiscal and monetary policies. This course covers macroeconomic indicators with respect to GCC economies in general and UAE economy.

BUS302 E-Business

Prerequisites: BIT203

This course develops the student's understanding of basic principles of e-business and e-commerce management, functions, technologies, and goals. The course covers e-business models, strategies, and applications with the explanation of most computer jargon and terminology relevant to e-commerce.



BUS305 Business Law

Prerequisites: BUS 100, GEN 304

This course provides a high-level overview of key business-related legal issues. Subjects covered include legal terminology and concepts, the elements of contracts, intellectual property law, employment law, and the legal relationships between buyers and sellers. In addition, there will be a focus on how these issues apply in the context of the legal environment in the UAE.

BUS306 Quantitative Business Analysis

Prerequisites: MTH203

This course provides a comprehensive survey of the primary quantitative business techniques used in business decision making. These topics include an overview of decision methods based on linear relationships including break-even analysis, linear programming maximization and minimization applications, transportation and assignment problems, network analysis and program evaluation and review techniques, inventory management models, queuing models, and modern probability theory and tree diagrams. Other topics including simulation and time series analysis and forecasting will be included based on time availability. The course will be deeply relied on the Excel Solver add to solve the problems.

BUS307 Research Methods

Prerequisites: BUS306

The course is designed to introduce students to qualitative and quantitative research methods, as well as commonly used statistical procedures in data analysis. Topics covered include the role of business research, scientific inquiry, the research process, proposal development, research design, hypothesis testing, primary and secondary data collection, statistical data analysis and presentation of research reports. The ethical issues of research design and data interpretation will also be discussed.

BUS309 Operations Management

Prerequisites: BUS306

This course provides a foundation in fundamental concepts, techniques and applications of contemporary production and operations management to serve as tools for improving quality, productivity, and international competitiveness. It covers a selection of quantitative tools and techniques to aid in decision making and operations management setting. Topics such as forecasting, product and service development, capacity planning, process selection, facility planning, quality management and inventory management will be introduced. The concepts for designing, planning, and improving manufacturing and service organizations will also be examined.



BUS311 Cross Cultural Management

Prerequisites: BUS 203

This course provides an overview of international organizational behavior and human resource issues and practices in multi-national organizations. Topics covered include understanding the effects of culture on attitudes and behavior, organizational issues such as structures, systems and technology, and human resource issues such as teamwork, leadership, and negotiation, as well as different approaches for effective cross-cultural management.

BUS401 Quality Management

Prerequisites: BUS 309

This course is designed to provide students with an understanding of the principles, concepts, processes, and procedures pertaining to the issue of total quality management. Topics covered include: the origins of the modern day quality movement, the philosophies and practices that serve as the theoretical knowledge for planning and implementing a total quality management (TQM) program, the principles that make up TQM, the implications, and benefits of introducing TQM into an organization, and the tools and techniques that could be used to support an ongoing TQM program.

BUS407 Project Management

Prerequisites: BUS 306

This course will introduce students to the

concepts associated with project management and the practical application of the ideas in the day-to-day planning and execution of projects. The course covers all the essential aspects of project management, including creating the project scope and schedule, creating a project management plan, developing communications plan, and integration of information technology tools in project management.

BUS409 Strategic Management

Prerequisites: BUS417

This course addresses the three main areas of the strategic management process: strategic positioning, strategic planning, and strategic implementation. The strategic management activities undertaken in each of these three areas will be discussed and the approaches currently used by strategic planners will be explained. This course will help students to focus on defining business goals and objectives, making strategic decisions, and managing change in complex organizations. It will examine how organizations can gain and sustain competitive advantage and how business and corporate strategies can be implemented and executed successfully.

BUS411 Change Management

Prerequisites: BUS203

This course provides an overview of change situations and the issues and methods associated with the management of change. Topics covered include



identifying the need for change, planning, and communicating change, strategies for implementing change, and overcoming resistance to change. Students will also examine the role of leadership and the competencies and skills required of individuals who initiate, manage, and are affected by change.

BUS413 Leadership

Prerequisites: BUS 203

This course provides the basis for understanding what leadership is and what leaders do to be successful. This course will look at how successful leaders develop a vision for the future, align others behind their vision, and motivate them to achieve the vision. This course will review theories of leadership and analyze common strategies used by leaders, both effective and ineffective, as well as address moral and ethical responsibility of leadership.

BUS415 Graduation Project

Prerequisites: After completing 99 credit-hours, BUS307

This course provides an opportunity for students to employ academic tools and analysis techniques to research a project that is directly relevant to their majors and their future career. This course can be offered as a 3-credit hour course for students who wish to pursue only the classroom portion of this course and a 6-credit hour course for those who wish to combine research with an internship. The Graduation

Project will include weekly classroom sessions for all students to engage in discussions related to idea generation, research techniques and data analysis. Students will also be required to attend several smaller group sessions in which they present their ideas and progress and receive feedback. Students may work individually or in teams and must deliver a case study or paper at the end of the course.

BUS417 International Business Management

Prerequisites: MKT 200, BUS 301

This course is an overview of managing international businesses. Topics addressed include the legal, political, and socio-cultural dimensions of international business, how these forces impact international human resource management, ethical issues for multinational corporations, and global strategies for success.

BUS419 Internship

Prerequisites: After Completing 99 Credit hours

The course consists of 100 hours of work in a private or public organization. The student may select to have his/her internship in any area of business administration or information technology. The choice of workplace is subject to the approval of LC.



BUS421 Entrepreneurship & Small Business Management

Prerequisites: BUS 203

This course provides an overview of critical issues faced in small business and entrepreneurship. This includes an overview of how strategic planning, operations, human resources, and financial management issues are related to small business and entrepreneurs. This course also provides the student with a broad understanding of the basic issues in modern operations management in both manufacturing and service organizations. It focuses on the development of a strategic business plan and competitive business model for a small business or entrepreneurial venture. Special emphasis is placed on adapting business skills to the realistic needs of a small business owner and entrepreneur.

HRM201 Introduction to HRM

Prerequisites: BUS100

This is an introductory course presenting various areas of human resource management including its strategic role, job analysis, training and development, HR planning and recruitment, employee selection, training and developing employees, performance management, strategic pay plans, employee relations, and employee safety & health in the workplace.

HRM301 Recruitment and Selection

Prerequisites: HRM201

This course provides an overview

of the functions of human resource planning, recruitment and selection, and the associated legal and ethical considerations. Students will learn how to plan staffing needs of organizations and analyses a variety of approaches to recruit employees. The integration of HR planning, recruitment and selection with other HR and management functions is also addressed.

HRM303 Training and Development

Prerequisites: HRM201

This course focuses on the understanding of the concepts, principles and theories of human resource development and training, how the training activities improve the skills and qualifications of employees and how to select the appropriate training system for an organization. It also discusses the relationship between HRD and broader organizational issues and strategies, assessment of HR development, training needs in a practical workplace context, designing and implementation of training plans, constructing training courses, use of various latest training techniques, effectiveness, efficiency, productivity of training tasks, and return value of human capital development and training.

HRM401 Compensations

Prerequisite: HRM201

This course covers approaches to the design and management of compensation and benefits systems. Topics include the objectives of pay systems, policy



decisions that provide the foundation for different pay systems, and the tools and techniques that link policies and objectives.

HRM403 Occupational Health & Safety

Prerequisites: HRM201

This course will develop knowledge in Occupational Health and safety management and will give students a critical introduction to the broad subject of (OHSM) to examine in detail some of the specific theoretical and practical issues related to the topic. Moreover, this course will integrate topical workplace health and safety issues into the context of previous studies to provide students with skills to analyze and evaluate current trends in OHS.

HRM407 Performance Management

Prerequisites: HRM301, HRM303

This course concentrates on the major contemporary theories, research and applications specifically related to the topic of employees' performance appraisal. It reviews the management and improvement of employees' performance on the job and in the organization. It examines the HR performance assessment methods, types of evaluation and appraisal systems. The relation between the performance appraisal and the succession, training, promotion, incentives systems, planning, empowering, and developing the HR is also covered in this course.

HRM409 Labor Relations

Prerequisites: HRM301, HRM303

This course introduces the student to the main issues in Human Resource Management and integrates learning material with examples from the UAE and GCC, covering all the practical issues in human resources management. Areas covered include labor relations, Emirates labor laws, bargaining issues, the process of negotiations, contract administration and organizational conflict. The course equally surveys the effects of employment dynamics, collective bargaining and negotiation, grievance, and arbitration processes. Also, it examines the labor laws and governmental agencies regulating labor practice, along with contemporary issues on labor-management relations in the public and private sectors of the workplace.

HRM 410 Strategic Human Resources Management

Prerequisites: HRM 401

Making the balance between theoretical approaches in SHRM and their reflection in the key practical issues that the HR managers face, this course provides the students with the necessary knowledge about the strategic dimension of HRM and the necessary skills for its implementation to the different HRM practices and policies.



HRM 415 Graduation Project

Prerequisites after completing 99 CH, BUS307

The purpose of the Graduation Project is for students who have an idea or interest that they wish to explore and further develop in the context of academic research. It will enhance student ability to identify critical questions when exploring a new issue, to parse issues, to develop reasoned positions, and to make compelling arguments. The aim of this course is to encourage students to employ academic tools and analysis techniques to research a project that is directly relevant to their majors and their future career. The Graduation Project will help develop the analytical skills of the student in a way that could prove valuable for pursuing a career in private, public, and international organizations.

More focus will be on the Human resource areas.

HRM 419 Internship

Prerequisites: After Completing 99 CHs Students spend 160 work hours handling different assignments at an appropriate government agency, company, or business. Internships can be completed during the summer semester. The student's academic advisor approves the job assignments and supervises the interface with the employer. The academic advisor grades a written report covering the technical aspects of the work at the end of the assignment. Internships are normally done during

the summer. However, it can also be approved for other semesters.

MKT200 Introduction to Marketing

Prerequisites: BUS100

This course introduces the students to basic marketing concepts and terminology and integrates learning material with real world examples. Areas covered include: the marketing concept, marketing mix, the marketing environment, marketing information and research, consumer behavior, pricing strategies, and market segmentation.

MKT202 Consumer Information

Prerequisites: MKT200

This course covers the role of marketing research in consumer behavior and decision making. Emphasis is placed on both the establishment of theories of consumer behaviors, together with their practical application and how these behaviors and theories are researched in practice. In all cases the cultural significance of the UAE will be paramount. At the heart of this course is an independent research project, which will take the Concentration Electivity of the semester to complete. It will be based on some aspects of current consumer behavior and will be fully defined and researched during the time the course is taking place. By the time it is completed, the student will have mastered an array of extremely valuable skills and knowledge bases. Some of the indicative types of projects



might include:

MKT203 Service Marketing

Prerequisites: MKT200

The purpose of this course is to introduce services marketing as a separate and distinct area of marketing thought and practice and assist in understanding its powerful influence in competitive markets. During this course we focus our attention on marketing services based upon an indepth understanding of the service customer realizing that there can be various types of customers in a service environment. We also discuss an overarching philosophy that stresses the importance of the integration of marketing, human resources, and operations within the service system. All course activities are intended to help students become proficient in analyzing and judging the merits of services marketing strategies and assist in making strategic decisions in both business and consumer services industries. Throughout the course an emphasis is placed on marketing's role within the total organization.

MKT 204 Personal Selling

Prerequisites: MKT200

This course focuses on the application of behavioral and persuasive communication theories and techniques necessary to develop effective personal selling skills within an organization. Emphasis on personal and professional development, interper-sonal skills, verbal, and written presentation skills,

understanding business prospects, selling, and buying processes, and developing and maintaining customer satisfaction.

MKT301 Consumer Behavior

Prerequisites: BUS 200

This course helps students to gain knowledge of consumer behavior and provides them with an understanding of the breadth of the field and its importance to marketers, advocacy groups, public policy makers and consumers themselves.

MKT302 Market Research

Prerequisites: MKT202

This course covers the role of marketing research in marketing decision making. Emphasis is placed on market research within the context of the UAE business environment and the use of the internet as a research tool. The course covers definition of research problems, selection of research methodologies, design of research projects, interpretation of research results, and translation of research results into action. The heart of this course is an independent research project, which will take the entire semester to complete. By the time it is completed, the student will have mastered an array of extremely valuable skills.

MKT304 International Marketing

Prerequisites: MKT200

This course is designed to provide the student with an overview of



the international marketing arena. The course deals with all aspects of marketing from the international perspective and prepares the students to deal with foreign competitive situations and internal opportunities. It offers practical exposure to marketing challenges faces by the multinational businesses through case studies and scenarios which relate to several areas of marketing (market research, marketing management, sales-force management, and marketing communications...) and international marketing.

MKT305 Consumer Communications

Prerequisites: MKT200

To enable students, develop a thorough understanding of brand development and IMC management theory including key concepts such as brand positioning and movement, measurement of brand values and translation of brand benefits into tangible outputs. This course will help students understand the opportunity and threats posed by brand development and IMC management including the study of relevant buyer behavior concepts, brand creation and development, media messages, resources and budgets, creative translation of brand values, and effectiveness measurements as they relate to the management tasks of developing, implementing, and evaluating promotional strategies.

MKT351 E-Marketing

Prerequisites: MKT200

The internet and other information technologies have created many interesting and innovative ways to provide customer value since its inception in 1969. For example, websites for marketing communication and customer support, one-to-one communication to many different receiving devices; consumer behavior insights based on offline and online data combination; inventory optimization through CRM-SCM integration; a single-minded focus on ROI and associated performance metrics are all important strategies. In addition, social media provide perfect platforms for connecting with today's consumers: High readership blogs, social networks (such as Facebook and LinkedIn), and online communities (such as YouTube, Twitter, and Second Life) allow consumers to be heard in large numbers, and smart marketers have learned how to tap into these "citizen journalists" for improving products and marketing communication.

MKT400 Strategic Marketing

Prerequisites: MKT202, MKT302

The course builds on other Marketing courses and seeks to develop a deeper understanding of the relationship between the marketing function and the general business strategy of the organization. In so doing, accounting of the emerging new trends in the field will be taken.



MKT401 Current Issues in Marketing

Prerequisites: MKT351

This course will of necessity be “fluid”, on the basis the corpus of knowledge and the changes to that corpus will be constantly shifting, whilst the person delivering the module will have specialist interests and insights into the knowledge, which will be a unique reflection of the current issues. So, whilst the outline and other elements of the course may appear undefined this will be by nature of the discipline. What is current, and what is perceived to be cutting edge will vary by individual and by time. Therefore, what is presented here is a personal reflection of what might be included.

MKT419 Internship

Prerequisites: After Completing 99 CHs
The course consists of 200 hours of work in a private or public organization. The student may select to have his/her internship in any area of business administration or information technology. The choice of workplace is subject to the approval of LC.

MKT451 Advanced Content Marketing

Prerequisites: MKT305

This course is built on an introductory content marketing course and dives deep into advanced marketing concepts and strategies from a brand perspective. It will demonstrate how to set up a marketing team, build and maintain a content hub, and establish an organization as an authority in your

industry using Digital work-flows for multi-touch, multi-channel campaigns using personalized communications software.

MKT473 Social Media Marketing

Prerequisites: MKT351

In the era of social media and technology, the social media marketing course aims to develop students’ ability to explain the different marketing methods through social media accurately. Creating posts, followers, and managing your accounts on social networks, in addition to obtaining a comprehensive of practical experiences and best practices, you will develop your skills in promoting and creating marketing campaigns using modern social media. In addition, you will learn how to evaluate the results of your marketing efforts, and you will practice your new skills through practical projects.

MTH203 Business Statistics

Prerequisites: MTH105

This course will introduce the learner to some techniques in descriptive and inferential statistics. Topics included are data presentation using different tools, central measures, dispersion measures, introduction to probability, estimation, hypothesis testing, correlation and regression, and computer applications.



THM301 Introduction to Hospitality Management

Prerequisites: None

The course focuses on hospitality operations while offering a broad, comprehensive view of the Hospitality Industry. It provides an understanding of hospitality and Tourism industry major aspects and its operational aspects. The course is structured in areas of Hospitality and lodging, Tourism attractions, Recreations, and Events and its operations. The purpose of the course is to enable students explore the workings of hospitality segment, including hospitality and lodging; beverages, restaurants, and managed services; tourism, recreation, attractions, clubs, and gaming; assemblies, events, and attractions; and managerial areas of the hospitality industry.

THM302 Tourism Management and De-velopment

Prerequisites: None

The course traces the history and evolution of tourism concerning the changing tourism demand and travel motivations over some time. The course also provides valuable information on tourism sector components and linkages with accommodation, transportation, and tour operators. Special focus is laid on visitor attractions and events. As a foundation course, this course introduces participants to the fundamentals of tourism with a global focus. The students will be enlightened

on the need to develop and manage tourism with a focus on the role of the private and public sectors in effectively managing the resources.

THM311 Tourism and hospitality marketing

Prerequisites: THM301, MKT200

The goal of the course is to help students comprehend marketing management from a tourism perspective. The course focuses on the methods and techniques through which tourism organizations examine and evaluate marketing trends. The course also covers defining and choosing target markets, planning and executing marketing strategies, and implementing marketing control plans. Students will develop the skills to analyze and address marketing challenges and opportunities in tourism products, services, and destinations. They will also understand the components that make tourism marketing successful and gain both the theoretical and practical skills necessary for success.

THM400 Business Economics in Tourism and Hospitality

Prerequisites: BUS201

Course Description: This course provides necessary skills and knowledge of Business Economics in Tourism and Hospitality through a comprehensive analysis of the market forces, demand and supply, firm behavior & strategy, and transaction and institution.



THM401 Event management

Prerequisites: BUS100

The purpose of the course is to make students understand the significance of events in developing and promoting tourism. This course focuses on the theories and practices of conceiving and organizing successful events. The course contents include event design and management, outcomes, event experiences and their associated meanings, dynamic processes shaping events, and why people attend them. The course introduces the functional and operational aspects of event management, emphasizing cultural and heritage events and sustainability. They will learn how to derive tourism potential of a destination through events and festivals.

THM410 Operation Planning and Sched-uling

Prerequisites: BUS309

This course equips students with essential skills, and techniques for the operation management in the service industry with an emphasis of hospitality industry. The course is designed to provide knowledge regarding the structure of decision-making and organizational management of a service with an emphasis on technical methods in forecasting, inventory management, material requirement planning and operations scheduling. The purpose of the course is to develop the ability to apply analytical and managerial methods for the

management of a service. It includes techniques based on forecasting, supply chain, organization and MRP applications, quality evaluation and continuous improvement methods. The student will be able to manage, evaluate and monitor different aspects of the service industry.

THM411 Information Technology in Tourism

Prerequisites: CIT100

The course examines the challenges of using information technology in the tourism business. The contents cover IT applications in various industries, such as air-lines, travel intermediates, lodging, food service, destinations, attractions, events, and entertainment. With the help of examples and cases, the course examines how travelers use technology for decision-making before, during, and after their trip. This course aims to offer a thorough range of important trends, opportunities, and issues in hotel and travel information technology. The students will have the chance to learn about novel topics like big data, robotics, crowdsourcing for sustainability, intelligent destinations, disruptive innovation, and augmented and virtual reality.

THM412 Tour Leadership and Management

Prerequisites: BUS100, THM302

The course aims to equip students with relevant knowledge and skills, enabling them to perform functions



and operations of tour management successfully. The students will learn the essentials of tour management, including pretour, on-tour, and post-tour operations. The course will follow a practice-oriented approach focusing on tour management and guiding, such as planning tour itineraries, handling large groups managing cultural differences, grievances, emergencies, and such. The contents will also cover a tour manager's responsibilities towards tourists, destinations, and other tourism stakeholders.

THM415 Graduation Project

Prerequisites: After Completing 99 CHs, BUS307

This course provides an opportunity for students to employ academic tools and analysis techniques to research a project that is directly relevant to their majors and their future career. This course can be offered as a 3-credit hour course for students who wish to pursue only the classroom portion of this course and a 6-credit hour course for those who wish to combine research with an internship. The Graduation Project will include weekly classroom sessions for all students to engage in discussions related to idea generation, research techniques and data analysis. Students will also be required to attend several smaller group sessions in which they present their ideas and progress and receive feedback. Students may work individually or in teams and must deliver a case study or paper at the end

of the course.

THM419 Internship

Prerequisites: After Completing 99 CHs
The course consists of 200 hours of work in a private or public organization. The student may select to have his/her internship in any area of business administration or information technology. The choice of workplace is subject to the approval of LC.

THM421 Financial Accounting in Hospitality

Prerequisites: BAF301

This course demonstrates and explains the significance of financial management aspects within the hotel and tourism businesses and provides many examples and is mainly based on practical implementation more than theoretical aspects. The main purpose for this course is to discuss the following: The concept of Relationship Between Return and Risk; the concept of purchasing power of money and time value of money; Financial assets with Fixed Income such as preferred stock & bonds; Common equity; Cost of Capital; Capital Budgeting and Cash Flow Estimation and Capital Budgeting Decision approaches for those in hotel and tourism professions.

THM422 Managing sustainable tourism.

Prerequisites: BUS306, THM301

The purpose of the course is to introduce students to a range of crucial topics such



as mass tourism, alternative tourism, human capital management, and sustainable development. The course bridges the gap between theoretical perspectives of sustainable tourism and their application in the commercial and non-commercial arena; this course facilitates comprehensive learning of sustainable tourism development. The course provides a comprehensive introduction to sustainable tourism, crucially combining theoretical and practical approaches to successfully equip students with the tools to manage a sustainable tourism business or destination.

Faculty of Engineering

AS200 Physics I

Pre-requisites: MTH110

This course is a calculus-based introduction to classical Newtonian mechanics. It includes discussions on vectors, translational and rotational kinematics, work, energy, impulse, linear and angular momentum.

BAS201 Physics Lab I

Pre-requisites: BAS200

The laboratory illustrates the fundamental concepts in Physics I. It explores the concepts of Kinematics and Kinetics (position, velocity, and acceleration, force, momentum, and energy). It emphasizes skills such as sensor instrumentation, simple data acquisition, and uncertainty. Pre/Co-requisite: BAS200.

BAS210 Physics II

Pre-requisites: BAS200

The course introduces the physics of electricity and magnetism. It focusses on the physics of electric and magnetic fields and their effects on electric charges. Topics include the relations between charges, forces, fields, potentials, and currents, as well as the physics of resistors, capacitors, and inductors.

BAS211 Physics Lab II

Pre-requisites: BAS210

The laboratory illustrates the fundamental concepts in Physics II. It emphasizes the practical study of electric potential and electric current, as well as the fundamental circuit elements: resistors, capacitors, and inductors.

CHEM100 General Chemistry

The course is intended to introduce the fundamental concepts and applications of chemistry. Topics including chemical nomenclature, periodic table, atomic structure are presented. Chemical reactions, reaction stoichiometry, bonding, and equilibrium. Applied topics include corrosion, batteries, and fuel cells.

CHEM101 General Chemistry Lab

Pre-requisites: CHEM100

This laboratory course introduces students to fundamental techniques and provides hands-on experience in



conducting chemical reactions that accompany the course BAS 100. It emphasizes the skills of data collection and evaluation.

CVE125 Engineering Geology

Pre-requisites: CHEM100

This course introduces basic and general geology to civil engineering, it includes origin and development of Earth, rock minerals, different types of rocks, engineering properties of rocks, structural geology and deformations, groundwater, slope stability and ground subsidence, earthquake and geophysics, and engineering geology.

CVE200 Sustainability and Green Build-ings

Pre-requisites: ENGR101

This course introduces everything about green buildings, including building site, shape, electricity and water consumption, thermal properties, heating, and cooling, and building materials and design.

CVE225 Surveying

Pre-requisites: ENGR135

This course deals with a discussion and application of the fundamental concepts of: Introduction to measuring units; direct distance measurement with tapes; tape corrections; electronic distance measurement; levels and leveling; longitudinal profiles and cross sections; contouring; area and volume computations; the the-odolite and angular measurements; opti-cal

distance measurements; rectangular coordinates; traverse surveys and computations; mapping; introduction to GPS and GIS.

CVE230 Mechanics of Materials

Pre-requisites: ENGR140

This course deals with a discussion and application of the fundamental concepts of normal and shear stress; normal and shear strain; stress and deformation of axially loaded members; thermal stresses; pressure vessels; torsion of circular and thin-walled sections; shear and bending moment diagrams in beams; bending in beams; transverse shear; combined loadings; stress/strain transformation; bending moment-curvature equation; deflection of beams.

CVE310 Civil Engineering Materials

Pre-requisites: CVE230

This course covers the following topics: cement (types, manufacture, properties and hydration), aggregates, fresh concrete, hardened concrete (strength, strength development, shrinkage, creep), concrete in severe environment, durability, mix design, use of masonry, metals, and hot mix asphalt design.

CVE311 Civil Engineering Materials Lab

Pre-requisites: CVE311

This course covers the following topics: Introduction to testing and specifications, metals testing, aggregates testing, cement paste,



fresh and hardened concrete testing, and asphalt mixes testing.

