



جامعة حمدان بن محمد
الإلكترونية

Hamdan Bin Mohammed

-University

Postgraduate Program Catalogue 2013-2014





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Hamdan Bin Mohammed Al Maktoum
Crown Prince of Dubai
President of Hamdan Bin Mohammed e-University, UAE

Hamdan Bin Mohammed e-University Board of Governors



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Message from the Chancellor



Dr. Mansoor Al Awar
Chancellor, Hamdan Bin Mohammed e-University

Thanks to the vision, directives and support of His Highness Sheikh Hamdan Bin Mohammed Bin Rashid Al Maktoum, Crown Prince of Dubai and President of HBMeU, HBMeU has been able to move from one success to another as a national and regional leader of e-learning and a catalyst of the culture of quality and excellence.

Such leadership is clearly reflected in its portfolio of accredited academic programs and professional certification programs. What makes these programs unique is that they are designed and delivered according to the principle of learner-centered education, and that they focus on innovation, promote lifelong learning and use the state-of-the-art technologies. This ensures that the learners and their future employers have significant competitive advantages that commensurate with the challenges they face in the 21st century.

HBMeU continues its march of excellence while remaining faithful to its vision that is to be the University of Choice in the Arab World.

Message from the Vice Chancellor



Dr. Ibrahim Mahmood
Vice Chancellor, Hamdan Bin Mohammed e-University

Hamdan Bin Mohammed e-University (HBMeU) sees itself as a unique institution for reshaping the future of higher education in the Arab world and a vehicle for encouraging quality education in the studies of e-business, e-education and health & environmental studies, and others. One of the HBMeU's main objectives is to highlight the importance of e-learning and its unique pedagogy built on reality-based approaches that enhance the assimilation of knowledge. This applies to all offerings currently made and to be made available by HBMeU, using the latest developments in Information and Communication Technology (ICT), in order to enhance competitiveness of individuals and organizations in the UAE, the Arab world, and worldwide.

HBMeU's ultimate focus has been to develop successful e-learning environment, where learners' expectations are met, desired learning outcomes are achieved, and learners are highly motivated to embrace Life Long Learning (LLL) model. To this end, we have been keen to use every means to engage and maintain learners' interests, relate course content to learners' needs, and encourage learners' active involvement in learning.

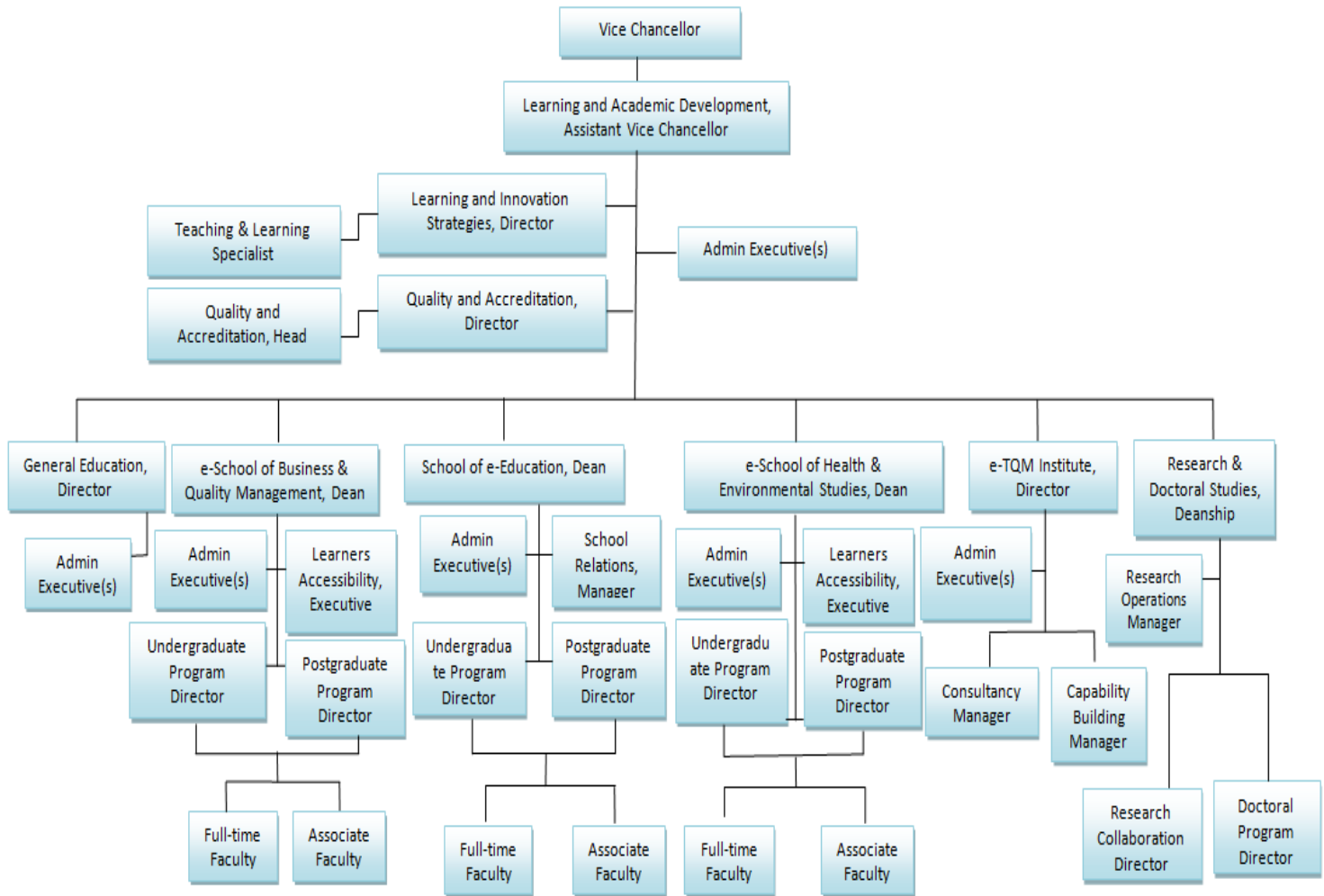
The programs at Hamdan Bin Mohammed e-University equip graduates with essential skills through exposure to industry and business, especially since HBMeU focuses on excellence in total quality management and the provision of state-of-the-art technologies in e-learning; hence, our research aims at providing learners with skills and abilities related to solving real world problems. This combination enables our graduates to be effective in the workplace immediately upon graduation.