CVE320 Transportation Engineering

Pre-requisites: CVE225

This course deals with a discussion and application of transportation engineering; transportation system issues and challenges; modes of transportation, main components of highway, mode of transportation (driver, pedestrian, traffic, road); geometric design of highways and highway facilities; highway functional classification and special facilities; inter-section design and control; and introduction to rail, air, and water transportation. Pre-requisites: CVE220.

CVE330 Structural Engineering

Pre-requisites: ENGR140

This course deals with a discussion and application of the fundamental concepts of: Shear force and bending moment diagrams for frames; influence lines for beams and trusses; displacement analysis for beams; Virtual Work Method for beams, frames, and trusses; Castigliano's Theorem; analysis of statically indeterminate structures by the Force Method; the Slope-Deflection Method, the Moment Distribution Method; introduction to the Stiffness Method.

CVE335 Reinforced Concrete Design I

Pre-requisites: CVE310, CVE330

This course deals with a discussion and application of the fundamental

concepts of: Behavior and design of reinforced rectangular and T-sections in flexure; doubly reinforced sections; behavior and design of beams for shear; design of one-way, design of short columns; behavior and design of short columns under axial load and bending moment; use of ETABs or SAP2000 software in design.

CVE340 Fluid Mechanics for Civil Engineers

Pre-requisites: ENGR140, MTH120

This course deals with a discussion and application of the fundamental concepts of: Properties of fluids; hydrostatics with applications to manometers; forces on plane and curved surfaces; buoyancy; equations of continuity; energy and linear momentum with applications; dimensional analysis; dynamic similarity; open channel flow; conduit flow.

CVE341 Fluid Mechanics for Civil Engineers Lab

Pre-requisites: CVE341

This course deals with a discussion and application of the fundamental concepts of: Properties of fluids; hydrostatics with applications to manometers; forces on plane and curved surfaces; buoyancy; equations of continuity; energy and linear momentum with applications; dimensional analysis; dynamic similarity; open channel flow; conduit flow.



CVE350 Geotechnical Engineering

Pre-requisites: CVE125, CVE230

This course deals with a discussion and application of index and classification of soils, water flow in soils, soil stresses, soil compaction, distribution of stresses in soil due to external loads, consolidation and consolidation settlement, shear strength of soils, slope stability.

CVE351 Geotechnical Engineering Lab

Pre-requisites: CVE351

This course covers different tests on soils that are related to civil engineering. It includes specific gravity, grain size distribution, consistency limits, coefficient of permeability, consolidation test, direct shear, and tri-axial tests.

CVE355 Environmental Engineering

Pre-requisites: CVE340

This course deals with a discussion and application of the principles of environmental engineering management and design pertaining to water supply and treatment, wastewater treatment, solid waste management, air pollution control, noise pollution measurement and control, and environmental impact assessment.

CVE410 Steel Structures

Pre-requisites: CVE230, CVE330

This course deals with discussion and application of the fundamental concepts of tension and compression steel members; bolted and welded connections; laterally supported beams; lateral torsional buckling of

beams; braced and unbraced frames.

CVE440 Construction Management

Pre-requisites: ENGR240

This course deals with a discussion and application of basic concepts of construction project management, construction planning, project time management, project cost management, project quality management, value engineering and project life cycle, construction process optimization, construction contracts, contracting methods, project specifications, bidding, procurement methods and contractor applications for payment procedures.

CVE445 Contracts and Quantity Surveying

Pre-requisites: CVE335

This course deals with process of generating, bidding, and performing construction contracts, components of direct and indirect construction costs, work breakdown, contingency and risk; methodology of quantity surveying and estimates for construction projects; ethical considerations in budgeting and estimating.

CVE465 Reinforced Concrete Design II

Pre-requisites: CVE335

This course deals with a discussion and application of structural layout, estimation of dead and live loads, serviceability, deflections and crack control, design for torsion, design of frames, moment redistribution, slender columns, approximate methods



for two-way slabs, design of footings, retaining walls, detailing of reinforcement.

CVE490 Senior Design Project I

Pre-requisites: Senior Standing

This is a two-semester sequence course that provides a culminating major project design experience for the students, where they propose to work on real-world problems that require the application of civil engineering knowledge. The project needs to be approved and supervised by a faculty advisor. In the Capstone I course the initial phases of the project are completed, including proposal presentation, development of design requirements, identifying constraints, exploration, and evaluation of potential solutions. The teams write reports and make presentations at the end of the semester.

CVE491 Senior Design Project II

Pre-requisites: CVE490

In this second part of the senior design project course sequence the project teams focus on implementation of their proto-type design, testing, evaluation, and documentation. At the conclusion of the project, the teams give presentations and demonstrate their project prototypes, and submit a final project report.

CVE435 Highway Engineering

Pre-requisites: CVE320

This course covers highway pavement

design; flexible and rigid pavement types and wheel loads; stresses in flexible and rigid pavements; equivalent single axle load (ESAL) calculations; pavement distresses; sustainability in pavement designs.

CVE450 Foundation Engineering

Pre-requisites: CVE350

This course covers site investigations; estimation of stresses in soil masses; lateral earth pressure and retaining walls; bearing capacity and settlement of shallow foundations; introduction to deep foundations.

CVE460 Finite Element Analysis in Structural Engineering

Pre-requisites: CVE330

This course deals with a discussion and application of the fundamental concepts of: truss, beam and frame plane analysis using the stiffness method; use of available computer packages for applications in structural analysis; ETABS and MS. Excel/MATLAB.

CVE475 Solid Waste Management

Pre-requisites: CVE355

This course deals with a discussion and application solid waste management, integrated approach to solid waste management, sources, composition, and properties of solid waste, physical, chemical, and biological properties of MSW and household hazardous wastes. Waste handling, separation, storage, and collection. Building a sustainable future, application of life-cycle analysis



to waste management systems, reuse technologies, energy recovery from liquid and solid wastes and product recovery from oily wastes.

CVE 485 Geographical Information System (GIS)

Pre-requisites: CVE320

This course deals with a discussion and application of the principles of GIS (hard-ware, software, people, data, and methods) and its applications; acquisition and compilation of data from maps, field surveys, air photographs and satellite images.

ENGR101 Introduction to Engineering

This is an introductory course in engineering fundamentals. It introduces students to engineering disciplines, functions of engineers, professionalism, ethics, and registration. In addition, it covers basic engineering problem solving and representation of technical information.

ENGR102 Interdisciplinary Engineering Design and Artificial Intelligence

Pre-requisites: ENGR101

This is an introductory interdisciplinary course in engineering design and Artificial Intelligence. It exposes students to basic principles of engineering design and manufacturing. Students are introduced to issues related to selection of proper material for a product, proper manufacturing process, and how this may affect the engineering design. In addition, the course includes techniques, limitations, and ca-

pabilities of Artificial Intelligence and its applications in engineering fields.

ENGR135 Computer Aided Drawing

This computer aided drafting course introduces engineering students to graphics and visualization. The topics include sketching, drawing, editing, modifying, and printing basic engineering drawings and views.

ENGR140 Statics

Pre-requisites: BAS200

This course deals with a discussion and application of the fundamental concepts of mechanics; vector algebra; equilibrium of particles in two and three dimensions; definition of moment and couple; equilibrium of rigid bodies; statically determinate structures including beams, trusses, frames, and machines; shear force and bending moment diagrams in beams; friction; internal forces; centroid and center of gravity of lines, areas, and volumes; moment of inertia and radius of gyration.

ENGR200 Applied Electrical Circuits

Pre-requisites: BAS210

This course introduces the basic topics such as Ohm's law and Kirchhoff's laws; series and parallel circuits; voltage and current division rules. It also includes power calculations for varying (AC) sources, operational amplifiers, and diodes.



ENGR201 Applied Electrical Circuits Lab

Pre-requisites: ENGR200

This is the laboratory component for the applied electrical circuits course. It provides the needed knowledge and skills of electrical engineering to non-electrical engineering majors. It introduces students through lab experiments to the use of sensors and instrumentations.

ENGR220 Problem Solving Using MATLAB

Pre-requisites: MTH220

This course is a lab-oriented course designed to introduce students to programming in MATLAB. It focuses on developing the skills necessary to generate readable, compact, and verifiably correct MATLAB scripts for obtaining numerical solutions to a wide range of engineering problems. Topics include introduction to the MATLAB environment and programming language, matrix manipulation and computation, and graphical display of output.

ENGR240 Engineering Economy

Pre-requisites: MTH110

This is an introductory course that introduces students to the concepts of breakeven analysis, time value of money, process of making decisions, discounted cash flows, replacement analysis, and depreciation and its effects on taxes.

ENGR400 Internship

Pre-requisites: Senior Standing

Supervised field experience of professional-level duties for 16 weeks (450 to 600 hours) at an approved internship site under the guidance of a designated site supervisor in coordination with a faculty supervisor.

IDE210 Lean Work Design

Pre-requisites: MTH230

This course provides the principles and tools required to design a production system that utilizes optimal layout, material handling, workflow balance, work methods and standards, teamwork, assembly process documentation, quality control, and human factors.

IDE305 Operations Management

Pre-requisites: IDE210

The course provides a foundation in fundamental concepts, techniques and applications of contemporary production and operations management to serve as tools for improving quality, productivity, and international competitiveness. It covers a selection of quantitative tools and techniques to aid in decision making and operations management setting. Topics such as forecasting, product and service development, capacity planning, process selection, facility planning, quality management and inventory management will be introduced. The concepts for designing, planning, and improving manufacturing and service



organizations are also examined.

IDE310 Control Systems Engineering

Pre-requisites: ENGR200

This course introduces students to the use of hardware and software resources used to automate and control operation in manufacturing and non-manufacturing industries. Students learn to write and test relay logic circuits. Next students learn to program industrial grade PLC's (Programmable Logic Controllers) such as Rockwell, Siemens, GE...products that are used in manufacturing to coordinate robotics, NC machines, and conveyors operations, material handling, water treatment plants, energy management operations.

IDE320 Engineering Statistics I - Statistical inferenced and regression

Pre-requisites: MTH230

The students are introduced to descriptive inferential, non-parametric, and inferential statistics for one and two populations, contingency tables, design and analysis of single factor experiments, goodness fit tests, and regression analysis. Appropriate statistical software such as Minitab are introduced in the course.

IDE330 Ergonomics

Pre-requisites: IDE210

Students are introduced to human factors and ergonomics. Problems that hinder employee's performance due to inappro-priate working environment

that includes high level of noise, poor lighting, poor sanitation and safety, confusing display of information, heavy lifting, poor workflow, and workplace designs and use of inap-propriate tools are studied. The course topics are reinforced through laboratory exercises.

IDE331 Ergonomics Lab

Pre-requisites: IDE330

The course deals with adequate ergonomic factors that are essential for optimal performance of work to preserve the most important asset of an enterprise: human capital. The students implement ergonomic principles by using design, environment, skills, safety, standards, and performance. The course topics are experimentally evaluated through laboratory exercises.

IDE340 Production Planning and Control

Pre-requisites: IDE305

Students are introduced to the tools used to add value to the customer. Application of industrial engineering theory and practice to the area of operations management, production planning and control. Concepts in forecasting, demand and push pull production systems are to be introduced in making the value proposition to the customer.



IDE350 Systems Modeling and Simulation

Pre-requisites: IDE305, IDE320

An introduction to discrete simulation modeling design methods with emphasis of applying statistical analysis. Simulation modeling is applied to manufacturing, supply chain, transportation, and service systems. Verification and validation of simulation models. Appropriate simulation software such as Arena is used on the course.

IDE370 Manufacturing Engineering & Industry 4.0

Pre-requisites: ENGR120, ENGR200

This course introduces students to manufacturing processes, geometrical dimensioning and tolerance, computer aided manufacturing, flexible manufacturing, digital manufacturing, and Industry 4.0. The course explains the important roles that modelling, simulation and optimization play which targets digital manufacturing and assembly systems for an efficient, flexible, and modular production of customized products exploiting the IoT that opens the possibilities for industry 4.0.

IDE400 Supply Chain Management

Pre-requisites: IDE340

Students are introduced to the tool used to manage supply chain systems. This course builds upon the concepts gained from the previous designing value in the supply chain course. Problems of

complex systems with unpredictable demand forms and multiple products are studied to make quantitative based decision-making process. The PLAN, SURCE, DELIV-ER, and RETURN model will be used to optimize the supply chain process.

IDE410 Operations Research I

Pre-requisites: IDE305

This course introduces Linear programming and formulation, graphical solution, and Simplex algorithm as well as duality and sensitivity analysis. Moreover, it co-vers transportation, transshipment, network, and assignment models.

IDE420 Facility Planning

Pre-requisites: IDE305

A comprehensive analysis of the major design issues in facilities planning of production and service facilities. The course emphasizes the use of quantitative and qualitative analysis in the design process. Topics include facility location, plant layout, materials handling, materials flow analysis, and distribution systems.

IDE450 Quality Engineering

Pre-requisites: IDE320

This course introduces the tools and skill sets to solve quality problems encountered by industrial and service industries. Concepts and statistical methods employed in the assurance of product conformance to specifications, control charts for attributes and



variables, proven capability analysis, acceptance of sampling plans, international standards, and continuous quality improvement.

IDE490 Senior Design Project – I

Pre-requisites: Sr. Standing

The senior design course is a two-term sequence in Industrial Engineering. Projects for the students to work on are solicited from manufacturing, health, service, government, and municipal entities. In the first part of the project (Senior Design I), work will focus on planning, design, construction and/or management of an industrial engineering project.

IDE491 Senior Design Project - II

Pre-requisites: IDE490

The second and final part of a team-based one-year senior design project in the field of Industrial Engineering. Work will be directed to optimize and finalize the design from Senior Design Project I. Periodic project reviews and brief presentations will be completed. Students present final reports orally and in writing with their findings and recommendations.

IDE455 Project Management

Pre-requisites: IDE305

This course introduces students to the concepts associated with project management, and practical application of the ideas in the day-to-day planning and execution of projects. It covers all the essential aspects of project

management, including creating the project scope and schedule, creating a project management plan, developing communications plan, and integration of information technology tools in project management.

IDE465 Industrial Robotics

Pre-requisites: IDE370

This course introduces the use of robots in industrial settings. Robots program to perform specific operations. Robot main and peripheral components. Safety, end-effector design, motion control, and path planning activities.

IDE470 Maintenance Management

Pre-requisites: MTH230, Sr. Standing

This course represents a deep comprehensive study of operations and activities of maintenance and methods to manage a maintenance department in an industry. It contains an overview of maintenance functions and activities with a study of the different types and problem-solving methods of maintenance issues, including design, analysis, evaluation, and control tools for maintenance management.

IDE475: Cost Accounting and Analysis

Pre-requisites: ENGR240

The course is intended to provide industrial engineering students with the necessary concepts, tools and methods for costing products and processes. Topics include cost concept and classification, standard costing system, job order costing, activity-



based costing, and process costing.

IDE480 Operations Research II

Pre-requisites: IDE445

This course introduces students to non-linear, integer, and modeling networks using modeling languages. The course will also be introducing advanced topics like Queuing systems and simulations on advanced software's.

IDE485 Decision Analysis

Pre-requisites: IDE350

The course overviews of modeling techniques and methods used in decision analysis, including statistical analysis, and simulation modeling analysis. Model building and analysis for practical applications through real world problems using artificial neural networks are conducted.

IDE495 Special Topics in Industrial Engineering

Pre-requisites: Senior Standing

This course covers theoretical and/or practical topics in selected areas of study within the industrial engineering discipline, beyond what is offered in existing courses to meet the interests of the students and ever-changing needs of the job market. Topics include, but not limited to: Digital manufacturing , IoT of Manufacturing , Industry 4.0 , Intelligent operations and management , Data Mining Techniques , Sustainability engineering , Machine learning , Robotic systems and automation , Analysis and

Design of Control Systems , Advanced Programming for Mechanical and Industrial Engineers

MCE200 Introduction to Mechanical System Design

Pre-requisites: ENGR140, ENGR200

This course is intended to introduce students to the fundamental concepts of machine design and mechatronics. Fundamentals of Machine Design, Phases of Design, Design Consideration – Standards and Codes – Selection of Materials –Design against Static and Dynamic Load. Mechatronic system overview: control, sensors, actuators, power consideration. In addition to sensors and actuator technologies the laws pertaining to Intellectual Property are also covered. A complete team-oriented open-ended design project is required. Each team will execute a design, analysis, and fabrication of prototype systems.

MCE210 Mechanics of Materials

Pre-requisites: ENGR140

This course covers the fundamental topics of mechanics of materials, i.e., stress and deflections. Topics of this include normal and shear stress and strain, Hooke's law, axial deformation, torsion of circular shafts, bending of beams, shear stress, beam deflections, combined stresses, and statically indeterminate structures.



MCE220 Thermodynamics

Pre-requisites: CHEM100, MTH110, BAS200

This course introduces the first and second laws of thermodynamics and their application to energy transformations during various processes. It also covers the basic properties of pure substances, ideal gases, mixture of ideal gases, and atmospheric air. Energy cycles and energy efficiencies are also discussed.

MCE300 Dynamics

Pre-requisites: ENGR140

This course introduces the fundamental concepts of dynamics (kinematics and kinetics). It starts with the study of kinematics and kinetics of a particle including relative and absolute motion. Then the analysis is extended to include the study of kinematics and kinetics of rigid bodies. Topics covers force and acceleration, work-energy, and impulse-momentum methods.

MCE310 Mechanical Component Design

Pre-requisites: MCE210, ENGR120

This course Introduces students to the fundamental principles of engineering design of machine components. It involves the application of theory and techniques learned to the design of mechanical components. Formal design methodology is introduced. Topics including fatigue considerations, shaft design, threaded fasteners, lubrication and bearings, springs, and fundamentals of gear analysis are

presented.

MCE330 Heat Transfer

Pre-requisites: MTH210, MCE220

This course introduces the basic principles of heat transfer. It covers topics of heat transfer by conduction, convection, and radiation. Steady-state and transient heat transfer problems, and energy conserva-tion, fins, and analysis of heat exchangers are also covered.

MCE340 Fluid Mechanics for Mechanical Engineers

Pre-requisites: ENGR140, MTH120

This course is an introductory course in fluid mechanics. Topics covered include fluid properties, dimensional analysis and similitude, fluid statics, Bernoulli's equation, conservation of mass, momentum and energy, hydraulic gradient line and total energy line, linear and angular momentum equations, viscous flow in pipes, flow over immersed bodies, and concludes with introduction to compressible flows.

MCE415 Energy and Systems Laboratory

Pre-requisites: MCE330, MCE340

This course is a comprehensive applied study of principles and theories in fluid mechanics, thermodynamics, and heat transfer. It also covers topics such as internal and external flows, pumps, aerodynamic lift and drag, fin performance, refrigeration and air



conditioning and jet engine simulator.

MCE435 Industrial Robots and Control Engineering

Pre-requisites: MCE200, ENGR200, MTH120

The course introduces the students to robotics that relates knowledge and skills in system and control dynamics. The course deals with frequency response analysis, kinematics or robots, differential motion, velocity, root dynamics and feedback control for design of dynamic robotic systems used in industries.

MCE440 Mechanical Vibrations

Pre-requisites: MCE300

This course introduces the techniques in extracting equations of motion for single degree and two degree of freedom systems. Students will learn how to analyze free and forced vibration systems. An introduction to Fourier transforms and Fast Fourier transform is also presented in this course. Students will also learn numerical and experimental methods to analyze dynamics of structures.

MCE450 Manufacturing Engineering

Pre-requisites: ENGR120, MCE210, MCE310

This course mainly helps students to understand the physical and mechanical properties of numerous materials, manufacturing processes, economics, and quality control surrounding various recently developed manufacturing technologies and applications. It also

covers fundamentals and challenges to manufacturing processes based on material properties, and design and customization of the final product.

MCE451 Manufacturing Engineering Laboratory

Pre-requisites: MCE450

This course deals with physical manufacturing of engineering components. It provides the needed knowledge, simulation platform and hands-on skills to manufacturing engineering. It covers topics for mechanical tools, manual metal removal mechanisms, CNC machining and Additive Manufacturing.

MCE455 Computer Numerical Control Machining

Pre-requisites: ENGR120, ENGR220, MCE450

This course introduces students to the fundamentals of CNC programming. In addition to understanding G codes, the course focuses on cutting tools, fixture set up, and manufacturing operations required to machine given materials.

MCE465 Energy and the Environment

Pre-requisites: MCE220

This course examines the concepts of energy conversion and conservation. Basic principles and technical details of various energy technologies (fossil, nuclear, solar, biomass, hydrogen) for a sustainable future. It discusses the different types of energies and technologies in a social context



(economic, ethical, and environmental considerations).

MCE470 Maintenance Management

Pre-requisites: MTH230, Senior Standing

This course represents a deep comprehensive study of operations and activities of maintenance and methods to manage a maintenance department in an industry. It contains an overview of maintenance functions and activities with a study of the different types and problem-solving methods of maintenance issues, including design, analysis, evaluation, and control tools for maintenance management.

MCE472 Fuel Cell Science & Engineering

Pre-requisites: ENGR200, MCE220

This course presents the engineering principles pertaining to fuel cell devices and their design. It covers topics such as fuel cell types and applications, operational parameters, efficiency, and open circuit voltages. The study also includes regulatory requirements for transporting fuel cells, as well codes and standards of operating a fuel cell powered devices.

MCE475 Introduction to Finite Element Analysis

Pre-requisites: MCE210

This is an introductory course that provides an overview of finite element analysis. The finite element method is applied to simple problems of solid mechanics, including one-dimensional

trusses and beams, two-dimensional plates and shells, and three-dimensional problems. Also, dynamic (normal mode) finite element analysis is introduced.

MCE480 Mechanics of Composites

Pre-requisites: ENGR120, MCE210

This is an introductory course on basic behavior of composites, properties of matrix and reinforcing materials, mechanics of fiberreinforced composites, lamina and laminate analysis, and mechanical performance.

MCE485 Decision Analysis

Pre-requisites: Senior Standing

The course overviews of modeling techniques and methods used in decision analysis, including statistical analysis, and simulation modeling analysis. Model building and analysis for practical applications through real world problems using artificial neural networks are conducted.

MCE490 Senior Design Project I

Pre-requisites: Senior Standing

The senior design course is a two-term sequence in mechanical and/or thermal systems design. During the first semester of Senior Design I, work will focus on building a prototype, and planning alternative strategies for the design in the following semester. By the end of the semester, an initial prototype of the hardware or the software system will be demonstrated. This demo will include drawings, budget, and time schedule for project completion in the



second semester.

MCE491 Senior Design Project II

Pre-requisites: MCE490

During the second semester, work will be directed to improvise and build on the lean version of the mechanical and/or thermal systems prototype from Senior Design Project I. A final presentation and report will be made on the project. Periodic project reviews and brief presentations will be completed.

MCE495 Special Topics in Mechanical Engineering

Pre-requisites: Senior Standing

This course covers theoretical and/or practical topics in selected areas of study within the mechanical engineering discipline, beyond what is offered in existing courses to meet the interests of the students and ever-changing needs of the job market.

MTH120 Calculus II

Pre-requisites: MTH110

The course is intended to advance the students' knowledge and skills obtained in Calculus I. It introduces the Fundamental Theorem of Calculus, including applications to area and volume. Conversion of integrals techniques, integration by parts, improper integrals and numerical integration are also presented. It also presents Taylor series and series with one variable.

MTH200 Multivariate Calculus

Pre-requisites: MATH120

This course introduces the calculus of functions of several variables. Topics include parametric equations, vector calculus surface sketching, partial derivatives, gradients, multiple integrals, and using cylindrical and spherical coordinate systems.

MTH210 Differential Equations and Laplace Transforms

Pre-requisites: MTH120

This course is an introduction to the principles and methods for solving first order and higher order linear differential equations. It also includes Laplace transformation and its application to the solution of differential equations.

MTH220 Numerical Methods and Matrices

Pre-requisites: MTH110

This course introduces numerical techniques for the solution of ordinary differential equations. It includes interpolation, curve fitting, numerical differentiation, and integration. Also, it includes an introduction to matrices algebra and the solution of a system of linear equations.

MTH230 Probability and Statistics

Pre-requisites: MTH110

This course is intended to be an engineering statistics course in which fundamentals of probability are introduced with examples of discrete and continuous random variables.



Simple linear regression, estimation, hypothesis testing and computer applications like one-way, two-way ANOVA DOE including fractional designs are discussed. A brief introduction to the statistical software MINITAB is given.

Faculty of Information Technology

CGA101 Introduction to Visual Communication

Prerequisites: None

This course describes the role and application of computers in the graphic production processes used to communicate ideas and messages to users of different cultures and abilities. It explores the nature of graphic artwork and how various media types can have different effects on different enduser groups. Discussing issues such as human perception, color theory and typography, this course prepares the student for later courses that build on the theoretical aspects introduced here in order to encourage professional, high-impact graphics, animations and other media.

CGA111 Storyboarding for Film and Animation

Prerequisites: None

To enable students to gain an understanding of the role of pre-production in the creation of time-dependent scenes.

The course will also provide the students with an opportunity to practically

realize a storyboard utilizing film language and shot description.

CGA125 Digital Images Editing

Prerequisites: None

This course describes the concept of a bit-mapped image – resolution, bit depth, color channels and photo retouching describing the main uses of this technique. Covering digital image manipulation and editing techniques such as selection and masking specific areas of an image for protection, the course also looks at the major problem causes of photographic images & their correction. Several advanced manipulation techniques are discussed, and students are given the opportunity to see first-hand examples of image problems and correct these in practical sessions.

CGA107 Introduction to Web Design

Prerequisites: None

This course examines the role of a website in various fields such as advertising, retail, education, news, and media. It introduces the language of websites, HTML, and discusses page layout and style elements and formatting using Cascading Style Sheets (CSS). The incorporation of graphics into web pages (static and animated bitmapped and vector formats as well as video), making interactive web pages, performance issues in web graphics and usability issues in web sites are considered to ensure that students can produce well-founded web pages and



websites.

CGA108 Desktop Publishing

Prerequisites: CGA101

This course describes the main issues and technologies related to the use of appropriate graphic images within the context of printed media. It covers the role of printed media in various fields, the components of printed media, page layout considerations for printed media, desktop publishing technology, print media for specific markets, and the print process.

CGA135 2D Vector Graphics

Prerequisites: CGA101

This course explains the concept of vector graphics, 2D vector graphic primitives, vector graphic attributes, operations on vector objects, creating complex objects by combining simple geometric primitives, and rasterizing vector graphics for display at multiple resolutions.

CGA145 2D Animation

Prerequisites: CGA101

This course explains the concepts of 2D animation – layout and compositing. It also covers cartoon animation, keyframes, tweening and timelines & events within an animation.

CGA155 3D Modeling

Prerequisites: None

This course explains the 3D workspace, wireframe modeling and rendering. It also describes 3D graphic primitives,

combining 3D primitives to form solid models, the camera in a 3D scene and simple shading concepts.

CGA205 Typography and Art of Arabic Calligraphy

Prerequisites: CGA135

In this course, students utilize computer means in an advanced manner that explores more complex design problems. Students learn the discipline, function, and tradition of typography as it relates to visual verbal communications topics including historical revolution of typography, communication, legibility, language sequence and information hierarchy. Students will learn the study of problem solving as well as the methodology of design thinking.

CGA215 Digital Video Editing

Prerequisites: CGA101

This course explains the digital video work-flow – capture, scene identification, editing and final assembly. It also explains the benefits of digital video over analogue video, digital video formats, non-linear editing & edit decision lists and digital effects for video (transitions, wipes, fades, subtitles, and text).

CGA225 3D Animation

Prerequisites: CGA155

This course explains the 3D animation process – assembly, position and synchronization. It also covers manipulating the camera position over time, timelines for 3D scenes, simple



scripting of 3D objects within a timeline and exporting a final movie as digital video.

CGA235 The Human Form and Character Animation

Prerequisites: CGA155

This course explains the human form – anatomy, skeleton, and muscle structure. It also explains the animation of human joints, forward and inverse kinematics in animation and the motion capture (MoCap) process & applying MoCap data to 3D models.

CGA245 Principles of Texture, Materials and Lighting

Prerequisites: CGA155

This course explains how to create textures from 2D raster and vector images, apply texture maps to 3D models – coloring a scene, create realistic material textures – bump mapping & displacement mapping, apply lighting in a 3D scene and apply shading – Gouraud, Phong, Ray-tracing & Radiosity.

CGA255 Special Effects for Film

Prerequisites: CGA101

This course explains the role and purpose of special effects, visual effects and the digital workflow – pre- and post-production considerations. It also explains the effects for specific applications – motion blur; lens effects; color and lighting effects. It also covers Overlays and chroma keying – recording action against a blue or green

screen for the purpose of superimposing additional footage later.

CGA260 Internship

Prerequisites: 12 core courses

Internship is a core requirement and the Capstone course of the Diploma in Computer Graphics and Animation program. This course is supervised work experience in the field of Computer Graphics and Animation. It offers important benefits to the graduating student, including the opportunity to earn credits while exploring a career in Computer Graphics and Animation and a chance to apply concepts learned in the Diploma Program to real problems faced by firms.

CIT112 Introduction to Computer Programming

Prerequisites: None

This course is the first contact of the students with programming, it starts with the basic theoretical components which allows them to understand what an algorithm is and its major components, structure, and elements. Then students gradually start building flowcharts, algorithms, pseudo-code, and coding using C language.

This course introduces students to the concepts, techniques, and procedures for writing simple programs in C. It covers steps for developing a computer program, input/output instructions, constants, variables and data types, operators, selections and iteration control statements, and arrays. In



addition, this course introduces the concepts of modular programming through in-built and user-defined functions in C programming.

CIT121 Introduction to Computer Architecture

Prerequisites: None

This course introduces the concept of a computer as a set of hardware, software, and data components integrated through different architecture models. The described hardware components include the processor, the memory, and the input/output interfaces while the software components include the operating system, the utility software, and low to high-level programming languages focusing on the assembly language. The course presents the data representation at the machine level and introduces the concepts of digital logic.

In addition, the students will be given an overview of the evolution of computers and the associated technologies together with a presentation of future technological trends.

CIT122 Introduction to Database Management System

Prerequisite: CIT112

This course presents the basic concepts and principles of the relational database model in addition to the database system architectures. The course also introduces the basic concepts of relational algebra along with suitable examples. The entity-

relationship model is detailed with all its components including the entities, attributes, and relationships. Finally, this course introduces the main parts of the Structured Query Language (SQL) such as DDL, DML, and DCL.

CIT123 Computer Programming and Problem Solving

Prerequisite: CIT112

This course is the second course for the student to study computer programming using C language. It covers static data structures, modular programming techniques, library functions, user-defined functions, header files, structure, preprocessor directives, pointers, files and streams, and dynamic data structures.

CIT230 Internship

Prerequisite: Completion of 81 credits

This is a supervised course that requires a minimum of 240 hours of industry-based training in Information Technology or related fields. It offers several benefits to the students, including the opportunity to earn credits while exploring a career in Information Technology and a chance to apply concepts learned in the academic program to real problems faced by the organizations. The student's performance throughout the internship is continuously monitored by the assigned faculty member in cooperation with the workplace supervisor through periodic meetings.



CIT231 Introduction to Computer Networks

Prerequisite: CIT121

In this course, students are going to be introduced to the basic computer network concepts and elements. Students will be taught the characteristics of network models, topologies, network devices, data transmission, and communication protocols going through more detail about IP addressing. Students will be introduced to network simulation tools to apply their theoretical knowledge to practical aspects. This course will also explore the concept of basic network data security and privacy.

CIT232 Introduction to Operating Systems

Prerequisite: CIT121

This course introduces the core concepts of operating systems and their functions such as memory management, process management and scheduling, handling concurrency and synchronization, file systems, input, and output device management. The course also covers the role of operating systems in the management of the security and privacy of users and network functions.

CIT233 Software Development Process

Prerequisite: CIT112

This course presents an introduction to the models, processes, and techniques used in developing software systems. It covers the whole lifecycle of software systems from the project proposal and the requirements analysis until

the release and maintenance. The students are introduced to the techniques commonly used in fact-finding, requirements analysis, software design, verification and validation, and software maintenance

CIT234 Discrete Mathematics

Prerequisite: MTH 105

This course enables students to strengthen and increase their understanding of discrete mathematics with special emphasis on computer science applications. Binomial Coefficients, Combinations, Permutations, Combinatorial Proofs, Stars, and Bars will be covered in this course. Also concepts of Arithmetic, Geometric Sequences, Polynomial Fitting, Solving Recurrence Relations, and Induction. Propositional Logic, Proofs, and Graph Theory will be used to solve real-world problems.

CIT240 Cloud Computing

Prerequisite: CIT231

This course covers the basic understanding of the characteristics and hardware requirements of cloud computing, cloud deployment and service models. This course will also cover cloud infrastructure connectivity and troubleshooting techniques. Furthermore, the basic core requirements of cloud storage and security concerns in cloud computing will be discussed.



CIT241 Network Security

Prerequisite: CIT231

This course introduces the principles of network security in terms of protecting networks from different types of malicious and social engineering attacks by using different methods such as authentication, authorization, and encryption. The course discusses the security of servers, wired and wireless devices, data transmission, and responding to and mitigating the different kinds of threats.

CIT242 System Analysis and Design

Prerequisite: CIT233

The Systems Analysis and Design course introduces the principles and design techniques of object-oriented development approaches. It focuses on the UML modeling language and its different diagrams. In addition, the course presents different validation techniques allowing the software designer to check the quality of its models and the satisfaction of the requirements as defined in the system specification.

CIT243 Network Administration

Prerequisite: CIT231

This course introduces concepts and technologies behind domain-based enterprise networks. The course covers installation, configuration and administration of enterprise network operating systems and protocols, and services such as active directory, group policies, data storage, backup and disaster recovery to the level required to

effectively administer secured domain-based enterprise networks.

CIT244 Database Programming

Prerequisite: CIT122

This course presents mapping rules to convert conceptual and logical designs to physical designs. It also introduces the principles of normalization and denormalization taking into consideration various techniques which are applied to the different normal forms. The course also addresses the concepts of the PL/SQL procedural language including functions, procedures, cursors, packages, and triggers. In addition, this course discusses database problems and potential solutions and how to improve database performance, productivity, and portability through different integration patterns with DBMSs and programming languages in accordance with software application requirements.

CIT246 Network Protocols

Prerequisite: CIT231

This applied course introduces students to the concepts, terminology, protocols, and services that the Transmission Control Protocol/Internet Protocol (TCP/IP) suite uses to make the Internet work. This course also stimulates hands-on skills development by not only describing TCP/IP capabilities but also by encouraging students to interact with protocols. It provides the troubleshooting knowledge and tools that network administrators and analysts need to



keep their systems running smoothly. Moreover, this course will cover topics ranging from characterization to error detection, security analysis, and more.

CIT352 Distributed Information Management

Prerequisite: CIT231, CIT232

Global organizations are inherently distributed. The information systems infrastructure builds on computer networks to achieve and facilitate distribution. This course investigates architecture, processes, communication, consistency, and fault tolerance. This includes distributed IT infrastructure, standards, operating systems, network naming, and communication for end users in distributed systems.

CIT353 Web Development

Prerequisite: CIT123

This course introduces web design and web programming techniques. It focuses on HTML, CSS styling, JavaScript, and dynamic web content using various interactive web technologies. In addition, this course explains ASP.NET Core for building modern cloud-based web applications. Necessary practical skills for developing dynamic web applications are achieved in this course.

CIT354 Object-Oriented Programming

Prerequisite: CIT123

This course introduces the fundamental concepts of object-oriented programming using Java language. This

course covers object-oriented principles such as class, object, encapsulation, overloading methods, static methods, inheritances, and polymorphism, overriding methods, abstract classes, and interfaces. This course also teaches good practices of GUI design during the design and implementation of projects based on the OOP approach.

CIT362 Information Security Management

Prerequisite: CIT241

This course focuses on the managerial aspects of information security and assurance. Topics covered include access control models, information security governance, and information security program assessment and metrics. Coverage on the foundational and technical components of information security is included to reinforce key concepts. The course includes up-to-date information on changes in the field, such as national and international laws and international standards like the ISO 27000 series.

CIT364 C# Programming in the .NET Framework

Prerequisite: CIT354

This course introduces .Net framework and .NET Core using C#, with the aim to develop Graphical User Interface (GUI). It covers the syntax and good coding practices in C# to write code behind the interfaces of the applications.

This course enables the students to implement object-oriented techniques



to develop C# applications using I/O files and streams, and databases. Database connectivity, datasets and data binding, data storage and retrieval in data files and databases, and handling of exceptions related to files and databases are also covered in this course.

CIT365 Advanced Database Design

Prerequisite: CIT244

This course covers the development of database systems with a focus on the design and implementation of different data warehouse architectures. The whole design process is detailed, from the requirements and the conceptual level to the logical and the physical levels. The course covers different adjacent topics such as big data, database administration and web services.

CIT471 Fundamentals of Data Mining

Prerequisite: Completion of 99 credits and CIT365

This course introduces the principles of data mining to the students. The students will learn preprocessing of data (data cleaning, data reduction etc.) before applying data mining techniques.

Some of the data mining techniques covered in this course are classification, association analysis, and clustering. Students will learn about the social and ethical aspects of data mining.

CIT472 User Interface Design

Prerequisite: CIT364, CIT233

This course covers issues of user interface design as part of the software development process together with cognition theory and its relevance to user interface design. The course will also cover usability requirements specification and evaluation of user interface design.

The course develops an understanding of user interface design as a multi-disciplinary subject. This course develops an understanding of the needs and abilities of users and their impacts on designing the user interfaces. This course also covers various phases of user interface design such as data gathering, data analysis, designing, pro-totyping, construction, and evaluation.

CIT474 Internet of Things

Prerequisite: Completion of 99 credits

The course provides an introduction to In-ternet-of-Things architecture, applications and emergent technologies. Moreover, the student will learn the foundations of the IoT world such as Connectivity, Interoperability, Discoverability, and Security/Privacy technologies. Various IoT technologies related to smart cities and the industry 4.0 application domains will be discussed.

CIT475 Wireless Networks

Prerequisite: CIT231

In this course, students are going to be introduced to wireless communication



and wireless data transmission. Students will be taught about the radio frequency and new technologies that is being used in wireless networks, such as 4G (LTE) and 5G. Students will also be taught Wireless PAN, MAN and WAN. Students will be introduced to network simulation tools to apply their theoretical knowledge to practical aspects.

CIT476 Computer Forensics

Prerequisite: Completion of 99 credits
In this course, students will learn the fundamental concepts and techniques for digital forensics investigation and the spectrum of available computer forensics tools. The course introduces legal and technical guidelines for processing cybercrime scenes, techniques for cybercrime investigation, procedure to conduct forensic investigation, hardware and software for data acquisition, and forensic tools for online investigation.

CIT478 Mobile Applications Development

Prerequisite: Completion of 99 credits
This course introduces specific knowledge related to designing and developing mobile applications and websites. This course introduces design issues, tools, techniques and methods for mobile application development, testing, publishing, deployment, and maintenance. This course also covers security and privacy issues in the development of mobile applications.

CIT479 Artificial Intelligence

Prerequisite: Completion of 99 credits
This course introduces the theory and practice of artificial intelligence. It introduces the student to Artificial Intelligence and application domains. Also, this course introduces Machine Learning, Classification, Predictive Analytics, Detecting Patterns, Logic Programming, Genetic Algorithms, Neural Networks, Natural Language Processing, Image Recognition, and Intelligent Agents. In addition to theoretical concepts of AI, this course discusses the advanced tools for designing intelligent applications.

CIT480 Advanced Data Science

Prerequisite: Completion of 99 credits
This course introduces students to exploratory data analytics, visualization, and machine learning techniques. This course also covers the concepts of big data and its application in the real world. Finally, students will be taught to consider the ethical aspects of data while doing the analysis of data.

CIT481 Contemporary Issues in IT

Prerequisite: Completion of 99 credits
This course introduces the student to theoretical and technological aspects of a variety of trending IT Topics such as professional, social, ethical, privacy, security and reliability concerns, cloud computing, mobile computing, ambient computing, autonomous systems, DevOps, and blockchain.



covering both. The emerging technologies and methodologies are presented along with an introduction to digital transformation and how to succeed in integrating emerging information technologies in the business environment.

CIT482 Selected Topics in IT

Prerequisite: Completion of 99 credits
Selected Topics in IT is a course that explores specialized or advanced topics in the field of information technology. The syllabus for the course will vary depending on the selected approved topic. The possible topic that could be selected in this course is Virtual Reality, Cloud Computing, Cybersecurity, Game Programming, etc.

CIT483 Internship

Prerequisite: Completion of 81 credits
This is a supervised course that requires a minimum of 480 hours of industry-based training in Information Technology or related fields. It offers several benefits to the students, including the opportunity to earn credits while exploring a career in Information Technology and a chance to apply concepts learned in the academic program to real problems faced by the organizations. The student's performance throughout the internship is continuously monitored by the assigned faculty member in cooperation with the workplace supervisor through periodic meetings.

CIT484 Senior Graduation Project I

Prerequisite: Completion of 99 credits
This course provides an opportunity for students to choose an area of interest, conduct in-depth research and demonstrate problem-solving, decision-making, and independent learning skills. Students will apply research skills, various methodologies, techniques, and concepts introduced in previous courses to prepare project proposals. In this course, the student selects a topic, gathers information, and writes a problem statement. The student conducts relevant literature reviews. The problem will be analyzed using appropriate methodologies for analysis. The student is expected to present the initial design and development and submit the project report.

CIT482 Senior Graduation Project II

Prerequisite: CIT484
The students' graduation project is finalized during this supervised course that is offered after the successful completion of CIT484 Senior Graduation Project 1 (SGP1). The student is expected to start from the design phase documentation that he produced in SGP1 and carry out the remaining steps specifically detailed design, implementation, validation, and documentation. The work will be organized according to the software development methodology selected in Senior Graduation Project I.



Faculty of Medical and Health Sciences

BMS 110 Medical Terminology

Prerequisites: None

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to define medical terms and abbreviation related to selected body systems and their pathological disorders.

BMS 121 Human Anatomy

Prerequisites: BMS 110

This course is designed to give the student a sound background in structure of the human body as a whole. Anatomy is the most fundamental of all medical sciences. It provides the basic framework of terminology and vocabulary used in all descriptions and communications about the body. The course will describe the structure, composition and functions of the organ systems of the human body and how the organ systems function and interrelate. The course will also describe how humans adapt through their anatomical design.

BMS 122 Human Physiology

Prerequisites: BMS 110

This course is designed to provide the students with the knowledge of the functions and mechanisms of various

parts and organs of the human body. In addition, the course introduces the students to the integrity of the body systems as a whole in order to recognize the physiological changes that occur within the human body and how the body systems work. Students cover the topics of body mechanism, basic chemistry, function of the human body such as, cells and tissues, skin and body membranes, skeletal system, muscular system, nervous system with special senses, and the function of endocrine system, circulatory system with blood, body defenses, respiratory system, digestive system including body metabolism, urinary system and a unit on human body reproduction.

BMS 123 Introduction to Microbiology

Prerequisites: None

This course is designed to provide an extensive overview of the microbial structure, functioning, and diversity of microorganisms, growth and pathogenesis and immunology are presented with important bacterial, viral, parasitic and mycotic infections discussed from the standpoint of aetiology, epidemiology, and pathogenesis and laboratory diagnosis. The Topics include microbial cell structure and function, metabolism, microbial genetics, and the role of microorganisms in disease, the environment and other selected areas.



BMS 410 Pathology

Prerequisites: BMS 121, BMS 122

The goal of this course is to develop an understanding of the causes and mechanisms of human diseases and associated alterations of structure and function of tissues. This involves first, the general pathology during which cell injury, adaptation, cell death, repair, inflammation, and neoplasia are introduced. Then, diseases and tumors of general interest affecting different body systems such as immune system, digestive, respiratory and cardiovascular system are studied.

BMS 411 General Pharmacology and Toxicology

Prerequisites: None

This course is designed as an introduction to pharmacology and toxicology deals with pharmacodynamics, pharmacokinetics, clinical/therapeutic uses and toxicology of drugs, Pharmacology is broadly defined as the effect of drugs and chemicals on living organisms. It gives specific information concerning cardiopulmonary, vascular, central and peripheral nervous system, and antimicrobial drug classifications as well as common examples in each category. With each classification of drugs covered, their mode of action, their clinical effects and side effects will be emphasized.

BSC 110 Introduction to Science

Prerequisites: None

The aim of the preparatory basic

science course is to provide the students with the fundamentals of Biology, Chemistry and Physics. Topics to be covered will include the functioning of living organisms, organization of the human body, how cells work, and chemical properties of living things, concepts of matter, sound, light and principles of electricity. Throughout the course you will be able to develop your awareness and abilities in such areas as global awareness, communication, critical thinking, teamwork, information technology and vocational competencies

BSC 120 Physics for Health Sciences

Prerequisites: None

This course is designed to introduce the physics of units of forces, energy changes in the body, heat loss from the body, and breathing mechanism. It helps the students acquire knowledge about electric signals of the body, general properties of sound in the body as a drum (percussion in medicine) and vision defects and corrections. Moreover, This course introduces light, vision, sound and atomic excitation.

BSC 121 Chemistry for Health Sciences

Prerequisites: None

This course will introduce basic theoretical principles of modern chemistry, integrated with descriptive and practical aspects. Topics discussed include stoichiometry, atomic theory and the structure of matter, the



Periodic Table, chemical bonding, kinetic-molecular theory and the states of matter; gas laws, solutions, oxidation-reduction, acid-base systems, and thermochemistry. Emphasis is on both qualitative and quantitative aspects of chemistry. Laboratory sessions are designed to complement and supplement theoretical concepts presented in lectures and to develop skills in laboratory technique, observation and data analysis.

BSC 122 Biology for Health Sciences

Prerequisites: None

This course will introduce students to basic aspects of human biology. It commences with a general introduction to life, its chemical and biological basis, and the meaning of its unity and diversity. Cells, as the building blocks of living matter, will be discussed at length in terms of their structure, function, classification, physiology, genetics, and reproduction. Moving up the biological hierarchy, tissues constituting the human body will be discussed at length. Higher levels of organization like organs and organ systems will also be addressed in some detail.

BSC 220 Biostatistics

Prerequisites: MTH105 Epidemiology and biostatistics are two of the foundations of public health science and practice. This is an intensive introductory course in statistical methods used in applied clinical re-

search for students planning on majoring in health sciences.

This course provides students with an overview of the principles of using and evaluating statistics and research methods. Statistical design and analysis contribute to, and inform, many areas of clinical and health related research such as data description, study design, screening, estimation hypothesis testing, categorical data analysis, and regression.

BSC 321 Public health and epidemiology

Prerequisites: BSC220

This course will provide an overview of the U.A.E Public Health Care Information, concepts, issues, organizations, policies, strategies, and challenges of public and population health approaches. The course will introduce students to the key concepts related to the population and Public Health including occupational and environmental health, emerging threats, rapid responses, ethical and human rights concerns in global Healthcare, healthcare services and systems, maternal-child health, global and indigenous health, social and life course determinants of health, and epidemiology and biostatistics, these will be delivered as prerequisites courses. The issues of public healthcare and the daily applications in the health care settings in the UAE and compare to other countries will be covered.



ECM 210 Introduction to Paramedicine

Prerequisites: BMS 122

This course is to introduce the student to the psychological and physical demands of emergency medical provider. It introduces information in preparation for the student's progress throughout the entire par-ame-dic program. Beginning with a basic introduction to the profession and roles and responsibilities, the foundation of knowledge for the emergency medical care systems. Legal and ethical issues related to the patients and duty of EMS, workforce safety and wellness will be covered.

ECM 211 Patient Assessment

Prerequisites: BMS 122

This course introduces student to the patient assessment undertaken by paramedic. The course provides necessary knowledge and skills for patient assessment and re-assessment including scene size-up, primary, and secondary assessment as overview for a trauma and medical patient.

ECM 220 Airway & Respiratory Emergen-cies

Prerequisites: ECM 210 + ECM 211

This course is designed to provide the students with the essential knowledge to evaluate and deal with airway and respiratory emergency medical cases including pathophysiological interpretation and assessment. These are emergencies of the upper and lower airway that compromise the respiratory

system.

ECM 221 Trauma I

Prerequisites: ECM 210 + ECM 211

This course introduces the Paramedic Student to Trauma and Trauma Systems. It prepares students to Perform Comprehensive Patient Assessment with various Injury Patterns, recognizing various mechanisms of injuries like Blunt Trauma, Penetrating Trauma, and managing Bleeding with External and Internal Haemorrhage, Soft Tissue injuries & Burns, orthopedic injuries and Environmental Injuries.

ECM 310 Trauma II

Prerequisites: ECM 221

This course is designed to provide more focus on practical trauma instruction. It covers blunt trauma, penetrating trauma, haemorrhage and shock, soft tissue trauma, burn conditions, musculoskeletal trauma and gaining access and extrication. It also covers the initial aspect of student's traumatic skills related to the above topics.

ECM 311 Cardiovascular I

Prerequisites: ECM 220

This course focuses on the cardiovascular anatomy and physiology, conducting system of the heart, electrocardiography, as well as interpretation and the treatment of cardiac arrhythmias, interpretation of 3 and 12 lead EKGs (including injury and is-chemia patterns, normal and abnormal findings, and



the 12 lead as a diagnostic tool) will be covered. Principles of ACS diagnosis/management will be laboratory focus of this course.

ECM 312 Medical Emergencies

Prerequisites: ECM 220

This course covers medical evaluation and treatment of medical emergencies including pathophysiological interpretation and assessment of pulmonary, neurology, endocrinology, gastroenterology, urology and nephrology, toxicology and substance abuse, Haematology and behavioral disorders. It covers the initial aspect of patient assessment and medical skills related to all above topics.

ECM 313 Paramedic Clinical Practice I

Prerequisites: Level 1-4 Major courses

This course prepares student for paramedic clinical practice that consist of specific number of distributed rotations on the ambulances to perform hands on skills at a basic and intermediate level such as patient assessment, physical examination, vital signs, and others in the triage section, and performing intermediate skills like intravenous insertion and medication administration.

ECM 320 Obstetrics and Pediatric Emergencies

Prerequisites: ECM 312

This course covers medical evaluation and treatment of gynecological, obstetrics, and pediatric patients. Initial

patient assessment and medical skills related to all above topics.

ECM 321 EMC Operations I

Prerequisites: ECM 310

This course prepares the paramedic student to take part in the management of emergency incidents in pre-hospital environment such as vehicle accidents, other major incidents related to injury triangle (driver, road, vehicle) It covers materials related to ambulance operations, medical incident management, vehicle extrication and special rescue awareness & operations, hazardous materials incidents, disasters, crime scene awareness, rural ems, and responding to terrorist acts. Major topics covered.

ECM 410 Special Patient Populations

Prerequisites: ECM 320

This course covers advanced patient assessment techniques in special patient populations. Topics include initial assessment, medical trauma history, field impression, complete physical exam process, ongoing assessment, and documentation skills. It also includes scenarios and problem-based assessment management.

ECM 411 Cardiovascular II

Prerequisites: ECM 311

This course focuses on advanced cardiology, identification of life threatening and non-life-threatening cardiac emergencies. It includes how to analyze standard 3-lead (revision)



and 12-lead Electrocardiogram (EKG) information and determine a plan of action. Management of cardiopulmonary arrest and other cardiovascular emergencies using the American Heart Association standards will be covered.

ECM 420 EMC Operations II

Prerequisites: ECM 321

This course prepares the paramedic student to theoretical and practical foundations that are necessary for pre-planning and management of mass gathering events with a special focus on, sports and other mass gathering events. This will also cover management of incidents involving multiple casualties with multiple agencies like police, fire, hazmat, and NDRF. Topics include foundations of disaster planning, incident command system, weapons of mass destruction, response issues, and hazardous materials incidents.

ECM 421 Trauma III

Prerequisites: ECM 310

This course introduces the paramedic student to advanced level of trauma and trauma systems to perform comprehensive patient assessment with various injury patterns, recognizing and managing face and neck injuries, head and spine injuries, chest injuries, abdominal and genitourinary trauma and managing and resuscitating patient with critical care injuries.

ECM 422 Paramedic Clinical Practice II

Prerequisites: Level 1-7 Major courses

This course prepares the student for paramedic clinical practice that consist of specific number of distributed rotations inside the hospital settings in ERS, ICU, SICU, RICU, PICU, NICU, CCU to perform hands on skills at a basic level such as patient assessment, physical examination, vital signs, and others in the triage section, and performing advanced skills like intravenous insertion, medication administration and advance management of cardiopulmonary emergencies and special consideration situations including paediatrics' and geriatrics, and procedures taught thus far in the program.

ECM 510 Graduation Project

Prerequisites: ECM 312

This course provides students with the opportunity to apply research skills and carry out a research project related to the major program under the supervision of a faculty member. Students will be required to conduct literature review and perform data collection, statistical analysis, writing up of the research paper. Students participating in research must complete CITI program (<https://about.citiprogram.org/en/homepage/>) for research ethics and compliance training prior to submitting research proposals.



ECM 511 Specialized Emergency Care

Prerequisites: ECM 421

This course introduces the student to the concepts of involvement in specialized scenarios and situations such as military field medicine including environmental emergencies, aviation medicine, and diving medicine. This course will cover paediatric advanced life support (PALS). It also covers the initial aspect of patient assessment and medical skills related to all above topics.

ECM 512 Paramedic Clinical Practice III

Prerequisites: Level 1-8 Major courses

This course prepares students for para-medical clinical practice that consists of ambulance rotations out of hospital settings in pre-hospital care settings to perform hands on skills at a basic level such as patient lifting and moving, patient assessment, physical examination, vital signs, and performing advanced skills like intravenous insertion, medication administration and advanced management of cardiopulmonary emergencies and special considerations situation including paediatrics' and geriatrics, procedures taught thus far in the program.

ECM 520 Paramedic Clinical Practice IV

Prerequisites: Level 1-9 Courses

This course prepares student to advanced paramedic clinical practice that consists of clinical/field rotation of 16 weeks period. It is an essential component of the EMCM program, which will serve as a summative or

'capstone' evaluation of their achievement of the objectives and goals of the program. This paramedic clinical/field internship rotations are intended to offer internship paramedics both a positive learning opportunity and real-life experiences, in assessing, treating and managing real patients while being guided by experienced and competent emergency health care professionals. The purpose of this rotation is to allow advanced paramedic to act as the 'in charge' medic. They are expected to be able to 'run' the call at the same level of competence as an entry-level paramedic. In addition to the appropriate interaction, assessment and management of all patients, the student should focus on the overall integration of everything they have learned as well as 'scene management'. During this advanced clinical practice rotation, paramedic students should participate in all basic and advanced EMS procedures related to patient assessment and management, ACLS interventions, use of mechanical ventilators, perform neuro-vitals and use advanced monitoring devices. Students must be exposed to patients of different ages and with various pathologies. Ideally, they should be responding and receiving satisfactory ratings.

HCM 120 Principles of Health Management

Prerequisites: None

This course is designed to introduce



students to key concepts related to the principle of health management, including concepts, issues, organizations, policies, strategies of health management approaches. The provided knowledge will deal with discipline matters of management principles applied to health services offering students an exploration of an overview of health management, strategic management, decision-making, assessment of information need, human resource management, leadership, team building, health management conflict, time management, operational health planning, program monitoring and evaluation.

HCM 211 Healthcare Services Management

Prerequisites: HCM 120

Demand for health services continues to be strong internationally across public, private, and not-for-profit sectors.

This course is designed to support students who wish to move into managerial positions within the health services industry, complementing previous professional/academic qualifications or building upon workplace experience. It combines insights into both public and private healthcare services with contemporary management theory.

This course is designed to develop students' skills in both strategic and operational issues pertaining to healthcare services. Students will study the

importance of blending technology, people, marketing, and information to achieve distinctive competitive outcomes and high standards of healthcare quality. Concepts taught include service management, service quality, customer satisfaction, and developing service/quality solutions for healthcare providers.

HCM 212 Health Care Delivery Systems

Prerequisites: None

This course is designed to optimize students' views regarding the health care system and how it is delivered. It demonstrates an overview of the health care delivery system and how performance assessments and how process improvements could be managed. It provides an overview of the health care systems and its components in the United Arab Emirates with emphasis on the types of providers and the role that accrediting, and licensing bodies play in the delivery of health care. The course focuses on the unique characteristics of health care delivery and discusses the key issues and challenges that impact the cost, quality, and access to health care. Emphasis is placed on understanding the historical context; how the UAE health care system developed; and the significant policies that regulate health care organizations, providers, payers, and populations.



HCM 221 Health Care Delivery Systems

Prerequisites: None

This course is designed to optimize students' views regarding the health care system and how it is delivered. It demonstrates an overview of the health care delivery system and how performance assessments and how process improvements could be managed. It provides an overview of the health care systems and its components in the United Arab Emirates with emphasis on the types of providers and the role that accrediting, and licensing bodies play in the delivery of health care. The course focuses on the unique characteristics of health care delivery and discusses the major issues and challenges that impact the cost, quality, and access to health care. Emphasis is placed on understanding the historical context; how the UAE health care system developed; and the significant policies that regulate health care organizations, providers, payers, and populations.

HCM 224 Legal Aspects and Ethics in Health Management

Prerequisites: HCM120

This course is designed to provide students with an introduction to health law and ethics. It starts with ethical theories, principles, and tools that are important when making ethical decisions. Then explores privacy and confidentiality within the context of the many uses of health information, and covers ethical dilemmas faced in

the process of protected health information, clinical coding, pricing, access, and quality management. It addresses the importance of patient safety and organizational values, research, and decision support for data acquisition, access, and reporting. The course will include a discussion of the UAE system of laws and regulations of healthcare providers; legal and ethical issues in providing health care services to patients; legal and ethical issues in organizing, managing, and regulating the delivery of health care services; and legal issues in health insurance programs.

HCM 225 Hospital Administration

Prerequisites: HCM120

As rapid Scientific, technological, and medical advances in recent years have completely transformed the health care sector. Hospitals have become a dynamic industry. Professionals who are responsible for planning and designing hospitals and those who subsequently manage, maintain, and operate them efficiently find the task of managing change quite challenging.

This course is a broad subject that will let students understand the basics as well as the complexities of managing a hospital well. It has lots of ideas for the architect, who conceives of a viable plan for the hospital. It addresses the various issues which must be kept in mind by consultants, planners, and administrators who subsequently run the hospital.



This course will cover most, Planning and Designing a hospital: The Correct Way, Planning and Designing Medical and Ancillary Services, Planning and Designing Nursing Services, Supportive Services, Facilities Planning for Managing SARS, CATH Lab, Hospital Information System, and Tele-medicine.

HCM 241 DHM Internship/Field Training

Prerequisites: All major courses

The Health Care Management (HCM) Internship Program is designed to further develop the knowledge, skills and abilities of future HCM professional leaders who involved in the health care management programs in accordance with policies, laws, science, technology of the UAE government rules and regulations. The internship program introduces to the student the transition from college to work and a well-structured internship program should help facilitate that transition. Experiential learning is an indispensable and valuable element for all students. This internship course enables the student to gain practical experience as a professional under conditions conducive to educational development. Furthermore, the internship experience should allow the student to use their skills, allow an opportunity for personal development, and most importantly it should be an enjoyable experience. Under the guidance of the assigned supervisor, from faculty staff, the intern has the opportunity to gain substantive work

experience, work with leadership at all levels and advance his/her HCM career. Upon completion of the program, graduates will have broad knowledge and skills in healthcare services. The choice of the workplace for internship is subject to the approval of LCT.

HCM 311 Health Promotions and Disease Prevention

Prerequisites: BMS410

This course provides an introduction to the fundamentals of disease processes, disease states, and principles of disease prevention and health promotion. This course helps public health students in the biological and behavioral sciences better understand the practical applications of theoretical approaches to health issues. Topics include the definition, symptoms, etiology, treatment, and prognosis of each disease process. The course will also cover a broad understanding of the major human diseases underlying morbidity and mortality in UAE and other Arabic Countries. They will be designed to support or teach concept. This course is designed to meet the needs of students in a variety of health-related programs. Therefore, the course content is organized to encourage promotion of a healthy lifestyle, prevention of disease and understanding the causes and management of acute and chronic illness.



HCM 312 Medical Insurance Systems

Prerequisites: HIM410

The course will provide an overview of the basic functions of processing medical insurance claims. The course will cover information about major insurance programs and federal healthcare legislation in the UAE. The computer-based training program will be provided to guide students through the insurance claim form cycle and will focus on the areas in which medical office assistants encounter. The funding of long-term healthcare, the role of private insurance and annuities are also subjects of interest in the UAE and will be comparing to other countries.

HCM 320 Management Processes in Health Service Organizations

Prerequisites: HCM120

This course is providing students with the tools to significantly improve health care organizational operations and processes as well as enhance quality and customer satisfaction by ensuring that services are tightly synchronized with patterns of patient demand. This course will cover the application of the concepts and methods of operation management to the health care organizational setting with an emphasis on planning and control in the management process. Students are taught to identify common bottlenecks and constraints and focus on the critical issues and processes faced by managers in the health care field.

HCM 322 Healthcare Economics

Prerequisites: ECO203

This course provides an understanding of the principles of health economics. It includes theory and empirical analysis to study how socioeconomic status, public policy actions, and individual decisions influence health outcomes. The course also covers the roles of insurance, managed care, marketing of pharmaceutical services, pharmacoeconomics and outcomes research and personnel management. The functions and outcomes in the United Arab Emirate health care system will be studied in detail and compared with those in other nations. Moreover, UAE government financing of healthcare and health care reform and regulations issues will be discussed.

HCM 323 Quality Management in Healthcare

Prerequisites: HCM120

This course stresses the importance of continuous improvement of healthcare to avoid medical errors with their associated dilemmas. Introduces the principles of healthcare quality management and its significant role in applying evidence-based healthcare practices. It provides the students with essential tools and skills to monitoring, managing, measuring, and improving the performance of healthcare organizations and professionals. Meeting patient's needs and expectations and adopting effective functions and processes that increase



the probability of achieving the desired healthcare outcomes and create patient safety culture in healthcare entities. It stresses the importance of “Lean Healthcare” and the Total Quality Management” to manage healthcare variations and ensure high standard of healthcare quality and many other processes derived from them such as “error proofing, Six Sigma, Visual Management, Standardization, 5S, and Kanban.

HCM 325 First Aid and Safety

Prerequisites: BMS 110

This course is designed to introduce the theoretical and practice, the basis for understanding proper safety and health practices regarding First Aid. The learner will demonstrate knowledge of first aid procedures and how to apply them to real-world scenarios. The students will learn their legal responsibilities as a first aid provider, how to identify different types of medical emergencies and the proper steps to take, and how to react in specific environmental conditions like extreme heat and cold. Accidents and injuries occur in most facilities on almost a daily basis. They involve everything from minor cuts and scrapes to broken bones, chemical burns, and other serious injuries.

HCM 326 Healthcare Economics

Prerequisites: BUS 201

This course provides an understanding of the principles of health economics. It includes theory and empirical analysis to

study how socioeconomic status, public policy actions, and individual decisions influence healthcare outcomes. The course also covers the roles of insurance, managed care, marketing of pharmaceutical services, pharmacoeconomics and outcomes research and personnel management. The functions and outcomes in the United Arab Emirate health care system will be studied in detail and compared with those in other nations. Moreover, UAE government financing of healthcare and health care reform and regulations issues will be discussed.

HCM 412 Health Policy

Prerequisites: HCM 120

This course provides a framework for developing and analyzing a range of health policy issues. The course begins by introducing an approach for rationally analyzing any public health policy issues. The course also has relevant topics on; other models of the policy process and analyzing historical, political, ethical, and legal ramifications, assessing the need and demand, examining economic and financial considerations, assessing existing programs and policies.

HCM 413 Strategic Healthcare Planning

Prerequisites: HCM 120

This course is designed to provide students with the factual materials and conceptual tools needed to critically evaluate the processes of the development of health services focusing



attention on the social, de-mographic, economic and political factors that are relevant to strategic healthcare planning and delivering health care (drawing on information from other countries where appropriate). Students are encouraged, throughout the course, to focus their attention on the politics of resource allocation, health planning, health care costs and their containment strategies, health care quality assurance, disaster plans, and the economics of health care.

HCM 414 Information Governance for Health professionals

Prerequisites: HCM 222

Information governance in healthcare is a linchpin for patient care, data integrity, and regulatory compliance. It's all about managing sensitive data effectively with robust systems, strategic alignment, stringent security measures and comprehensive policies to ensure the best outcomes, Information governance serves the dual purpose of optimizing the ability to extract clinical and business value from healthcare information, Ensuring that there is top level awareness and support for IG resourcing and implementation of improvements. Promoting the usage of appropriate IG policies. Coordinating the activities of staff given IG responsibilities and progress initiatives; Data Security and Protection.

HCM 420 Graduation Project

Prerequisites: All major courses

This course will enable students to investigate an area of interest under the supervision of one of the faculty appointed to this project.

This course requires a student to prepare a finding report and present a seminar on his findings.

This course will be evaluated basic on project design, health care management literature, statistics skills, appropriateness of study design, and quality of the data, statistical test selection and application. The Project should provide the student with an opportunity for an in-depth study of a topic related to Health care Management in the UAE.

HCM 421 Internship in Health Care Management

Prerequisites: All major courses.

The Health Care Management (HCM) In-ternship Program is designed to further develop the knowledge, skills and abilities of future HCM professional leaders who involved in the health care management programs in accordance with policies, laws, science, technology of the UAE government rules and regulations. The internship program introduces to the student the transition from college to work and a well-structured internship program should help facilitate that transition. Experiential learning is an indispensable and valuable element for all students. This internship course



enables the student to gain practical experience as a professional under conditions conducive to educational development. Furthermore, the internship experience should allow the student to use their skills, allow an opportunity for personal development, and most importantly it should be an enjoyable experience. Under the guidance of the assigned supervisor, from faculty staff, the intern has the opportunity to gain substantive work experience, work with leadership at all levels and advance his/her HCM career. Upon completion of the program, graduates will have broad knowledge and skills in healthcare services. The choice of the workplace for internship is subject to the approval of LCT.

HIM 210 Introduction to Health information management

Prerequisites: CIT100

Introduction to Health information management applied to health and health care. It is the practice of analyzing and protecting digital and History and development of information management Modern development · Electronic health records, Health information systems help gather, compile, and analyze health data to help manage population health and reduce healthcare costs. Then healthcare data analysis can improve patient care. Collaborative care: Patients often need to treatments from different healthcare providers.

HIM 310 Management of Health information system

Prerequisites: CIT 122

Data collection system specifically designed to support planning, management, and decision making in health facilities and organizations. A health management information system (HMIS) collects, stores, analyses, and evaluates health-related data from health facility to district, regional and national administrative levels. It provides analytical reports and visualisations that facilitate decision making at all these levels. HMIS are also referred to as routine health information systems. A HMIS derives much of its information from patient-provider interactions in health facilities. Hospitals, health centres, and community outreach services provide health care across preventive, promotive, medical and surgical, rehabilitation, and palliative care interventions.

HIM 311 Health information systems analysis and design

Prerequisites: HIM 210

Information systems analysis and design is a method used by companies ranging from IBM to PepsiCo to Sony to create and maintain information systems that perform basic business functions such as keeping track of customer names and addresses, processing orders, and paying employees. Systems analysis includes: initial investigation; systems survey; feasibility study; determination of information needs and system



requirements; and delivery of systems.

HIM 320 Medical Coding I

Prerequisites: BMS 410

This course introduces students to various methods and systems for classifying patients, emphasizing the International Classification of Disease (ICD-10-CM) coding system and the Current Procedural Terminology classification systems. Topics covered include the guidelines and terminology for correctly coding diagnoses in a physician's office, hospital, or other healthcare facility as well as the assigning and sequencing of diagnostic and procedural codes. Emphasis will be on the recent change from ICD-9-CM to ICD-10-CM and the implications of this change. The study includes the conventions, principles, and guidelines for abstracting coding of diagnoses and procedures for hospital inpatient and outpatient medical records. Actual patient records from the program's patient record library are used in a supervised lab setting. An automated encoder and DRG grouper software program is demonstrated.

HIM 321 Health Data Concepts

Prerequisites: HSC 210

This course is an introduction to the origin, uses, content, and format of healthcare data, including both paper and electronic health records. Topics covered include health care standards and methods of assuring that standards are met; the content and purpose of

the health record, numbering, filing, and indexing systems; and health care database management. There will also be a discussion of data quality and security.

HIM 322 Health Care Information Security and Privacy

Prerequisites: CIT 122

Healthcare organizations are similar to every other industry that must collect and use sensitive information to produce a good or perform a service. As such, healthcare organizations generally must adhere to information protection practices. What increases the importance of risk management in healthcare is the merging of a traditionally robust effort to protect patient privacy and the digitization of health information. Digitization brings cybersecurity requirements and new professional skill requirements for healthcare workers. There is a terrific amount of information to try to understand, and it may be too much to expect anyone to be an expert in both privacy and cybersecurity. However, healthcare employees are finding it almost impossible to be successful with privacy responsibilities without a fundamental understanding of cybersecurity and vice versa.

HIM 410 Medical Coding II

Prerequisites: BMS 410

The process of taking a patient's health care information like medical procedures, diagnosis, necessary



medical equipment, and medical services information from the physician's notes. A medical coder transforms this information into universal medical alphanumeric code. Analyzes medical records and identifies documentation deficiencies. Serves as resource and subject matter expert to other coding staff. Reviews and verifies documentation supports diagnoses, procedures and treatment results. Identifies diagnostic and procedural informations

HIM 420 Graduation Project

Prerequisites after completing 99 CH
The purpose of the Graduation Project is for students who have an idea or interest that they wish to explore and further develop in the context of academic research. It will enhance students' ability to identify critical questions when exploring a new issue, parse issues, develop reasoned positions, and make compelling arguments. The aim of
This course is to enhance students to employ the academic tools and analysis techniques to research a project that is directly relevant to their majors and their future careers. The Graduation Project will help develop the analytical skills of the student in a way that could prove valuable for pursuing a career in private, public, and international organizations. More focus will be on the Human resource areas.

HIM 421 Reimbursement and Revenue Cycle management

Prerequisites: HIM 410

Revenue cycle management (RCM) is the process used by healthcare systems all over the world to track the revenue from patients, from their initial appointment or encounter with the healthcare system to their final payment of balance. It is a normal part of health administration. The revenue cycle manager's responsibilities include identifying patient reimbursement issues, ensuring that claims, denials, and appeals are efficiently processed, and resolving billing-related issues. Students should also be able to code diagnoses and procedures correctly.

HIM 422 Internship

Prerequisites: Completing 99Cr

Training in medical Facilities in UAE on Assisting in data collection, processing, and analysis and perform information quality and consistency control. Assist in data curation through manual or semi-manual/semi-automatic methods on raw data received from multiple sources, with the scope of further analysis.

HIM 423 Introduction to Health Care informatics

Prerequisites: HIM 210

An Introduction to Healthcare Informatics: Building Data-Driven Tools bridges the gap between the current healthcare IT landscape and cutting edge technologies in data



science, cloud infrastructure, application development and even artificial intelligence. Information technology encompasses several rapidly evolving areas, however healthcare as a field suffers from a relatively archaic technology landscape and a lack of curriculum to effectively train its millions of practitioners in the skills they need to utilize data and related tools.

HRM 201 Introduction to HRM

Prerequisites: None

This is an introductory course presenting various areas of human resource management including its strategic role, job analysis, HR planning and recruitment, employee selection, training and developing employees, performance management, strategic pay plans, employee relations, and employee safety & health in the work-place.

MDI 111 Radiation Physics

Prerequisites: Admission Criteria

This course introduces the student's to essential knowledge and understanding of the fundamental physical principles of radiation used in Medical Imaging.

MDI 112 Radiation physics, Biology and Dosimetry

Prerequisites: MDI 111

This course is designed to impart the study of radiobiology as it pertains to Diagnostic Medical Imaging. Also, This course presents the student to understand the biologic effects of

ionizing radiation at the cellular level, somatic and genetic effects of radiation exposure for further correlate the knowledge to minimize these effects in the higher-level courses -MDI 214 & MDI 222-.

This course deals with the theories and principles of the interaction of ionizing radiation with living systems. Students will also learn about various factors involved in the acute and long-term effects of radiation on biologic molecules & organisms.

MDI 211 Musculoskeletal Anatomy

Prerequisites: BMS 121

This course will provide students with the basic knowledge of the structure and function of the human Musculoskeletal system; it is a foundation or further study in Medical Imaging anatomy, procedures, positioning and pathology in various imaging modalities. In addition to descriptive information about bone identification, the course will include the anatomical formation, function and positions of the bones, muscles, ligaments and joints.

MDI 212 MDI-Ethics, law, and Patient care

Prerequisites: BMS110

This course addresses the basic concepts of patient care within medical imaging and underscores the physical and emotional needs of the patient and family. Ethical and moral implications associated with delivery of care are discussed.



MDI 213 Image Principle, Acquisition and Display

Prerequisites: MDI 111, MDI 112

This course introduces the student to radiologic science from clinical and physical aspects. It provides basic knowledge related to the role of radiologic technologist, administrative process in the radiology department, terminology, and patient care. In addition,

This course provides the physical principal of different imaging modalities including diagnostic radiography, ultrasound, nuclear medicine, and Magnetic resonance imaging (MRI).

MDI 214 Radiation Protection and Safety 1

Prerequisites: MDI 111/MDI 112

This course introduces the students to essential knowledge and understanding of the fundamentals of radiation protection.

MDI 221 Informatics and Image Processing

Prerequisites: MDI 213

This course introduces the Knowledge on technology sciences for medical imaging Profession necessary for their day-to-day practice in the world of digital health.

This course will give students a behind the scenes analysis of the imaging chain from image creation and acquisition to image distribution, storage, retrieval, advanced image processing, and communication.

MDI 222 Radiation Protection and Safety 2

Prerequisites: MDI 214

This course provides information on radiation protection, including hazards and biological effects of ionizing radiation. The information on radiation protection will enable the student to ensure safe practice of radiological technology, for both patient and operator.

MDI 223 Image Production & Evaluation-1

Prerequisites: MDI 213

Developing student's knowledge and understanding of the principles of [CR, DR] physics, operation, relationship of exposure and technical factors, image production and image evaluation, including digital processing, and evaluation of image quality. It is designed to perform medical imaging studies as outlined and described in the lecture component. The student will take medical imaging on phantom/manikin anatomical parts with the assistance of the instructor, process the latent images, and critique the image for proper patient positioning technical factors and utilization of radiation protection.

MDI 224 Imaging Procedures & Critique-1

Prerequisites: MDI 213, MDI 221

To introduce the student to the basic knowledge and practice of CR & DR medical imaging positioning and



related anatomy, with emphasis on psychomotor skills in the Lab setting.

MDI 225 Clinical Practice – 1

Prerequisites: MDI 111, MDI 112, MDI114, MDI 213

This course is the first of a series of five clinical practicum courses, which provides clinical experiences ethically and professionally, as the student is trained to develop basic skills in radiographic positioning for X rays of the chest, abdomen, and up-per extremities. During these postings, students will be trained to develop basic skills in radiography under the direct supervision of a clinical faculty.

MDI 311 Advanced Patient Care [Pharma-cology and Venipuncture]

Prerequisites: MDI212 As the role of the medical imaging professional continues to expand, more knowledge is needed in all areas. Patient care is no exception. Advanced patient care skills are essential elements of providing high-quality patient care. This course focuses on patient education, assessment, communication, preprocedural and postprocedural care and proper charting and documentation. Technologists' responsibilities and intervention in cases of critical patient need also are discussed. An exploration of pharmacology is necessary to provide the student with comprehensive knowledge concerning drugs and their applications in medical imaging. Drug regulations, types of drugs and

drug administration are included. Discussions integrate the selection of drugs with their appropriate use and possible effects.

MDI 313 Image Production & Evaluation-2

Prerequisites: MDI 223

This course includes the principles of radiation protection, fluoroscopy and viewing equipment, recording systems, quality control, patient positioning and regulatory provisions associated with conventional and digital fluoroscopy. This course prepares students to obtain a Department of Health Services Fluoroscopy permit. Course aim: Developing student's knowledge and understanding of the principles of physics of [C-arm, Fluoroscopy, Interventional imaging], operation, image production and image evaluation of medical imaging equipment's.

MDI 314 Imaging Procedures & Critique-2

Prerequisites: MDI 224

To provide students with opportunities to continue to develop the appropriate knowledge, skills and attitudes leading to a more complex level of Medical Imaging clinical practice. Modified radiographic techniques and patient care relating to trauma, mobiles & operating theatres, geriatric, pediatrics; digital imaging manipulation; image analysis and evaluation; principles of tomography; infection control; fluoroscopy; contrast



media; radiographic examinations involving contrast media; the disabled patient; teamwork; scope of practice. Sectional, gross and surface anatomy of the head, neck, spinal cord, and vertebrae in theoretical and practical activities.

MDI 315 Clinical Practice – 2

Prerequisites: MDI 225

The Course is one of the clinical practice series in which (under appropriate supervision), the Course aims: to further develop practical and professional skills in Medical Imaging at an intermediate level. Clinical skills development building on technical skills gained in previous clinical course including patient care and communication, safety, professional behavior, team working, self-motivation, self-directed learning, and clinical reasoning, the student will be able to produce acceptable images of the standard medical imaging procedures and examinations studied previously [Image procedures and critiques Courses – 1 to 4]. Additionally, the student will demonstrate proficiency in patient care and interaction as well as image evaluation. The student will be able to perform these examinations on all patients, including children and the elderly.

MDI 322 Imaging Pathology -2

Prerequisites: MDI 312

This content covers the pharmaceuticals commonly prescribed to patients undergoing medical imaging. The

intent of each drug and its effect on diseases, conditions and physiology should be addressed. This content, in combination with associated clinical skills, will allow the radiologist assistant to analyze the patient's medications and other therapies to determine their significance to the imaging procedure. The radiologist assistant will be able to suggest appropriate plans for the procedure for each patient and will be responsible for the administration and documentation of procedure-related pharmaceuticals. The ability to assess contraindications and monitor the patient for adverse events, as well as respond to them, is critical. It is also essential for radiologist assistants to clearly understand the laws and policies related to pharmaceuticals in their practice setting.

MDI 323 Image Production & Evaluation-3

Prerequisites: MDI 313

This unit introduces you to the physical principles underlying imaging modalities which are crucial for both diagnostic and treatment purposes in medical radiation practice. Imaging modalities discussed include ultrasound, magnetic resonance imaging and nuclear medicine imaging. The content covered will include the methods by which each technology produces and enhances the relevant energy forms and how they are accurately measured, processed and recorded to produce a diagnostic image. The course also



considers introductory information relating to the design, operation and safety implications of specified instrumentation.

MDI 324 Imaging Procedures & Critique-3

Prerequisites: MDI 314

To provide students with opportunities to continue to develop the appropriate knowledge, skills and attitudes leading to a more complex level of Medical Imaging clinical practice. Equipment and physical principles of imaging systems including digital imaging; image acquisition; image manipulations; angiography procedures; DSA; interventional techniques; mammographic procedures; bone mineral density; image interpretation; image quality; image evaluation; anatomy recognition in multiple planes; pathology; artefacts; quality assurance procedures; conflict resolution, patient care; nursing role; teamwork.

MDI 325 Clinical Practice – 3

Prerequisites: MDI 315

The Course is one of the clinical practice series in which (under appropriate supervision), the Course aims: To develop practical and professional skills in Medical Imaging at an advanced level. Clinical skills development to a level of thorough knowledge and understanding of the technical skills; patient care and communication; safety; professional behavior; teamwork; self-motivation; self-directed

learning; quality assurance; legal and ethical issues, quality assurance, resource utilization.

This course further consolidates conventional diagnostic radiography approaches and introduces imaging of more complex areas of the axial skeleton, chest and abdominal viscera. The students are also introduced to the concepts of the role of contrast media in imaging. Patient assessments for suitable imaging approaches are reviewed. Students will continue to develop clinical reasoning skills to manage patients/clients, and professional practice and procedures. The student will be able to produce acceptable images of the standard medical imaging procedures and examinations studied previously [Image procedures and critiques Courses – 1 to 4]. Additionally, the student will demonstrate proficiency in patient care and interaction as well as image evaluation. The student will be able to perform these examinations on all patients, including children and the elderly.

MDI 411 Artificial intelligence in Medical Imaging and Future Practice

Prerequisites: MDI 321

This course equips the students with the ongoing evolution in the application of artificial intelligence (AI) within healthcare and radiology, enabling them to gain a deeper insight into the technological background of AI and the impacts of new and emerging



technologies on medical imaging.

MDI 412 Image Production & Evaluation-4

Prerequisites: MDI 323

This course develops a student's knowledge and understanding of the principles of [CT] physics, operation, image production and image evaluation of medical imaging equipment's. Introduction to the major components and processes needed to acquire, manipulate, store and transmit digital CT information. Students will be introduced to general examination protocol and procedures. The scanning procedure is necessary to obtain CT images of anatomical structures and organs of the body will be covered. current trends and future applications of these technologies will be discussed. The lab uses the CT simulator and the advanced remote access CT imaging system (the NETRAD imaging facility of the University of Sydney) to allow the students to understand the CT process and apply the different imaging protocols. The students will also be educated in how to carry out effective patient care, and on how to use contrast media through multimedia and hands-on demonstrations.

MDI 413 Imaging Procedures & Critique-4

Prerequisites: MDI 324

To prepare students for clinical experience in Computed Tomography (CT). It will also provide a broad

knowledge base of advanced CT procedures.

This course provides the student with detailed instruction on imaging techniques for computer tomography (CT). Procedures Specific clinical application, indications for the procedure, patient education, assessment and preparation, positioning, contrast media usage, and image processing will be included. CT images will be reviewed for quality, anatomy, and pathology.

MDI 414 Clinical Practice – 4

Prerequisites: MDI 325

The Course is one of the clinical practice series in which (under appropriate supervision), the Course aim: To further develop practical and professional skills in Medical Imaging at an advanced level. Clinical skills development to a level of thorough knowledge and understanding of the technical skills; patientcare and communication; safety; professional behavior; teamwork; self-motivation; legal and ethical issues; scope of practice; self-reflection; clinical reasoning; preparation of recruitment and job selection procedures. the student will be able to produce acceptable images of the standard medical imaging procedures and examinations studied previously [Image procedures and critiques Courses – 1 to 4]. Additionally, the student will demonstrate proficiency in patient care and interaction as well as image evaluation. The student will be



able to perform these examinations on all patients, including children and the elderly.

MDI 421 Hybrid Imaging Technology

Prerequisites: MDI 412/MDI 413

Introduce the specialized areas of Medical Radiation Science in preparation for possible post graduate studies in specialist areas. In addition, imaging on the principles of multimodality and hybrid imaging a continuation of Advanced Imaging I. Students explore advanced diagnostic imaging and therapeutic procedures. The focus includes specialized modalities such as mammography, nuclear imaging, Positron Emission Tomography (PET), bone densitometry (DEXA), Interventional, Cardiac Catheterization, Fusion Imaging, Sonography, and Radiation Therapy.

MDI 422 Evidence Based Practice

Prerequisites: BSC 220 /BSC 320

Over the past decades, we have seen huge improvements in medical imaging technology. Systematic evaluation of the quality and reproducibility of new imaging techniques is crucial to allow large scale implementation. This interactive course will focus on the many aspects of imaging evaluation, including technical development, visual assessment, and optimization of image quality, and intra and inter observer reproducibility. At the end of the week, students will be able to design, analyze and report imaging evaluation

and reproducibility studies according to inter-national guidelines.

MDI 423 Clinical Practice – 5

Prerequisites: MDI 414

The Course is one of the clinical practice series in which (under appropriate supervision), the Course aim: To consolidate knowledge and skills in Medical Imaging in preparation for commencing professional practice. Clinical skills development (entry level) building on technical skills gained in previous clinical courses including patient care and communication, safety, professional behavior, team working, self-motivation, self-directed learning, and clinical reasoning, continuing professional development. The student will be able to produce acceptable images of the standard medical imaging procedures and examinations studied previously [Image procedures and critiques Courses – 1 to 4]. Additionally, the student will demonstrate proficiency in patient care and interaction as well as image evaluation. The student will be able to perform these examinations on all patients, including children and the elderly.

MLS 110 clinical laboratory instruments

Prerequisites: None

This course aims to introduce the practical applications of clinical laboratory instruments, and introduces the students to the principles of instrumental methods of analysis



including visible and ultraviolet spectrophotometry, flame photometry, chromatography, electrophoresis, radiation counters and automated chemical analyzers. The student will be exposed to sophisticated analytical instruments to enhance laboratory skills and confidence of working in the medical laboratory.

MLS 120 Biochemistry

Prerequisites: None In this course, students are introduced to the general principles of biochemistry while linking them back to the physiological conditions of an organism. There are several topics designed into this course, relationship of biochemistry to the physiology of an organism, relationship of bioenergetics to the physiological state, regulation of rates through the metabolic pathways, and relationship of enzyme structure to catalysis and regulation. Description of the chemistry underlying most of the metabolic reactions role of DNA, RNA and protein synthesis in the observed physiologic state Role of DNA in inheritance and genetic manipulation and gene therapy Students will know the basic information related to the following terms: saccharides, lipids, proteins, and nucleic acids. In addition, enzymes and vitamins and how they work in the human body. Biochemistry also introduces essential information related to chemical combinations, biomaterials, classification, chemical structure, reactions and how the human

body metabolizes such bio molecules

MLS 210 Clinical Chemistry I

Prerequisites: MLS 120

This course is designed to introduce the student to diagnosis and monitoring of disease using plasma, serum, urine and other body fluids. Student will gain knowledge and skills in various analytical techniques and methods used in the measurement of various parameters in the blood and other body fluids, and to gain technical skills and knowledge of interpretation of test results in health and disease states. The course mostly covers routine laboratory investigations related to disorders of plasma proteins and amino acids, carbohydrate disorders, lipids and lipoprotein abnormalities, enzymes, blood gases and electrolytes

MLS 211 Medical Microbiology

Prerequisites: None

This course focuses on the foundation on the basic principles of medical microbiology. The course is designed to provide Medical Laboratory Analysis students with adequate knowledge about microbes, diseases, modes of transmission of infections and infection control measures applied in the context of UAE. The course involves identification of the role of saprophytes, normal commensal flora, and pathogenic microbes that cause common infectious diseases in UAE. The course elaborates the tools and methods for the study of microbes,



microbial structure and function, virulence factors as well as the microbial genetics and its importance in the virulence of microbes are also dealt in the course. The basic immune defense mechanism of the host is also considered in this course. Students in practical sessions will experience preparation of bacterial culture media, sterilization and antiseptic techniques and an antibiotic sensitivity test as applied in clinical laboratories within the UAE.

MLS 212 Basic Hematology

Prerequisites: BMS 122

This course is designed to introduce the theoretical and practical aspects of normal hematology and will include the normal composition of blood, collection and storage of blood, hemopoiesis, morphology, structure, and function of red cells, white cells and platelets. The course will provide students with knowledge and skills to perform a variety of lab tests and to know the different component of the blood.

MLS 213 Immunology

Prerequisites: None

This course is designed to introduce the student to the fundamentals of this specialized branch of laboratory medicine. It involves the study of the process of immunity, theory and practice of a wide variety of procedures used in the laboratory. The components of the Innate and Adaptive immunity

are discussed and how they interact in recognizing foreign molecules to defend the body against invading microorganisms. Practical aspects of antigen and antibody interactions are investigated.

MLS 220 Histology & Micro techniques

Prerequisites: BMS 121

This course is designed to introduce the students to concepts of histology related to the cells and tissue, arrangements of the human body, It deal with the study of the micro anatomical structure and function of the body's major organs of the epithelial; connective; muscular and nervous tissues; structural and functional relationships between cells and tissues in organs; comparative histology of the circulatory; nervous; digestive; integumentary; respiratory; excretory; reproductive; endocrine and sensory systems, laboratory exercises will include the study of prepared slides and of micro techniques; practice on standard methods of microscopic slide preparation.

MLS 221 Clinical Chemistry II

Prerequisites: MLS 210

This course is designed to introduce the student to the various analytical techniques and methods used in the measurement of various parameters in the blood and other body fluids, and to gain technical skills and knowledge of interpretation of test results in health and disease states. The course mostly covers routine laboratory investigations



related to disorders such as cardiac function, kidney function, liver function, hormonal abnormalities, pancreatic function, and gastrointestinal disorders

MLS 222 Diagnostic Hematology

Prerequisites: MLS 212

This course is designed to provide the student with knowledge and practical skills used for differential diagnosis of erythrocyte and leukocyte disorders. Erythrocyte disorders include anemias, hemoglobinopathies, and metabolic anemias. Leukocyte disorders include benign leukocyte disorders, chronic and acute leukemias, proliferative disorders and MDS. Laboratory morphology and additional tests used in the diagnosis of these disorders plays an integral role in This course as well as the correlation of clinical and laboratory data.

MLS 223 Transfusion Science

Prerequisites: MLS 213

This course introduces the students to the history of blood transfusion and discovery of blood group systems. Inheritance and clinical significance of major blood group systems and their applications in transfusion medicine is discussed together with the techniques of antibody detection and antigen typing. Emphasis is also placed on blood bank techniques including blood grouping, antigen typing, and Anti-human globulin testing. Donor selection and processing, blood component preparation, storage and expiry and indications for use are

discussed. Adverse effects of blood transfusion are discussed as well as the pathophysiology and management of Hemolytic Disease of the Newborn (HDNB) and Auto Immune Hemolytic Anemia (AIHA). Laboratory exercises include grouping and matching techniques, antibody detection and identification, and other procedures associated with blood bank practice.

MLS 225 Clinical Practice

Prerequisites: All MLS Courses

Clinical Practice is an integral part of the program in Diploma in Medical Laboratory Analysis and is designed to provide graduating students with an opportunity to integrate and apply previously acquired knowledge and technical skills in clinical settings. Under the guidance of experienced Medical Laboratory Professionals and other qualified laboratory preceptors, students learn more about diagnostic test procedures, quality control methods and programs, and instrumentation in the preanalytical, analytical and post-analytical clinical laboratory. Students also gain an understanding of the roles and functions of the Medical Laboratory Professionals. The Clinical Practice program is conducted in an affiliated hospital laboratory, where students learn by participating in the work-load of a supervising preceptor. Students will be equally rotated in four disciplines; Clinical chemistry, Hematology, Microbiology and Histopathology. The focus of this course is on laboratory



practice and laboratory organization. The course will introduce students to professional etiquette and health and safety in the clinical laboratories. It will also cover the reception and processing of clinical samples and observation of the most commonly used techniques in each laboratory. The course gives students practical experience in effective communications to ensure accurate and appropriate information transfer. Finally, it helps students find employment by gaining experience they require to enter the world of medical laboratory diagnosis

MLS 310 Hematology: Coagulation and Hemostasis

Prerequisites: MLS 212

This course describes the mechanisms of normal hemostasis and the roles and interactions of the blood vessels, platelets, coagulation and fibrinolytic systems. The inherited and acquired disorders of hemostasis will be studied and students will carry out the practical tasks needed to differentiate and diagnose these disorders. The causes and clinical effects of thrombosis will be discussed. Students will carry out the appropriate laboratory tests involved in the diagnosis and treatment of these disorders.

MLS 311 Clinical Parasitology

Prerequisites: MLS 211

The course aims at familiarizing students with the basic concepts of Parasitology, types of animal associations, adaptations

to parasitic mode of life and evolution of parasitism. Parasites life – cycles, infection, transmission, pathology, symptoms, diagnosis, treatment and control of medically and economically important parasites are the main emphasis of this course. Laboratory sessions are designed to expose the students to the morphology of the different developmental stages of medically and economically important parasites as well as introducing the skills of proper laboratory procedures for collecting, handling, diagnosing and identifying parasitic organisms.

MLS 312 Diagnostic Microbiology I

Prerequisites: MLS 211

This course focuses on systemic pathogenic bacteria.

This course provides students with theoretical and practical aspects of various groups of bacteria their classification, morphology, cultural characters, biochemical reactions, resistance, antigenic structure, virulence factors, pathogenicity, clinical features, laboratory diagnosis, treatment and epidemiology. The principles of culture, identification and susceptibility testing are covered in depth using live cultures of various Gram positive and Gram negative bacteria to encompass all areas of systematic bacteriology. Special focus is also given to antimicrobial chemotherapy which includes their classification based on bacterial anatomical targets, mechanism of action, resistance and



antibiotic susceptibility testing.

MLS 320 Urinalysis & Body Fluids

Prerequisites: MLS 120

This course is intended to provide the student with a foundation for performing urine and body fluid analysis. The anatomy and physiology of the renal system, urine formation, chemical analysis of urine and the microscopic examination of urinary sediment will be introduced. Urinary and metabolic diseases as they relate to urinalysis findings will be discussed. An introduction to body fluids and their clinical significance will be examined.

MLS 321 Principles of Human Genetics

Prerequisites: MLS 120 & BMS 122

This course is designed to introduce the student to the study of biological inheritance in humans, the history and principles of heredity at the molecular and cellular level and the transmission and expression of genetic information. The course enables an improved understanding of genetics topics and their influence on modern life such as the structure of DNA and RNA, gene expression, gene organization, gene regulation and gene transfer. Current issues such as recombinant DNA technology, human heritable diseases and population genetics are included. The course provides a foundation for studies in human biology and related fields regarding the principles of inheritance, structure and function of genetic material, prokaryotic and

eukaryotic genes and finally the impact of genetics on population dynamics and evolution.

MLS 322 Diagnostic Microbiology II

Prerequisites: MLS 312

This course is the study of microorganisms of medical importance in relationship to disease and diagnosis. This course also emphasizes identification of bacteria in patient specimens, specimen collection and antimicrobial susceptibility testing. The course will provide the conceptual basis for understanding pathogenic microorganisms and particularly address the fundamental mechanisms of their pathogenicity. The laboratory sessions cover techniques of identification of normal flora, pathogenic bacteria, including morphology, classification and cultivation of bacteria.

MLS 323 Clinical Immunology and Serology

Prerequisites: MLS 213

This course provides a foundation in the theoretical basis of clinical immunology and will give the student an understanding of the mechanisms of diagnostic tests, interpretation of results of immunological tests, and the clinical settings in which various tests are appropriate. The laboratory portion of

This course will provide an opportunity for the student to perform directed exercises in clinical immunology. These exercises will teach basic techniques



in clinical immunology, provide a practical link to the theoretical information presented in lecture, and show the diverse applications of basic immunological techniques.

MLS 410 Molecular Biology

Prerequisites: MLS 321

This course provides knowledge and understanding of traditional and molecular genetics and the molecular biology. It examines advanced aspects of genetics and inheritance at a phenotypic, population and molecular level. It also provides basic skills on molecular biology techniques. The course introduces the student to be familiar with the basic molecular biology regarding the DNA structure and function, RNA structure and function through the molecular biology central dogma (replication, transcription and translation) and application of the molecular biology techniques in laboratory diagnosis. By the end of the course the student should be familiar with and gain an understanding of the objectives, applicability and limitations underlying each of these methods. Include the analysis of nucleic acids: Polymerase chain reaction (PCR), gel electrophoresis and blotting techniques (Northern, Southern), real-time PCR, microarrays (DNA chips), DNA sequencing and methods to study gene function. Manipulation and analysis of gene expression in prokaryotic systems, through eukaryotic tools.

MLS 411 Medical Virology

Prerequisites: MLS 211

The course introduces the basic principles of virology including definitions, structure, nomenclature, classifications, modes of viral infection, viral diseases and viral vaccines. Also, the course designed to introduce student to the major classes of viruses and their replication mechanisms, to examine virus-host interactions, and to discuss the public health aspects of virus infections, as well as major systemic diseases cause by various viruses. The practical part of the course will provide students with fundamental virology laboratory techniques.

MLS 412 Laboratory Management and Quality Assurance

Prerequisites: None

This is an integrated course of both laboratory management and quality assurance in the medical laboratory. The course describes the fundamental principles and practices of management and supervision of clinical laboratory including management of organizations, human resources, financial resources, and laboratory operations. Concerning quality assurance, the course covers subjects related to quality concepts and terminology, tools of quality monitoring and assessment, data interpretation, and appropriate actions in response to QC results.



MLS 420 Clinical Practice

Prerequisites: All MLS courses

Clinical Practice is an integral part of the program in Medical Laboratory Analysis and is designed to provide graduating students with an opportunity to integrate and apply previously acquired knowledge and technical skills in clinical settings. Under the guidance of experienced Medical Laboratory Professionals and other qualified laboratory preceptors, students learn more about diagnostic test procedures, quality control methods and programs, and instrumentation in the preanalytical, analytical and post-analytical clinical laboratory. Students also gain an understanding of the roles and functions of the Medical Laboratory Professionals. The Clinical Practice program is conducted in an affiliated hospital laboratory, where students learn by participating in the workload of a supervising preceptor. The course gives students practical experience in effective communications to ensure accurate and appropriate information transfer. Finally, it helps students find employment by gaining experience they require to enter the world of medical laboratory.

RCM 220 Cardiopulmonary Anatomy & Physiology

Prerequisites: BMS 121, BMS 122

This course provides core knowledge of the normal structure and function of the anatomy and physiology of the cardiopulmonary system. The

structures and functions of this system will provide a foundation for studies in airway management, respiratory diseases, pulmonary function testing and human physiology, which deal with acid-base, blood gas disturbances and interpretation. Study units will include topics on respiratory system, thoracic cavity, cardio-vascular, mechanics of ventilation, gas exchange and transport and pulmonary diffusion of gases. Clinical application of common anatomical principles will be discussed in this course.

RCM 221 Introduction to Respiratory Care Profession

Prerequisites: BMS 121, BMS 122

This course provides an introduction to the profession of respiratory care with emphasis on the duties, responsibilities, respiratory organizations, historical development of this field and qualifications of a respiratory therapist. Elementary lung disease processes and basic knowledge on respiratory equipment are also described.

RCM 310 Respiratory Care Science I

Prerequisites: BMS 121, BMS 122 CR: RCM 220, RCM311

This course provides the students an introduction to the clinical sciences related to the profession of respiratory care. The course will cover, in detail, the basic principles of gasses, and the clinical use of medical gases (Oxygen, Nitric Oxide, Heliox), humidity and aerosol therapy. Emphasis will be



placed on the physical and chemical principles, which influence therapeutic modalities.

RCM 311 Patient Assessment

Prerequisites: RCM 220

This course introduces students to the techniques used in the diagnosis of cardio-pulmonary diseases. This course involves a systematic study of bedside assessment, patient history, signs, symptoms, thoracic imaging, laboratory techniques and results, electrocardiograph all of which serve as a foundation for clinical assessment and diagnosis. Other diagnostic techniques which are commonly performed or analyzed by the Respiratory Therapist.

RCM 320 Cardiopulmonary Diseases I

Prerequisites: RCM 220 + BMS 410

The course is to provide students with specific knowledge of cardiopulmonary diseases, which affect ventilation, gas diffusion and respiration. The Course will cover topics of general respiratory pathophysiology, such as obstructive and restrictive lung disease and others. Subsequent topics will concentrate on specific diseases, including their clinical presentation, etiology, diagnosis, and management. Knowledge of these diseases, along with an understanding of the function of the normal lung, will provide a foundation for the rational application of therapeutic modalities.

RCM 321 Fundamental of Polysomnography

Prerequisites: RCM 220

This course introduces the students to the physiology of the normal sleep cycle, the clinical assessment of sleepiness, the classifications of sleep disorders and other forms of treatment of sleep disorders. This course also focuses during the laboratory sessions on scoring of polysomnography tracings, applying of therapeutic interventions such titration of CPAP/Bi-Level therapy, and patient education.

RCM 322 Mechanical Ventilation I

Prerequisites: RCM 310 + RCM 311

This course is designed to provide students with introductory concepts of mechanical ventilation, such as classification, modes of mechanical ventilation, settings, indication and complications. Basic understanding of the most commonly used ventilators and their clinical application is also covered.

RCM 323 Respiratory Care Science II

Prerequisites: RCM 310 + RCM 311

This course introduces students to airway management, lung expansion therapy and airway clearance therapy, topics essential in the practice of respiratory care. The course involves study units in the anatomy of the airways, artificial airways and guidelines for airway management, maintenance of airways, methods of tracheobronchial hygiene and lung expansion therapy. The



course will also prepare students for procedures such as arterial and capillary punctures.

RCM 324 Respiratory Care Clinical Practice I

Prerequisites: RCM 310 + RCM 311

This field course provides entry-level clinical experience. Topics include basic life support, universal precautions, patient safety, patient's medical record, communication, infection control, medical gas systems and oxygen, humidity and aerosol delivery devices, airway management, lung expansion therapy, tracheobronchial hygiene, and arterial punctures and sampling. The field course also covers basics of mechanical ventilation.

RCM 410 Mechanical Ventilation II

Prerequisites: RCM 322, RCM 320, RCM 323

This course is a continuation to the course: Basic Mechanical Ventilation, with emphasis on advanced modes used in mechanical ventilation of various disease states, neo-natal, home care, transportation and long-term ventilation. The course also puts emphasis on management strategies of mechanical ventilation according to disease entities.

RCM 411 Respiratory Care Clinical Practice II

Prerequisites: RCM 324, RCM 323

This clinical field course is designed to provide clinical experience and

patients' outcome evaluation related to delivery of air-way pharmacology, transportation of critically ill patients and basic mechanical ventilation, with emphasis on advanced modes, ventilator graphics and management strategies used in mechanical ventilation of various disease states.

RCM 412 Patient Care Management Seminar

Prerequisites: RCM 320, RCM 322 RCM 323

This seminar provides the student with an opportunity to integrate and to present the medical management related to patients who have cardiopulmonary disorders. Students meet with an instructor to present a patient admission scenario, including the patient history, examination, evaluation, diagnosis, prognosis, and intervention as well as objective determination of success of intervention. Emphasis will be placed on decision making and problem solving as they relate to respiratory care

RCM 413 Cardiopulmonary Diseases II

Prerequisites: RCM 320, RCM 411

This course is a continuation to the course: cardiopulmonary diseases II (HRC 304). The course is to provide students with specific knowledge of cardiopulmonary disorders and related conditions, which affect ventilation, gas diffusion and respiration. Knowledge of these disorders and conditions, along with an understanding for their clinical presentation, etiology, and



diagnosis, will provide a foundation for the rational application of therapeutic modalities.

RCM 414 Pulmonary Function

Diagnostics

Prerequisites: RCM 220 + RCM 320

The course is to introduce students to the methodologies and physiological importance of specialized, diagnostic tests, which are performed in the pulmonary function laboratory. The Course will cover techniques used to gather physiological data, comparing it to normal populations, interpreting and translating this information into a descriptive, diagnostic presentation. Diseases that commonly require pulmonary function tests are described. Bronchodilator studies to determine reversibility of airway obstruction are also presented. The course will cover the principles of measurement of Spirometry, indirect measurement of lung volumes with gas dilution techniques and body plethysmography. It also describes the measurement of pulmonary diffusing capacity using small volumes of carbon monoxide (DLCO) and diagnosis of bronchial hyper-responsiveness in patients with normal spirometry and cardiopulmonary exercise

RCM 420 Multidisciplinary Respiratory Care

Prerequisites: RCM 410, RCM 323 RCM 413

This course is designed to cover three es-

sential areas in respiratory care practice: Cardiopulmonary Resuscitation, Trauma and Advanced Radiology. These areas need specialized knowledge and in-depth skills to prepare students to the level of advanced standards due to the recent vast development in global health care.

RCM 421 Pulmonary Rehabilitation/ Home Care

Prerequisites: RCM 413

This course provides the knowledge and comprehension of pulmonary rehabilitation, in patients with limiting respiratory conditions in order to improve patients' exercise tolerance and quality of life and reduce breathlessness. It covers patient education and caregiver to maintain the highest possible functional capacity to patients. Topics are: medication regimens, smoking cessation, breathing retaining, bronchial hygiene, special equipment set-up and servicing, patient and family education, patient evaluation. This course will also address the respiratory care home care services in terms of procedure, equipment, and modalities.

RCM 422 Pediatric Respiratory Care

Prerequisites: RCM 410, RCM 323

This course is designed to cover major aspects of pediatric respiratory care. The course involves the topics about assessment of the child, details of respiratory disorders, cardiovascular disorders and about the acutely ill child. This course



will also deal with pediatric advanced life support and management of the pediatric on mechanical ventilator.

RCM 423 Respiratory Care Clinical Practice III

Prerequisites: RCM 411

This clinical practice course provides advanced clinical field experience on respiratory care therapeutic and diagnostic patient care with more emphasis on critical care areas. The focus of this clinical course is on respiratory care practices in pediatric and neonatal critical care, including specialized learning experiences in therapeutic modalities, mechanical ventilation, and more emphasizes on technical procedures that differ from the adult patient. The clinical course will also cover home care and pulmonary and cardiac rehabilitation. Students will also be exposed to various levels of management in the respiratory profession and gain skills in advanced assessment and clinical decision-making.

RCM 424 Neonatal Respiratory Care

Prerequisites: RCM 410, RCM 323, RCM 422

This course is designed to cover major aspects of neonatal respiratory care. The course involves the topics about fetal lung development, fetal circulation, and transition to extrauterine life it also deals with topics about assessment of the neonate, respiratory disorders, cardiovascular disorders.

This course will also deal with

neonatal resuscitation guidelines and management of the pediatric on mechanical ventilator.

RCM 510 Clinical Simulation Seminar

Prerequisites: RCM 420, RCM 422

This seminar course provides simulated practice and scenarios of patient care skills in a multimedia setting. It allows students to cover clinical simulation of different patient scenarios related to respiratory care which requires specialized knowledge in solving patient management problems written in a branching logic format. Simulation and role playing of various clinical situations in the lab will enhance the classroom experience and skills.

RCM 511 Essentials of Critical Care

Prerequisites: RCM 420

This course provides the students with core knowledge and skills with different essential monitoring and diagnostic techniques and modalities for critically ill patients in the critical care setting. These include procedures, such, fluid and electrolyte abnormalities, hemodynamic monitoring, bronchoscopy, pleural interventions (chest tube & pleural aspiration) and cardiac outputs.

RCM 512 Respiratory Care Seminar

Prerequisites: RCM 422, RCM 420

This seminar course is to discuss specialty topics selected by instructor and students. This course will also offer to students advanced topics presented by



specialists- Pulmonologist, Intensivist, neonatologist, Internist, Respiratory Therapists and other medical specialists. This course is to have students discuss, evaluate and gain knowledge from presenting and attending many case studies related mainly on perinatal & pediatric topics, sleep disorders and rehabilitation and home care

RCM 513 Graduation Project

Prerequisites: RCM 420, BSC 320

This course provides students with the opportunity to apply research skills and carry out a research project related to the major program under the supervision of a faculty member. Students will be required to conduct literature review and perform data collection, statistical analysis, writing up of the research paper. Students participating in research must complete CITI program (<https://about.citiprogram.org/en/homepage/>) for research ethics and compliance training prior to submitting research proposals.

RCM 520 Respiratory Care Clinical Practice IV

Prerequisites: RCM 423, RCM 511

This clinical practice course provides a capstone advanced clinical field experience. The clinical time will allow the student to continue their hands-on clinical learning. Emphasis is on respiratory care therapeutic and diagnostic patient care for critically ill patients in different settings. These include procedures, such as hemodynamic

monitoring, ECG interpretation, fluid and electrolyte abnormalities, bronchoscopy, pleural interventions in vivo blood gas monitoring and management of trauma and post-cardiothoracic surgical care.

Faculty of Media and Public Relations

ADM 301 تصميم الإعلانات

يصف المقرر تقنيات وعمليات التصميم. ويناقش مفاهيم التصميم وعناصره لمختلف وسائل الإعلام. ويحتوي أيضًا على تطبيقات عملية في حزم برامج التصميم الرقمية. ويغطي نظريات الألوان والرسومات بالإضافة إلى المكونات المطبعية. ويتم خلاله عرض ومناقشة أمثلة تصميمية

ADM 303 الإعلان المطبوع

يتناول هذا المساق التصميم الجرافيكي لوسائل الإعلان المطبوعة ويناقش مفهومه وأسس تصميمه من حيث البناء، واختيار الرسالة الإعلانية، والتأثير الإعلاني، ووسائل نشر الإعلان. والمواد المستخدمة في تصميم الإعلان، وأسس التخطيط للحملات الإعلانية. وتصميم الشعار والكرات الشخصي وورق المكاتب والأظرف والمطوية وحافظة الأوراق والملصقات وإعلان الجريدة

ADM 302 كتابة النصوص الإعلانية

يركز المساق على مبادئ كتابة نصوص الإعلانات الصحفية والإذاعية والتلفزيونية، كما يتناول أسلوب إعداد النصوص المقروءة وأسلوب إعداد السيناريو الإعلاني المسموع. يشرح المساق أيضًا أسلوب إعداد السيناريو الإعلاني البصري، ويتابع عملية تطوير الفكرة الإبداعية وتحويلها إلى نص إعلاني متكامل. يقوم المساق عمومًا

بتغطية خصائص النصوص الإعلانية لوسائل الإعلام المختلفة، وتحريرها مع توفير نماذج وحالات تطبيقية

ADM 321 تخطيط الحملات الإعلانية

يتناول هذا المساق دراسة إدارة الحملات الاعلانية، من خلال تقديم النماذج الاتصالية للحملات الاعلانية، وتصنيف أنواع الجمهور المستهدف لهذه الحملات، وكالات الاعلان ووظائفها وعلاقتها بمنفذي الحملات، متطلبات تصميم الحملات ومراحل تخطيطها، كما يشتمل المساق على وصف لوسائل الاعلام المستخدمة في الحملات وكيفية اختيارها من خلال عرض عيوب ومميزات كل منها، ثم تقييم الحملات الاعلانية ومجالات هذا التقييم وأهميته والصعوبات التي يواجهها

ADM 401 الإعلان الإذاعي والتلفزيوني

يتناول المساق العناصر الإنتاجية للصورة المرئية والصوت في الراديو والتلفزيون ولوحة القصة. يتابع المساق مراحل تطوير فكرة الإعلان، التخطيط وحصر الموارد البشرية والفنية، إعداد النصوص الإعلانية، وتوفير المادة المرئية. ومن خلال توفير تدريبات عملية في المختبر، يتدرب الطلاب على استخدامات الكاميرا وأجهزة المونتاج الرقمية للصوت والفيديو بهدف إخراج مادة إعلانية متميزة. ويلقي المساق الضوء على تأثير الإعلان على المجتمع

ADM 403 الإعلان الإلكتروني

يناقش المساق الفضاء الإلكتروني كفرصة إعلانية. ويصف الأدوات الرقمية المستخدمة للإعلان عبر الإنترنت ويغطي كتابة الإعلانات للإعلان عبر الإنترنت. ويتناول المساق أيضاً أبحاث السوق للإعلان عبر الإنترنت لتحديد مواقع المنتجات وتقسيم الجمهور. ويتطلب المساق مشروع إعلان رقمي

ADM 402 الاتصالات التسويقية المتكاملة

يتناول المساق مفهوم الاتصال التسويقي المتكامل متضمناً عملية التخطيط والإدارة وصولاً إلى تنفيذ الأنشطة الاتصالية- التسويقية المتكاملة. أيضاً يناقش المساق مفهوم الخليط الإعلامي والتسويقي. كما يتناول تخطيط ومتابعة وتقييم أنشطة الاتصالات التسويقية مع عرض لأنواعها ومضامينها. يتعرض المساق أيضاً لبحوث السوق والجمهور وتعريف الموارد البشرية والفنية ويدعم كل هذا بحالات دراسية ونماذج محددة

ADM 410 تدريب ميداني في الإعلان

يتعرف الطالب على بيئة العمل الاعلامي كما هي في الواقع العملي من خلال التدريب في إحدى المؤسسات الاعلامية، ووكالات الاعلان واقسام العلاقات العامة في الجهات الحكومية والاهلية من خلال علاقات الكلية والاتفاقيات المبرمة مع هذه الجهات

ADM 422 مشروع تخرج في الإعلان

يهدف المساق إلى تصميم وتنفيذ حملة اعلانية كاملة لأحد المنتجات التجارية او الحملات التوعوية من خلال تطبيق المبادئ النظرية وعناصر التميز الابداعي في مشروع إعلان، بالاستعانة بالتقنيات والبرمجيات الحديثة

DMC 301 مهارات الاعلام الرقمي

يقوم المساق بعملية تقديم أسس ومهارات البيئة والنظام الرقمي الاعلامي المعاصر متضمناً تجديد التعريف بالوسائط المتعددة. صيغها المتطورة، يعرض المساق أيضاً العناصر و الخصائص الفنية للإعلام الرقمي عبر التعريف بالاستديو الرقمي، ومكوناته، وتقنية مفاتيح الكروما، وانواع البرامج الاعلامية المعاصرة المنتجة للغراض

مع استكشاف وتمكين بعض تقنيات الذكاء الاصطناعي وتطبيقات الهواتف الذكية في إدارة محتوى الشبكات الاجتماعية

DMC 401 صحافة الإنترنت

يسعى المساق إلى تعريف تعريف الطلاب بمراحل نمو الصحافة الرقمية بداية من ظهور الويب 1.0 حتى الآن، متوافقاً مع تقنيات التكنولوجيا المتقدمة. وبالخصائص الفنية لمتطلبات الصحافة الرقمية، وتقديم نماذج عملية للفنون الصحفية المختلفة عبر شبكة الانترنت، وتوضيح الفروق ما بين الكتابة الصحفية التقليدية والرقمية، وتوظيف مفردات الوسائط المتعددة وطبيعتها التفاعلية المختصرة الواضحة، كما يتناول الانواع المختلفة للمواقع الاخبارية و صحافة المواطن و المدونات.

إضافة إلى تطوير مهارات الطلاب على التغطية الصحافية للمنصات الرقمية ووسائل التواصل للقنوات الإخبارية منها، كما يحرص هذا المساق على تزويد الطلاب بمهارات عملية في التغطيات الصحفية باستخدام أحدث التقنيات والتطبيقات من الذكاء الاصطناعي، والواقع الافتراضي والمعزز وتقنيات عالم الميتافيرس

DMC 402 تصميم مواقع الويب

يسعى هذا المقرر الدراسي للتعرف على دور موقع الويب في مختلف المجالات مثل الإعلان والبيع بالتجزئة والتعليم والأخبار ووسائل الإعلام. واستخدام لغة و يناقش تخطيط HTML مواقع الويب و الصفحة وعناصر النمط والتنسيق باستخدام وكيفية دمج (CSS) أوراق الأنماط المتتالية الرسومات في صفحات الويب (تنسيقات الصور الثابتة والمتحركة والمتجهات وكذلك الفيديو)، وإنشاء صفحات ويب تفاعلية ، ، لضمان قدرة الطلاب على إنتاج صفحات ويب جيدة التأسيس والمواقع

المتنوعة من الوسائط الحديثة والشبكية ، و أنواع الملفات الصوتية و الفيديو بهدف الوصول، من خلال تدريبات عملية في المختبر (الاستديو الاعلامي) ، لإنتاج و معالجة برامج اذاعية وتلفزيونية ، وتحميلها على مواقع تبادل الصور وملفات الفيديو والصوت على شبكة الانترنت

DMC 302 الكتابة للإعلام الرقمي

يتناول المساق الخصائص الفنية لمتطلبات للكتابة لوسائل الاعلام الرقمي ، بما فيها عناصر المحتوى للإعلام الرقمي ويوفر المساق من خلال تدريبات عملية في المختبر توضيح مفردات الوسائط المتعددة وأهمية طبيعتها التفاعلية، الفورية، المختصرة و الواضحة

DMC 303 صناعة المحتوى الإعلامي

يهدف المساق إلى تعريف الطالب مفهوم وطبيعة المنصات الرقمية وخصائصها التقنية والاتصالية، واستخداماتها في مجال الاتصال والإعلام. كما يهدف إلى أكساب الطالب مهارات صناعة المحتوى الاتصالي والإعلامي الرقمي بأنواعه المختلفة النصية والمرئية والجغرافية من حيث مراحل صناعة المحتوى، تقنيات صناعة المحتوى، العوامل المؤثرة في صناعة المحتوى، أساليب تقديم ونشر ومتابعة المحتوى

DMC 321 الشبكات الاجتماعية

يهدف هذا المساق إلى التعرف على شبكات التواصل الاجتماعي الحالية (مثل وأهم ميزات (Twitter و Tic Tok و LinkedIn) كل منها، وأهم المهارات المطلوبة للتعامل معها، وكيفية إنشاء وإدارة محتوى إعلامي أو تسويقي لكل شبكة. أيضاً، وتحديد التشريعات واللوائح وأخلاقيات التعامل مع وكيف Metaverse، هذه الشبكات، ومستقبل يمكن أن تكمل أو تحل محل هذه الشبكات؟

والجديد، ووسائله الجديدة من حيث نشأتها وأنواعها واستخداماتها كما يتناول نظريات الإعلام الرقمي وقنواته ووظائفه، ودور الإعلام الرقمي في التغيير الاجتماعي، وفي التسويق التجاري والاجتماعي، كما يغطي دور الإعلام الرقمي كأداة للتمكين، ويركز على الشبكات الاجتماعية، والعناصر التكنولوجية في الإعلام الرقمي، مع تقديم حالات ونماذج تطبيقية

MCM102 مدخل إلى العلاقات العامة

يتناول المساق تعريف العلاقات العامة مع عرض لدورها كأداة اتصال في منظومة العمل المؤسسي. يتناول المساق أيضاً الدور التاريخي للعلاقات العامة من الناحية المهنية مع تقديم نماذج للعلاقات العامة وعناصرها و كذلك المواصفات الشخصية والمهنية لمتخصص العلاقات العامة الناجح. يعرض المساق أيضاً الهياكل التنظيمية لإدارات العلاقات العامة في المؤسسات الحكومية والأهلية، و يعرض للعلاقة مع الجمهور و وسائل الإعلام وقنوات الاتصال الداخلي والخارجي، مع تقديم حالات دراسية ونماذج تطبيقية

MCM121 مدخل إلى الإعلان

يتناول المساق مفهوم الإعلان في الصحف والمجلات ووسائل الإعلام الأخرى، ويركز على عناصر تصميم الإعلان ومراحل تصميمه، كما يتناول برمجيات تصميم الإعلان الصحفي مثل الفوتوشوب والإلسترتر، ومدى تحقيق التكامل من خلال دمج عناصر الإعلان النصية والجغرافية، كما يتضمن تطبيقات عملية في إنتاج الإعلانات المطبوعة و يناقش نماذج تطبيقية مختارة (مساقات مساندة (30 ساعة معتمدة)

MCM 122 كتابة احترافية بالعربية

م هذا المساق لتمكين الطالب من كتابة

البث الإذاعي والتلفزيوني عبر الإنترنت DMC 403

يتناول المساق التعرف على اهم التطورات الرقمية المفضية الى تقنيات واساليب البث الاذاعي والتلفزيوني عبر الانترنت، والبرتوكولات المتعلقة بهما، ومواقع الاذاعات والتلفزيونات الافتراضية على الويب، وتقنيات البث المباشر، اضافة لانواع ومستويات التلفزيون الرقمي والتفاعلي، وتطبيقات وخطوات انشاء وتوزيع التدوينات المسموعة والمرئية الرقمية.

DMC 410 (تدريب ميداني (إعلام رقمي

يتعرف الطالب على بيئة العمل الاعلامي كما هي في الواقع العملي من خلال التدريب في إحدى المؤسسات الاعلامية، ووكالات الاعلان واقسام العلاقات العامة في الجهات الحكومية والاهلية من خلال علاقات الكلية والاتفاقيات المبرمة مع هذه الجهات

DMC 422 (مشروع تخرج (إعلام رقمي

يتضمن المساق إعداد وتنفيذ مشروع التخرج الخاص بالطالب، وذلك بعد اتمام متطلبات الخطة الدراسية ونجاحه في مساق التدريب الميداني للإعلام الرقمي. يقوم الطالب في هذا المساق بإنتاج وكتابة وإخراج مادة اعلامية عن أي موضوع يختاره بإشراف مدرس المساق. يتمكن الطالب في نهاية هذا المساق من توظيف المعارف والمهارات في إنتاج عمل إعلامي يعكس فيه المهارات والمعارف التي اكتسبها خلال دراسته في تخصص الاعلام الرقمي

MCM 101 مدخل إلى الإعلام الرقمي

يتناول هذا المساق تعريف الإعلام الرقمي، واتجاهات تطور الاتصال والإعلام الرقمي، وإجراء مقارنة بين الإعلام التقليدي

دولة الإمارات منذ منتصف القرن الماضي و يسلم الضوء على السياسات والتشريعات الإعلامية في الإمارات. يسلم المساق أيضاً الضوء على دور الإعلام في تعزيز التنمية الوطنية والهوية الثقافية ويتعرض لأبرز المؤسسات والشخصيات الإعلامية والهيكل التنظيمية لقطاع الإعلام. يتناول المساق أيضاً التطور التكنولوجي لقطاع الإعلام ووضعه كقطاع اقتصادي يتضمن المدن الإعلامية الحرة

الفنون الإعلامية بدءاً من الخبر الصحفي ، مروراً بالتقرير ، والمقال ، والتحقيق ، ثم كتابة الفنون الإذاعية شاملة (الخبر الإذاعي ، والتقرير ، والتحقيق ، والتعليق) ، ثم كتابة الفنون التليفزيونية شاملة (الخبر التليفزيوني ، والتقرير ، والتحقيق ، والتعليق) ، مع معرفة أوجه الاتفاق ، وأوجه الاختلاف بين الفنون الإعلامية الثلاثة (الصحافة ، الإذاعة ، التليفزيون) بالإضافة إلى الإعلام الرقمي ، مع التأكيد على قواعد اللغة العربية في الكتابة الإعلامية

MCM 123 نظريات الاتصال

يهدف المساق لتقديم نظرة عامة على نظريات الاتصال التي تفسر الظواهر المختلفة و تطورها وتطبيقاتها. ستتضمن النظريات المتعلقة بتأثيرات وسائل الاعلام وعلم نفس الجمهور والجوانب الاجتماعية لوسائل الإعلام التقليدي و الرقمي، كما يتناول العديد من النظريات التي تسعى إلى شرح ظاهرة الاتصال في المجتمعات الحديثة و التي يمكن تطبيقها على سياقات الاتصال المختلفة (الشخصي ،الجمعي ،بين الثقافات، الجماهيري ، الرقمي)

MCM 125 مدخل إلى علم الاجتماع

يركز هذا المساق على تعريف الطالب بعلم الاجتماع بوصفه العلم الذي يهتم بدراسة المجتمع وما ينطوي عليه من ظواهر وعلاقات وتفاعلات اجتماعية. كذلك يركز المساق على تسليط الضوء على طريقة تأثير ثقافة المجتمع في إحداث التغيرات الاجتماعية مما يساعد على فهم أنماط التغيير الاجتماعي عبر الوقت و أسبابه و توضيح مفهوم علم الاجتماع الإعلامي

MCM 201 الاعلام في دولة الإمارات

يتناول المساق التطور التاريخي للإعلام في

MCM 202 مناهج بحوث الاعلام

يتناول المساق مفهوم البحث العلمي و مراحلها في مجال الإعلام، و يتناول شرح أنواع البحوث المختلفة؛ الكمية والكيفية، تحليل المضمون، المسح الميداني، التجربة. يتعرض المساق أيضاً للتعريفات المفهومية والإجرائية و المهارات الإحصائية في التحليل إلى جانب تصميم الاستبيانات وصحائف التفرغ و تحديد فئات تحليل المحتوى

MCM 203 التصوير الرقمي

المساق تعريف بالصورة و اهم مفاهيم الصورة الرقمية في الاعلام المعاصر. كذلك يتعرض المساق إلى أنواع الكاميرات الرقمية واجزائها ومكوناتها. يتعرض المساق أيضاً إلى الاضاءة في التصوير الرقمي ويركز على لغة الكاميرا من حيث لقطات وحركات الكاميرا وزواياها. كما يلقي الضوء على المكونات الفنية للكاميرا الرقمية وعناصر ومكونات الصورة الرقمية وطرق معالجتها وصيغها وطرق حفظها ونقلها وتحويلها، والجوانب الإبداعية في التصوير الرقمي مع إعطاء أمثلة ونماذج من شخصيات صحفية عالمية

مقدمة في الإعلام و الذكاء الاصطناعي



بالموقف الشرائحي، ودوافع السلوك الاستهلاكي بالإضافة الى مناقشة حالات دراسية متنوعة

MCM 212 فن الاقناع

يهدف هذا المساق الى تزويد الطالب بالمبادئ الأساسية لفن الاقناع والتأثير على الآخرين، واطلاعه على نظريات الاقناع وعلاقتها بالاعلام من حيث صياغة الرسائل الاعلامية والتواصل مع الجمهور، ومعرفة خصائصه، واتباع الوسائل الحديثة في عملية الاقناع

MCM 213 علم النفس الاجتماعي

يهتم المساق بدراسة النظريات النفسية التي تفسر أسس التأثير المتبادل بين الفرد والجماعة ونظرية الدور في السلوك الاجتماعي ومفهوم الذات والتعصب والتحيز وديناميات الجماعة والاتجاهات، كما يتناول المساق استعراض بعض البحوث والدراسات والتطبيقات في مجال علم النفس الاجتماعي وتأثيرها على وسائل الإعلام

MCM 221 الاتصال الخطابي

يعرض المساق نظريات الخطابة كوسيلة إتصالية مع إلقاء الضوء على الأنواع المختلفة للخطابة سواء الفردية، المجموعات الصغيرة، أو الخطابة العامة. يسلط المساق الضوء أيضاً على أساليب الإقناع الخطابية بما فيها البناء التنظيمي للرسالة الخطابية وكيفية استخدام لغة الجسد بطريقة بناءة وأيضاً توظيف طبقات الصوت المناسبة

MCM 222 التسويق الاجتماعي

يتناول المساق مفهوم التسويق الاجتماعي الفرق بين التسويق الاجتماعي والتسويق التجاري، ويعرض نماذج ونظريات التسويق الاجتماعي، والأسس العلمية لأنشطة التسويق الاجتماعي، أنواع ومستويات

MCM 204

يتناول المساق مفهوم الذكاء الاصطناعي وخصائصه ووظائفه ومجالاته المختلفة ودوره في صناعة الإعلام نتيجة الاعتماد على تطبيقات الذكاء الاصطناعي في الممارسة المهنية، ومدى

استخدام الروبوت في صناعة المحتوى الإعلامي سواء في عمليات تحرير وصياغة الأخبار أو التقديم أو التصوير التليفزيوني، أو عبر منصات مواقع التواصل الاجتماعي، ومدى استخدام مذيع الذكاء الاصطناعي في إثراء وتقديم المحتوى الإعلامي بصورة احترافية بالإضافة إلى مخاطر الذكاء الاصطناعي وتأثيرها على مستقبل الوظائف الإعلامية وأخلاقيات توظيفها في العمل الإعلامي

MCM 210 الجغرافيا السياسية

يتناول المساق العوامل السياسية والاقتصادية والاجتماعية للعلاقات الدولية من منظور جغرافي. يركز المساق على العوامل المؤثرة في نشأة الدول وتوسعها ويدرس الشكل النهائي للدولة وما يترتب عليه من مشكلات مع جيرانها. يلقي المساق الضوء على الموارد سواء الطبيعية أو البشرية التي تؤثر سلباً أو إيجاباً على قوة الدولة. يهتم المساق أيضاً بإلقاء الضوء على النظريات الخاصة بالإستراتيجية على المستوى الدولي ككل ومشكلات الحرب والسلام من منظور جغرافي

MCM 211 سلوك المستهلك

يتناول المساق عملية توضيح آلية سلوك المستهلك من خلال دراسة عدة عوامل مثل: عملية اتخاذ القرارات الشرائية وتجزئة السوق وتصميم الموقع التنافسي للمنتج، وتأثير ثقافة المجتمع والطبقة الاجتماعية والأسرة على سلوك المستهلك، الجماعات المرجعية في الاستهلاك، الظروف المحيطة



ك نماذج دراسية للتوضيح

التسويق الاجتماعي، التسوق الاجتماعي لبناء الصورة الذهنية، كما يغطي التسويق الاجتماعي لتعزيز القيم والممارسات الاجتماعية، ويتعرض إلى التسويق الاجتماعي في عصر الإنترنت، وتخطيط وتنفيذ أنشطة التسويق الاجتماعي، ويتضمن نماذج وحالات دراسية

MCM 223 الرأي العام

يهدف المساق إلى التعريف بماهية الرأي العام ملقياً الضوء على نماذجه ونظرياته في عصر الإنترنت والشبكات الاجتماعية. كما يتعرض المساق إلى أنواع ومستويات الرأي العام وأدوات ومنهجيات قياسه. يناقش المساق أيضاً آليات تحليل اتجاهات الرأي العام و دور الإعلام في تشكيله من خلال عرض قضايا محلية وعالمية ك نماذج دراسية في مجال الرأي العام

MCM 301 الاتصال الدولي

يتناول المساق مفهوم الإعلام الدولي بما فيه النظام الإعلامي القديم والجديد و يناقش أدوات الإعلام في عصر العولمة. يتعرض المساق لدور الإعلام في العلاقات بين الدول والشعوب من خلال مناقشته للدبلوماسية الإعلامية في عصر الإنترنت والفضائيات و دور مؤسسات الإعلام العولمي الصحفية والتلفزيونية والإلكترونية في عملية الهيمنة الثقافية من خلال حالات دراسية في الإعلام الدولي

MCM 321 الإعلام العربي

يعرض المساق التطور التاريخي للإعلام العربي الرسمي و الأهلي و أنظمتة وفق تغير معايير السياسة في العالم العربي من خلال عرض نماذج إعلامية محددة. بالإضافة إلى ذلك، يناقش المساق الدور السياسي والاجتماعي للإعلام العربي في عصر العولمة مع عرض قضايا إعلامية عربية

MCM 322 الترجمة الإعلامية

يقدم هذا المساق للطالب المبادئ الأساسية للترجمة. كما يوفر هذا المساق الأسس العلمية لبناء المقدرة على الترجمة المتخصصة من اللغة العربية إلى الإنكليزية و بالعكس . و يحرص المساق على تزويد الطالب بمهارات التفكير و الترجمة في سياقها اللغوي بغض النظر عن المعنى الحرفي لها من خلال طرح أنماط مختلفة من المواد الإعلامية سواء أكانت مطبوعة أو غير مطبوعة مثل الصحف والمجلات والأفلام والتلفزيون. كما يشمل المساق ترجمة المقالات الافتتاحية للصحف والأخبار والسيناريوهات وترجمات الحوار. و يهدف المساق إلى تدريب الطالب على منهجية الترجمة للإعلام و ما تواجهها من قضايا لغوية ، ثقافية و أساليب التعامل معها

MCM 326 التاريخ العربي الحديث

يتناول هذا المساق أوضاع العالم العربي بعد الحرب العالمية الأولى وحقبة الاستعمار الأوروبي للبلاد العربية وحركات الاستقلال العربية في العالم العربي ونشوء قضية فلسطين وتشكل الكيانات العربية المستقلة بعد الحرب العالمية الثانية ونشوء الكيانات الإقليمية مثل جامعة الدول العربية ومجلس التعاون لدول الخليج العربية، والعالم العربي في عصر العولمة

MCM327 قضايا عالمية

يتناول هذا المساق أبرز القضايا العالمية مثل العولمة والإرهاب والفقر والجوع، والأمن الغذائي. كما يناقش قضايا الديمقراطية وحقوق الإنسان وتحقيق السلام، والتعاون الاقتصادي والثقافي، التي تشغل المؤسسات الدولية وكيفية تعامل هذه المنظمات مع هذه القضايا من خلال



إستعراض حالات دراسية محددة

البروتوكول الدبلوماسي المعاصر و مفاهيمه وكذلك المواقف التي يتم استخدامه فيها ، وكذلك يعرف المساق الطالب على أسس فن المراسم و كيفية تنفيذها، و الشروط الواجب توافرها في القائم بأعباء المراسم و الاستقبال

PRM 301 إدارة العلاقات العامة

يتناول المساق النماذج الكلاسيكية والحديثة والهيكل التنظيمية للعملية الإدارية في العلاقات العامة متضمنة التخطيط وتعزيز قنوات الاتصال الداخلية والخارجية وصولاً لبناء العلاقات التشاركية مع المؤسسات والمجتمع. كما يلقي المساق الضوء على أهمية الموارد البشرية والمالية المساندة في عملية التنسيق للأنشطة والفعاليات بهدف تحقيق الخطط الاستراتيجية والتشغيلية. يعتمد المساق على الاستعانة بنماذج وحالات دراسية كعوامل مساعدة للتوضيح

PRM 302 الكتابة للعلاقات العامة

يتناول المساق شرح متطلبات الأسلوب الكتابي للعلاقات العامة من خلال مناقشة أشكال كتابية متنوعة وصولاً لإنتاج مواد كتابية بهدف استخدامها كمادة للعلاقات العامة. ويهدف المساق إلى: شرح متطلبات الأسلوب الكتابي للعلاقات العامة، ومناقشة أشكال كتابية متنوعة في العلاقات العامة، فضلاً عن إنتاج مواد كتابية متنوعة في العلاقات العامة

PRM 303 إنتاج المواد للعلاقات العامة

يتناول المساق مختلف المواد الاتصالية والإعلامية التي تستخدمها العلاقات العامة في عملها بدءاً بالمواد التقليدية (المطبوعة، المسموعة والمرئية)، والمواد الإلكترونية (البريد الإلكتروني، الموقع الإلكتروني، تطبيقات التواصل الاجتماعي). ويركز

MCM 328 الأدب العربي الحديث

يتناول هذا المساق أبرز الأعمال الأدبية الحديثة باللغة العربية بما فيها الروايات والقصص القصيرة والشعر التقليدي والحديث، ويصنفها من حيث الأنواع الفنية وأساليب التعاطي مع اللغة والعناصر الفنية والأدبية في النصوص الأدبية، والمدراس الفكرية والفنية التي ينتسب إليها الأدب العربي. يركز المساق على أعمال أدبية بجانب السرد القصصي في الإعلام ، و استخدام الوسائل الرقمية في عرض الأعمال الأدبية.

MCM 329 السينما التسجيلية

يتناول المساق التعرف على تطور مفهوم السينما التسجيلية في العالم ودراسة السينما الوثائقية في الوطن العربي والمقارنة بين الفيلم التسجيلي والفيلم الروائي، كما يتعرض المقرر لأنواع الفيلم التسجيلي، فضلاً عن التطرق لرواد الفيلم التسجيلي إضافة إلى التركيز على المدارس الفنية الرئيسية للفيلم التسجيلي والمتمثلة في التيارين الأمريكي والسوفيتي (سابقاً)، وإكساب الطالب مهارات إعداد وإنتاج الفيلم التسجيلي

اقتصاد و إدارة المؤسسات الإعلامية

MCM 401

يتناول المساق مفهوم الإدارة ونظرياتها، وأنواعها، وأنشطتها وأساليب تنظيمها ، وأثرها في متابعة تنفيذ برامج المؤسسات وتحقيق أهدافها، وخصوصية الإدارة الإعلامية في توجيه سياسة المؤسسات الإعلامية والمالية ، وتقويم الإنتاج الإعلامي، وتطوير المؤسسات الإعلامية وربطها بالمجتمع

MCM 421 البروتوكول والإتيكيت

يتناول هذا المساق أصول و قواعد العلاقات الدولية العامة. فهو يستعرض أساليب



المساق على المهارات المتصلة بالتطبيقات العملية لكل واحدة من تلك المواد الاتصالية والإعلامية، والتي ستمكن الطالب لاحقاً من التعامل مع جميع تلك المواد بطريقة فعالة تخدم إدارة العلاقات العامة في منظمة الأعمال

PRM 321 العلاقات العامة الدولية
يناقش المساق العلاقات العامة كنشاط علاقات إنسانية عابر للحدود. ويشرح مفهوم وعملية العلاقات العامة الدولية، ويستعرض مراحل تطورها، ونظرياتها الكلية والجزئية. ويتناول المساق أيضاً أساليب وتقنيات وممارسات العلاقات العامة الدولية في سياقات متعددة الثقافات وإدارة العلاقات العامة في عصر العولمة مع دراسات الحالة، والعوامل المؤثرة في العلاقات العامة الدولية، فضلاً عن مناقشة دراسات الحالة في العلاقات العامة الدولية

PRM 401 حالات دراسية في العلاقات العامة
يتناول المساق مناقشة تشكيلة واسعة من النماذج التطبيقية والحالات الدراسية في العلاقات العامة المحلية والدولية في مجالات البيئة والصحة والتعليم والاقتصاد والتكنولوجيا والدبلوماسية بهدف التعرف إلى واقع ممارسة العلاقات العامة وكيفية التعامل مع قضايا مختلفة في بيئات ثقافية متنوعة. ويهدف المساق إلى: شرح الجوانب الفريدة في ممارسة العلاقات العامة محلياً وعالمياً، ومناقشة المتغيرات التي تشكل ممارسة العلاقات العامة في المجتمعات المختلفة، ومعايير وممارسات العلاقات العامة حول العالم، إضافةً إلى تحليل حالات دراسية في العلاقات العامة

PRM 402 حملات العلاقات العامة
يتناول المساق مفهوم حملة العلاقات

العامة، والفرق بينها والحملات الإعلامية والإعلانية، ويتطرق المساق إلى عملية تخطيط وتنفيذ حملات العلاقات العامة متضمنة عناصر الحملات من موارد بشرية وفنية ضرورية للنجاح. كما يتعرض المساق لأهمية دور بحوث الجماهير في عملية إعداد الرسائل الإعلامية والاتصالية، متضمنة تنفيذ وإدارة وتقييم حملات العلاقات العامة. ويستعين المساق بحالات دراسية محلية وعالمية كوسائل إيضاحية مساعدة. ويركز المساق على شرح مفهوم وعملية حملات العلاقات العامة، ومناقشة نماذج متنوعة لممارسات حملات العلاقات العامة، مبادئ التخطيط والتنفيذي والمتابعة في حملات العلاقات العامة، إضافةً إلى إنتاج حملات علاقات عامة متنوعة

PRM 403 العلاقات العامة عبر الإنترنت
يقدم المساق الإنترنت كأداة اتصال، ويحدد العلاقات العامة الافتراضية ومبادئ وتقنيات العلاقات العامة عبر الإنترنت. كما يغطي إدارة وظائف العلاقات العامة عبر الإنترنت. يستطلع ممارسي العلاقات العامة عبر الإنترنت، العلاقات العامة الافتراضية في الإمارات العربية المتحدة مع دراسات الحالة. ويتناول المساق كذلك: شرح وتوضيح مدى قوة الويب كأداة للعلاقات العامة، ومناقشة العناصر الفنية والفكرية في العلاقات العامة عبر الإنترنت، والتعرف على تجارب العلاقات العامة الافتراضية المختلفة

PRM 410 تدريب ميداني في العلاقات العامة
يتناول المساق تمكين الطالب من التعرف على بيئة العمل الاتصالي والإعلامي كما هي في الواقع العملي من خلال التدريب في إحدى المؤسسات الإعلامية، ووكالات الاعلان واقسام العلاقات العامة في الجهات الحكومية والأهلية من خلال علاقات



الكلية والاتفاقيات المبرمة مع هذه الجهات. ويهدف المساق إلى تعزيز التطبيق العملي للأساليب والمعارف العلمية التي اكتسبها الطالب خلال مدة دراسته. ويركز المساق على تعريف الطلبة بالممارسات الإعلامية في الميدان، وتمكين الطالب من الالمام بخصائص بيئة العمل الحقيقية، فضلاً عن اكساب الطالب مهارات صياغة الاخبار والتقارير وحملات العلاقات العامة والاعلان الالكتروني

PRM مشروع تخرج في العلاقات العامة 422

يتناول هذا المساق تطبيق المجالات المعرفية والمهارات التي تعلمها الطالب من أجل انجاز مشروع التخرج في مجال العلاقات العامة، بحيث يستخدم فيه معارفه النظرية ومهاراته العملية ليقدم مشروعاً تطبيقياً من اختياره وبموافقة المشرف والقسم، مثل القيام بمشروع بحثي ميداني أو إنتاج حملة إعلامية، وحملة علاقات عامة ذات صلة بالمجتمع الإماراتي، أو إنتاج مجلات أو أفلام العلاقات العامة. ويهدف المساق إلى: شرح عملية العلاقات العامة، مناقشة عناصر التميز المهني في العلاقات العامة، وتطبيق المبادئ النظرية في مجال علاقات عامة.

General Education Courses

BIT100 Introduction to Information Tech-nology

Prerequisites: None

This is an introductory personal computer applications course. It includes the operating system (MS Windows), word processing (MS Word), spreadsheets (MS Excel), and presentation manager (MS PowerPoint), database applications

(MS Access).

ENG100 English I

Prerequisites: One of the English proficiency Tests (Emst, IELTS, TOEFL etc.)

The course is designed for college students to benefit from an intensive skill-building curriculum that targets the main English skills. The focus of the course will be on reading and writing skill practice, grammar and structure application, and integration across the disciplines at the college-level. Students will be expected to successfully demonstrate and apply appropriate college-level reading and writing skills to a variety of assignments and assessments. Competences in contextualized reading and writing skills will be developed. Active reading and writing strategies will be learned through practice and application.

ENG104 English II

Prerequisites: ENG100

This is a writing course that helps students become competent writers by engaging them in the writing process and by encouraging them to explore and organize their ideas in writing well-organized and developed paragraphs and essays. Students also study grammar, basic sentence structure and mechanics. Written and communication Skills will be developed and improved to prepare students for future careers.



GEN100 Communication Skills in Arabic

Prerequisites: None

أنت أهمية أتت أهمية هذا المساق من المقولة الشهيرة "الإنسان كائن اجتماعي"، فاللغة تتيح للفرد الذي يجيدها الدخول في حركة المجتمع المحيط به بفاعلية أكثر وتأثير أوسع، كما أنها تمنح الطالب القدرة على القيادة، وامتلاك الرؤية السليمة الواعية للمستقبل. من هنا جاءت فكرة هذا المساق لتساعد الطالب على امتلاك الأدوات الأساسية لمهارات الاتصال، استماعاً، وتحدثاً، وقراءة، وكتابة. كما تهدف هذه المادة إلى إلمام الطالب بالمفاهيم والنظريات في مجال الاتصال الإنساني وإكسابه المهارات الأساسية في مجال التواصل مع الذات والآخرين وتعزيز ممارستها في حياته اليومية والعلمية والعملية باستخدام أساليب جديدة تعتمد على التدريب والتقويم المتنوع والفعال.

GEN101 Communication Skills in Arabic for non-Arabic speakers

Prerequisites: None

صمم هذا المساق للمستوى فوق المتوسط من الطلاب حيث يعتمد على المهارات اللغوية، التي صممت خصيصاً لتزويد فئة الطلاب الناطقين بغير اللغة العربية بهدف تعزيز عملية التعلم بطريقة منهجية؛ ويستهدف المساق فئة الطلاب الذين يدرسون اللغة العربية لغة ثانية في المدرسة الثانوية أو الطلاب الذين لديهم والد واحد عربي. حيث سيقوم المساق بمعاونتهم أيضاً في التغلب على صعوبات التواصل في مكان العمل ومواقف الحياة اليومية. وستكون لغة الاتصال في المساق هي اللغة العربية البسيطة والمعاصرة المستخدمة في وسائل الإعلام والمحادثات الرسمية والتعليم وقضايا الحياة العامة.

GEN102 Islamic Culture

Prerequisites: None

اختلف الباحثون حول مصطلح الثقافة الإسلامية إذ فمنهم من وسع دلالتها ومنهم من ضيقها، وبما أننا نعيش الحاضر فما يعيننا هو ما يشغل العالم الإسلامي اليوم من فكر وما يحتاجه المسلمون من فهم، إذ لابد من أن يتعرفوا على ما يمتلكه العالم الإسلامي من مكونات حضارية قوية ويجيبوا عن سبب تخلف العالم الإسلامي رغم أنهم يمتلكون تلك المكونات، فيتحدد العامل الأساسي وهو ضعف الفهم والتصوير العقائدي والفكري مع إبراز مظاهره وأثاره، ثم البحث عن سبل مقاومة الضعف بالانبعثات الإسلامية التربوي التعليمي والسياسي، والفهم الحقيقي لتلك المكونات ليكشف عن التحديات التي تواجه العالم الإسلامي داخليا وخارجيا كالعجز التعليمي، والتقني والعولمة ومحاورة هذه الثقافة من طرف قوى خارجية معادية للإسلام، مما أدى إلى تشويه صورة الثقافة الإسلامية ونعتها بانها ثقافة تنشر التطرف والعقلية المستبدة المتحجرة الراضة لكل تطور وتغير. ويستخدم هذا المساق المصادر الأولية القرآن والسنة، الكتب المنهجية، الروايات، الافلام، الانترنت.

GEN103 Logic and Critical Thinking

Prerequisites: ENG100

Critical Thinking is a course designed to help students develop their skills in reasoning, analysis, and the use of logical arguments. This course introduces students to the standards of critical thinking, nature of arguments, deductive and inductive reasoning, fallacious reasoning, role of language, critical analysis, and evaluation. The students are also introduced to the basic skills of good reasoning needed



for the intelligent and responsible conduct of life. The course also includes the application of concepts in familiar areas and current issues, to help students develop practical and useful logical and critical thinking skills to understand and appreciate viewpoints which are different from their own.

GEN105 Emirates Culture and Society

Prerequisites: None

يوفر هذا المقرر الدراسي المعلومات المناسبة والخاصة بالحياة الاجتماعية في دولة الإمارات العربية المتحدة. كما يغطي المقرر الدراسي الأحداث التاريخية والاقتصادية والسياسية المهمة التي شهدتها دولة الإمارات العربية المتحدة منذ إعلان الاتحاد حتى الوقت الحاضر. إضافة لذلك فإن المقرر الدراسي يسلط الضوء على بعض الموضوعات المهمة حول حقوق الإنسان والتطورات الاقتصادية والسياسية والاجتماعية والثقافية التي شهدتها المجتمع الإماراتي في نحوله إلى دولة حديثة. كما يتعرض المقرر الدراسي إلى أهم الإنجازات التي حققتها دولة الإمارات العربية المتحدة في مجال الفضاء والطاقة المستدامة.

GEN201 Psychology

Prerequisites: ENG100

This course is a capstone course that attempts to address the major theories, principles, and methodologies of psychology with special emphasis on their relations to human behavior. The biological foundations of behavior, sensory processes, learning, perception, memory, emotion, motivation, personality, and the social basis of behavior are examined.

GEN302 Fundamentals of Innovation and Entrepreneurship

Prerequisites: ENG100

This course seeks to prepare students for how to apply core concepts regarding design thinking process, innovation, entrepreneurship, and sustainability to organizations in the UAE. Students will learn how to connect entrepreneurship to the UAE community and economy and how as entrepreneurs can utilize design thinking and innovation to establish their start-up enterprises. Design thinking, Entrepreneurship, and Growth and Leadership are three modules that will be covered throughout course delivery, study questions, videos, and projects.

GEN304 Ethics

Prerequisites: ENG100

This course exposes students to core concepts, ideals and practical issues regarding professional ethics and moral behaviors. The history and development, ethical guide-lines/principles and contemporary theories of the subject-matter will be the focus of the introductory chapter. Furthermore, discussions will concentrate on the relevance of Professional Ethics to modern workplaces and environments. Morality and liability, employees and moral choices, employers, and moral choices, are themes which will be covered throughout course delivery, exams, and case studies.



MTH105 Mathematics & Statistics

Prerequisites: None

This course introduces some mathematical concepts needed for success and facing this century life. It covers different topics like; basic concepts of mathematics, such as ratios and proportions, general algebra, linear equations, and linear and exponential functions by graphing them. Additionally, it covers the basic concepts of statistics and how to analyze statistical results.

MTH110 Calculus I

Prerequisites: None

Calculus is an exciting subject, justly considered to be one of the greatest achievements of the human intellect. Today calculus is used not just in the physical sciences, but also in engineering, business, economics, life sciences, and social sciences—any discipline that seeks to understand dynamic phenomena. Part of the aim of this course is to train the student to think logically. Learn to write the solutions of the exercises in a connected, step-by-step fashion with explanatory sentences—not just a string of disconnected equations or formulas. This course is intended to introduce derivatives, one of the two key concepts of calculus. The second is integral. Both key concepts depend on the notion of limit.



Faculty

Faculty of Business

| Name | Official Designation | Qualification | University/College | Specialty |
|---|---|---------------------|--|--------------------------------------|
| Dr. Anas Ali Yousef Alqudah | Assistant Professor and Dean | PhD | University of Banking and Financial Sciences, Jordan | Financial Management |
| Dr. Abdalla Idris Salih | Assistant Professor | PhD | University of Manchester | Accounting and Finance |
| Dr. Milica Dakovic Tadic | Assistant Professor | Ph.D | University Donja Gorica | Accounting |
| Dr. Mariem Aloulou EP Ayadi | Assistant Professor | Ph.D | University of Sfax | Economics |
| Dr. Iyad Ibrahim Yousef Alghoul | Assistant Professor | Ph.D | Al-Neelain University | Business Administration |
| Dr. Karim Mohamed Wahba | Assistant Professor | Ph.D | Leeds Beckett University | Human Resource Management |
| Dr. Mohammad Hani Ahmad R. Zaid Al Kilani | Assistant Professor and Head Management Department | Ph.D | Oxford Brookes University | Business Administration |
| Dr. Nidhi Oswal | Assistant Professor and Head - Human Resource Management Department | Ph.D | Dravidian University | Management |
| Dr. Suja Pradeep | Assistant Professor | Ph.D | Cochin University of Science and Technology | Economics |
| Dr. Hany Mamdouh Selim Mohamed | Assistant Professor | Ph.D | Ain Shams University | Business Administration |
| Dr. Shaista Anwar | Assistant Professor and Head - Accounting & Finance Department | Ph.D | Chhatrapati Shahu Ji Maharaj University, Kanpur | Finance |
| Dr. Adnan Khalid Tahir Jawabri | Assistant Professor | Ph.D | Management and Science University | Management/ Business |
| Dr. Ayman Mustafa Khames Al Armoti | Associate Professor | Ph.D | Amman Arab University | Management |
| Dr. Rouhi Samar Faisal | Assistant Professor | Ph.D | International University of Malaya-Wales | Business |
| Dr. Khaoula Khlie | Assistant Professor and Industrial Management Department | Ph.D | Ibn Tofail University | Logistics and Industrial Engineering |
| Dr. Ajayeb Salama Salman | Abu-Da'abes | Associate Professor | Ph.D | Amman Arab University |
| Dr. Anis Bachta | Assistant Professor | Ph.D | University of Tunis El Manar | Management System |
| Dr. Hayet Ben Hmida EP Gaaloul | Assistant Professor | Ph.D | University of Carthage | Quantitative Methods and analysis |
| Dr. Imen Gharbi | Assistant Professor | Ph.D | Tunis University | Management |
| Dr. Mohammed Mahmoud | Assistant Professor | Ph.D | Omdurman Islamic University | Business Administration |
| Dr. Mohit VIJ | Associate Professor | Ph.D | Kurukshetra University | Tourism |



Faculty of Business

| Name | Official Designation | Qualification | University/College | Specialty |
|-------------------------------------|---|---------------|---------------------------------------|--------------------------------|
| Dr. Nazia Shehzad | Assistant Professor | Ph.D | Babasaheb Bhimrao Ambedkar University | Business Administration |
| Dr. Nizar Yousef S. Al-Abed | Assistant Professor | Ph.D | Amman Arab University | Management |
| Ms. Asal Mustaffa Mousa Abu Alhaija | Senior Lecturer | Master | AL Al-Bayt University | Computer Science |
| Dr. Shady Mohammed Soliman Hamouda | Assistant Professor | Ph.D | Universiti Sains Malaysia | Science Information Technology |
| Dr. Wala Saber Ismail | Assistant Professor and Head - Business Information Technology Department | Ph.D | Helwan University | Semantic Interoperability |

Faculty of Engineering

| Name | Official Designation | Qualification | University/College | Specialty |
|--|--|---------------|------------------------------------|---------------------------------------|
| Dr. Ahmed Mustafa Mohammad Abu Abdo | Associate Professor and Dean | Ph.D | University of Idaho | Civil Engineering |
| Dr. Amin Hisham Amin Almasri | Associate Professor and Head Civil Engg | Ph.D | Louisiana State University | Civil Engineering |
| Dr. Israa Jabur | Assistant Professor | Ph.D | Vienna University of Technology | Civil Engineering |
| Dr. Mahmoud Zeidan Khalil Mistarihi | Associate Professor and Head Mechanical and Industrial | Ph.D | Oklahoma State University | Industrial Engineering and Management |
| Dr. Zoubida Benmamoun | Assistant Professor | Ph.D | Ibn Tofail University, Morocco | Industrial Engineering |
| Prof. Mohammad Dheif Alla Alahmad Al Tahat | Professor | Ph.D | University of Bologna | Industrial Engineering |
| Dr. Kadhim Al Amara | Assistant Professor | Ph.D | Swinburne University of Technology | Engineering and Industrial Science |
| Dr. Amit Swamy | Assistant Professor | Ph.D | University of Hull | Mechanical Engineering |
| Dr. Aruna Pugalenth | Assistant Professor | Ph.D | Anna University | Mechanical Engineering |



Faculty of Information Technology

| Name | Official Designation | Qualification | University/College | Specialty |
|------------------------------|--|---------------|---|-----------------------------------|
| Prof. Santosh Kumar Ray | Professor and Dean | Ph.D | Birla Institute of Technology of Mesra, Ranchi | Engineering |
| Dr. Samar Mohamad Nazir Muti | Associate Professor and Head of Department | Ph.D | University of Aleppo | Mathematical Science/ Informatics |
| Dr. Omar Kassem Khalil | Associate Professor | Ph.D | Institut National Polytechnique de Grenoble | Microelectronics |
| Mr. Samer Rihawi | Lecturer | Master | Univrsite Clermont-Ferrand-II | Decisional & Software Informatics |
| Dr. Rasha Hasan | Assistant Professor | Ph.D | Pontifical Catholic University of Rio Grande do Sul (PUCRS) | Computer Science |
| Mr. Shawki Al-Obeidi | Lecturer | Master | RMIT University | Film & Television Production |
| Dr. Dany Abi Karam | Assistant Professor | Ph.D | The Lebanese University | Arts and Sciences |
| Dr. Azza Abdelmonem Basiouni | Assistant Professor | Ph.D | Cairo University | Computer Engineering |

Faculty of Media and Public Relation

| Name | Official Designation | Qualification | University/College | Specialty |
|---|--|---------------|--|-----------------------------|
| Prof. Badran AbdelRazzaq M.H. Badran | Professor and Dean | Ph.D | University of Massachusetts | Communication |
| Prof. Abdul-Malek Radman Mohammed Al-Danani | Professor | Ph.D | Al Mustansiriyah University | International Studies |
| Dr. Abdulazeez Khalaf Khaleel | Assistant Professor | Ph.D | Institute of Arab Research and Studies | Media |
| Dr. Amor Ben Amor | Assistant Professor and Head Public Relations Department | Ph.D | Laval University (Université Laval) | Sur Mesure en Communication |
| Dr. Amgad Abdal Gader Awad Abdalaziz | Assistant Professor | Ph.D | Omdurman Islamic University | Press and Publication |
| Dr. Khalid Abdalla Ahmed Dirar | Assistant Professor | Ph.D | Omdurman Islamic University | Media |
| Dr. Maeen Slaeh Yahia Al-Mitamy | Associate Professor | Ph.D | Cairo University | Media Journalism |
| Dr. Mohamed Rashad Awadallah Ahmed | Assistant Professor | Ph.D | Cairo University | Mass Communication |



Faculty of Media and Public Relation

| Name | Official Designation | Qualification | University/College | Specialty |
|---|---|---------------|-------------------------------------|---|
| Dr. Yasir Yousif Awad elkareem Abogasim | Assistant Professor and Head Advertising and Digital Media Department | Ph.D | Omdurman Islamic University | Media |
| Dr. Ryadh Ben Amor | Assistant Professor | Ph.D | Tunis University | Sciences and Technology of Arts, Specialty Visual Communication |
| Dr. Ibnaouf Hassan Ibnaouf Ahmed | Assistant Professor | Ph.D | Omdurman Islamic University | Public Relations & Advertising |
| Dr. Rania Elkhier Ahmed Dafalla | Assistant Professor | Ph.D | University of Khartoum | Media |
| Dr. Rafif Samar Faisal | Assistant Professor | Ph.D | Aix-Marseille University | Media and Communication Sciences |
| Dr. Ghada Mohamed Osman Salih | Associate Professor | Ph.D | The Holy Quran and Islamic Sciences | TV |
| Dr. Ahmed Elsaid Abdelkader Hassan Sakr | Assistant Professor | Ph.D | Ain Shams University | Design |

Faculty of Medical & Health Sciences

| Name | Official Designation | Qualification | University/College | Specialty |
|---------------------------------------|----------------------|---------------|----------------------------------|---------------------------------|
| Prof. Maxime Merheb | Professor and Dean | Ph.D | École Normale Supérieure de Lyon | Biotechnology |
| Dr. Hagar Mohamed Mohamed Youssef Aly | Assistant Professor | Ph.D | Alexandria University | Medical Biochemistry/ Chemistry |
| Dr. Alfred Anarcon Dahbi | Assistant Professor | Ph.D | Saint Paul University | Nursing Science |
| Dr. Amina Toumi EP Dhiyf | Assistant Professor | Ph.D | University of Sfax | Bio-Engineering |
| Dr. Fathi Awad Taha Hassan | Assistant Professor | Ph.D | Anna University | Medical Physics |
| Dr. Fathi Faye q Salameh | Assistant Professor | Ph.D | University of Wales | Hospital Management |
| Dr. Haitham Mahmoud Mohammad Alali | Assistant Professor | Ph.D | Universiti Kebangsaan Malaysia | Systems Science and Management |
| Dr. Kashef Kamal Jameel AlShaban | Assistant Professor | Ph.D | University of Bordeaux | Surgery |
| Dr. Hend Mohamed Ahmed Hamed | Assistant Professor | Ph.D | Ain Shams University | Organic Chemistry |



Faculty of Medical & Health Sciences

| Name | Official Designation | Qualification | University/College | Specialty |
|--|--|---------------|--|---|
| Dr. Sameh Fawzy Gad Elsonbaty | Assistant Professor and Head- Health Management Department | Ph.D | Cairo University | Histology |
| Dr. Wadah Mohamed Ali Khogali | Associate Professor | Ph.D | Sudan University of Science and Technology | Medical Imaging - Nuclear Medicine Sciences |
| Dr. Manjush Karthika | Assistant Professor and Head- Health and Medical Sciences Department | Ph.D | Symbiosis International University | Health Sciences |
| Dr. Khalid Aziz Ansari | Associate Professor | Ph.D | University of Sunderland | Respiratory Physiology |
| Ms. Chris Sara Mathew | Lecturer | Master | Symbiosis International University | Respiratory Therapy |
| Ms. Tisha Ann Skariah | Clinical Instructor | Master | Manipal University | Respiratory Therapy |
| Dr. Imen Zalila EP Kolsi | Assistant Professor | Ph.D | Centre of Biotechnology of Sfax | Biological Sciences |
| Dr. Hisham Ibrahim | Assistant Professor | Ph.D | University of Khartoum | Biochemistry |
| Dr. Hussam Ali Osman Ballloul | Assistant Professor | Ph.D | Al-Neelain University | Haematology |
| Dr. Tarig Mohamed Fadl Elmula Fadl Alla | Assistant Professor | Ph.D | University of Khartoum | Chemical Pathology |
| Ms. Jassica Jeniffer Adaikalanathan | Clinical Instructor | Master | Sri Ramachandra University | Trauma Care Management |
| Dr. Samah Anwar Mohamed Shalaby | Associate Professor | Ph.D | Alexandria University | Critical Care & Emergency Nursing |
| Dr. Ali Jaber Alqahtani | Assistant Professor | Ph.D | University of Queensland | Emergency Medical Care |
| Dr. Mohammed Abdalhamied M. Abushohada | Assistant Professor | Ph.D | Helwan University | Hospital Administration |
| Dr. Mohammad Chand Jamali | Assistant Professor | Ph.D | Banasthali University | Hospital Management |
| Dr. Mohamed Abdelfatah Abdelmounim Mohamed | Assistant Professor and Head - Allied Health Professions Department | Ph.D | Sudan University of Science and Technology | Clinical Chemistry |
| Dr. Ashgan Abd Elhalim Osman Ahmed | Assistant Professor | Ph.D | Al-Neelain University | Hematology & Molecular Hematology |
| Dr. Ray Al Barazie | Assistant Professor | Ph.D | United Arab Emirates University | Pharmacy |
| Dr. Amged Gaffer | Assistant Professor | Ph.D | University of Khartoum | Hematology & Immunohematology |



General Education Department

| Name | Official Designation | Qualification | University/College | Specialty |
|--------------------------------------|---|---------------|--|--|
| Dr. Mohammed Fathi Ramadhan | Assistant Professor and Head of General Education | Ph.D | Institute of Arab History and Scientific Heritage for Postgraduate Studies | Arabic Ideological Heritage |
| Mr. Osman Abdallah Mutasim Osman | Senior Lecturer | Master | University of Khartoum | Industrial and Computational Mathematics |
| Mr. Mohamed Abdelhalim Hamza Ramadan | Lecturer | Master | University of Sharjah | Arabic Language and literature |
| Mrs. Sulafa Abdalla Ibrahim Fayet | Senior Lecturer | Master | University of Khartoum | Educational Psychology |
| Dr. Ziad Zaky Adwan | Associate Professor | Ph.D | Temple University | Mathematics |
| Mr. Ismat Suleiman Salem Abu Sahyoun | Senior Lecturer | Master | Yarmouk University | Methods in Teaching Mathematics |
| Dr. Tamara Raddy Hazza Al Shloul | Assistant Professor | Ph.D | Yarmouk University | Philosophy, psychology, psychology |
| Mr. Ibrahim Zail Azara | Senior Lecturer | Master | Damascus University | English Literature |
| Mrs. Najah Ahmad Ibrahim AbuKhadrah | Senior Lecturer | Master | Yarmouk University | English Literature |
| Mr. Kh. Ammar Pervez | Senior Lecturer | Master | Intercollege | Business Administration |
| Ms. Syeda Kauser Fatima | Senior Lecturer | Master | Abu Dhabi University | Leadership |
| Ms. Suzan Hassan Mohamed Sallam | Lecturer | Master | New York Institute of Technology | Information, Network and Computer Security |
| Ms. Hind Mikou | Lecturer | Master | California University of Pennsylvania | Communication Studies |
| Mr. Irfan Rasul | Lecturer | Master | University of Sargodha | English |
| Mr. Hani Maluf Al-Chalabi | Lecturer | Master | The British University in Dubai | Knowledge and Data Management |
| Ms. Faiza Qasmi | Lecturer | Master | Periyar University | English |
| Ms. Heba Abdullah Abd-Elkareem Issa | Lecturer | Master | Yarmouk University | English Literature and Criticism |



Board of Trustees Members (BoT)

- HE Dr. Ali bin Harmal Aldhaferi, Chairman

Dr. Al Dhaheri, with over two decades of business experience, has a successful track record. After earning his MBA with distinction from the American University in Washington DC, he founded, launched, and managed successful businesses in various sectors, including IT, finance, education, tourism, and real estate. Apart from being a start-up visionary, he excels in driving sustainable growth in large organizations and has contributed to government tourism and development strategy, MICE, and education management. Currently, Dr. Al Dhaheri holds key positions, including Chairman of Abu Dhabi University and CEO of NEMA Holding Company. He has also served on the boards of various prestigious organizations and holds committee positions in both private and government entities. Living by his philosophy of continuous learning, Dr. Ali completed his PhD at Durham University, where his research on “Cultural Intelligence and the ability to adapt leadership style in a multicultural environment” has provided valuable insights applicable to the region, a first of its kind.

- HE Dr. Sulaiman Al Jassim, Vice Chairman

Dr. Sulaiman Al Jassim, the current Vice President of Zayed University since 2006, boasts a diverse background. He held senior positions in Education, Politics, Culture, and served as Chairman of the UAE Cooperative Consumer Society. His experience extends to the media and press as an editor and author. Dr. Sulaiman has presented lectures on Education, Human Resource, and Population matters at local and international conferences. He compiled his newspaper articles into a book titled “A Call for Dialogue” and authored two Arabic plays. Educationally, Dr. Sulaiman holds a Ph.D. in Manpower Development from Exeter University (1990), a Master of Philosophy (1987), and a Bachelor of Science in Public Administration (1985) from United Arab Emirates University. He also acquired a diplomacy degree from Oxford University (1975) and a Teacher’s Diploma from the Ministry of Education (1971). Additionally, he completed courses in higher education at various universities, including Bath, Brighton (in the UK), Harvard, and Cornell (in the United States).



- HE Ahmed Shabeeb Al Dhaheri, Member

Ahmed Shabeeb Al Dhaheri is a highly accomplished professional with an impressive academic background, having attained a Bachelor's degree in Economics and multiple Master's degrees. He has a remarkable work history, holding key positions at renowned organizations such as the Abu Dhabi Investment Authority, Zayed Bin Sultan Al-Nahayan Charitable and Humanitarian Foundation, Federal National Council, and Universal Group Holding, where he is currently the Executive Vice President. Ahmed's involvement in several boards and volunteer work reflects his strong commitment to social causes, and he actively participates in conventions and media interviews to promote UAE's accomplishments and policies. His exceptional career has earned him numerous awards and appreciation letters, and he has undertaken impactful visits to institutions around the world. His strong leadership and management skills have contributed to his success.

- Mr. Yusuf Alami, Member

Mr. Alami's illustrious career in corporate finance and global capital markets spans over four decades. Throughout his journey, he has excelled in private placements, public offerings, and asset management across the Middle East, Europe, Asia, and the USA. His expertise has been sought after in prestigious financial institutions worldwide, including the Abu Dhabi Investment Company and The National Investor in the UAE, KFTCIC in Kuwait, and First Boston in New York, London, and Athens. Currently, Mr. Alami continues to contribute his financial acumen as a financial advisor and board member to various regional entities. He holds a Master's degree in Business Administration from Indiana University, USA, and a Bachelor's degree in Economics from the esteemed American University of Beirut. Mr. Alami's extensive experience and educational background have shaped him into a prominent figure in the realm of corporate finance and investment, earning him respect and recognition across the globe.



- Mr. Abdallah Osseiran, Member

With an extensive background in the banking industry, Mr. Osseiran is a seasoned professional who has honed his expertise in various domains, such as corporate finance, corporate banking, and business development. Throughout his career, he has demonstrated proficiency in managing private equity, assets, and investments in diverse sectors, ranging from Education and Hospitality to Financials, Construction, Real Estate, Private Equity, and Venture Capital. Currently holding the esteemed position of Managing Director at Magna Investments, Mr. Osseiran continues to make significant contributions to the financial landscape. His strategic vision, coupled with his wealth of experience, have earned him a reputation as a leader and innovator in the field. Mr. Osseiran's unwavering commitment to excellence and his ability to navigate complex financial landscapes have enabled him to thrive in a highly competitive industry. With many years of success behind him and a relentless drive to achieve more, he sits on a number of boards and committees on publicly listed companies and private, renowned organisations.

- Mr. Mohammed Qusai Al Ghusein, Member

Being born into a successful entrepreneurial family, Mohammed has been actively involved in many of his family's diversified businesses since an early age. After completing his Bachelor of Civil Engineering from the United States, Mohammed took on his first active role at Bin Harmal Group. As Director of Strategic planning, he led the group into expansion in various sectors and geographies. Mohammed then established Stella Investments in 2007, this was the holding company that overlooked the family's investments and enabled it to acquire and divest businesses in a solid well diversified private equity investment strategy. He led the team that invested in numerous businesses including Abu Dhabi University, Al Ain English Speaking School, Stella Stays, Stella Hospitality and GFS Global. Mohammed sits on the board of Bin Harmal Group, Abu Dhabi University, NEMA Holding and Belvedere International School.



- Prof Mohamed Dhiyf, Interim President Ex- Officio Member

Prof. Dhiyf earned his Ph.D. from ENSAM de Paris-France. He has over 20 years of teaching, consulting, and research experience in Tunisia and abroad. His research interests lie in Operations Management and Logistics, Supply Chain Management, Performance Assessment, and Lean management. Prof. Dhiyf is an Associate Editor of the Journal of Business and So-cio-economic Development (Emerald). Most of his papers have been published in International peer-reviewed Journals and he's a reviewer for many academic Scientific Journals and an editorial board member of several International Conferences. Prof. Dhiyf has invested his experience in designing and developing academic programs (Bachelor and Master levels) according to National and International standards and he led the accreditation and re-accreditation of the Business Programs several times. In addition to his current position as Interim President of Liwa College, Prof. Dhiyf has good admin experience as Dean of Business Faculty, Head of Department, Campus Director, etc.

- Ms. Kristina E. Turner, Board Secretary

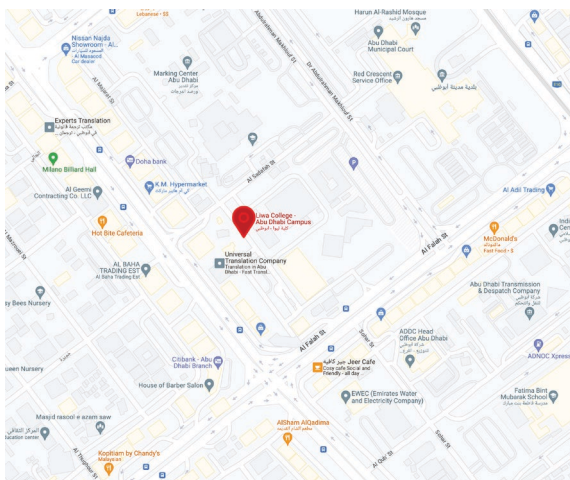
Ms. Kristina brings a number of years of governance experience and the management of Board level meetings. She currently serves as Secretary to the Board of Directors, NEMA Holding, Abu Dhabi University, and the Board of Trustees for Liwa College.

Senior Administration

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|--|-----------------------------|
| Interim President | Prof. Mohamed Mahjoub Dhiyf |
| Vice President for Academic Affairs | Prof. Hany El Kadi |
| Manager - Community Relations | Mr. Meshal Alshamsi |
| Acting Director - Institutional Research and Quality assurance | Prof. Santosh Ray |
| Dean - Faculty of Business | Dr. Anas Alqudah |
| Dean - Faculty of Media | Prof. Badran Badran |
| Dean - Faculty of Engineering | Dr. Ahmed Abu Abdo |
| Dean - Faculty of Medical and Health Sciences | Prof. Maxime Merheb |
| Dean - Faculty of IT | Prof. Santosh Ray |
| Director - Marketing and Enrollment | Mrs. Carine Joseph Alwane |
| Director – Al Ain Campus | Mr. Ahmed Abdelraouf |



Location and Address

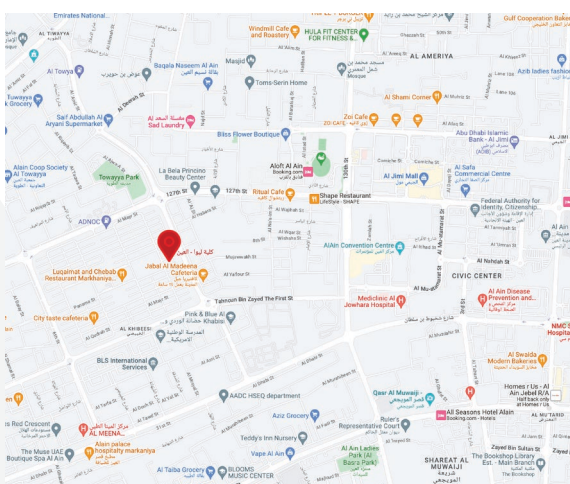


Liwa College Abu Dhabi Campus

Saeed Bin Ahmed Al Otaiba Street (previously Al Najda Street)

Al Danah Area, Baniyas Tower B, Abu Dhabi, United Arab Emirates

[Location Map](#)



Liwa College Al Ain Campus

Al Meryal
Next to Al Towaya Park
Al Ain, United Arab Emirates

[Location Map](#)

Website:
www.lc.ac.ae

E-mail:
info@lc.ac.ae

Phone:
+971 (02) 600 500606

Operating Hours:

Monday to Thursday
9:00 AM - 7:00 PM

Friday
9:00 AM - 12:00 PM
2:00 PM - 6:00 PM



College Catalog

Academic Year
2023 / 2024

Document Version

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| Approved by: | Prof. Mohamed Dhiab President |
| Validated by: | Prof. Santosh Ray Director, IRQA |
| Holder: | Prof. Hany El Kadi Vice President for Academic Affairs |