I am fully confident that Hamdan Bin Mohammed e-University will give a real and tremendous boost to management, business and economy in the Arab world.

This University is a vibrant academic institution with an exciting future to reshape education in the region, and I invite you to join us as we move forward.

Organizational Structure

Learning and Academic Development



Postgraduate Studies Academic Calendar 2013/2014

* All Islamic holidays are subjected to change

2013 Fall Semester (2013-2014)				
Month	Date	Semester Week	Day	Event/ Activity
September	8	1	Sunday	First day of semester; First day of classes;
	12		Thursday	Last day to add section(s); Last day to drop section(s) with 100% refund of tuition
	15	2	Sunday	First day of 70% refund of tuition for dropped section(s)
	26	3	Thursday	Last day of 70% refund of tuition for dropped section(s)
	29	4	Sunday	First day of 0% refund of tuition for dropped section(s); First day to withdraw from section(s) with a grade of Withdraw (W)
October	13-17		Sunday-Thursday	Eid Al-Adha Holiday*
November	5		Tuesday	Al-Hijri Islamic New Year*
	21	10	Thursday	Last day to drop section(s) with a grade of Withdraw (W)
	24	11	Sunday	First day to drop section(s) with a grade of Withdrawal Failure (WF)
December	02-03		Monday-Tuesday	UAE National Day
	15		Sunday	First day of Mid-Semester Break
January 2014	2		Thursday	Last day of Mid-Semester Break
	14		Tuesday	Prophet Mohammed's Birthday*
	21	15	Tuesday	Last day of classes; Last day to drop section(s) with a grade of Withdrawal Failure (WF)

	23		Thursday	First day of final assessment
	30		Thursday	Last day of final assessment
February	4		Tuesday	Declaration of final grade(s)
2014 Spring Semester (2013-2014)				
Month	Date	Semester Week	Day	Event/ Activity
February	9	1	Sunday	First day of semester; First day of classes;
	13		Thursday	Last day to add section(s); Last day to drop section(s) with 100% refund of tuition
	16	2	Sunday	First day of 70% refund of tuition for dropped section(s)
	27	3	Thursday	Last day of 70% refund of tuition for dropped section(s)
March	2	4	Sunday	First day of 0% refund of tuition for dropped section(s); First day to withdraw from section(s) with a grade of Withdraw (W)
	3-5		Monday-Wednesday	Congress 2014
	30		Sunday	First day of Mid-Semester Break
April	10		Thursday	Last day of Mid-Semester Break
May	1	10	Thursday	Last day to drop section(s) with a grade of Withdraw (W)
	4	11	Sunday	First day to drop section(s) with a grade of Withdrawal Failure (WF)
	27		Tuesday	Israa & Miaraj Night/Leilat al-Meiraj*
June	7	15	Saturday	Last day of classes; Last day to drop section(s) with a grade of Withdrawal Failure (WF)
	9		Monday	First day of final assessment
	16		Monday	Last day of final assessment

	22		Sunday	Declaration of final grade(s)
2014 Summer Semester (2013-2014)				
Month	Date	Semester Week	Day	Event/ Activity
June	29	1	Sunday	First day of classes; First day of grade of Withdraw (W) for cancelled registration in section(s)
				First Ramadan*
July	10	2	Thursday	Last day for grade of Withdraw (W) for cancelled registration in section(s)
	13	3	Sunday	First day of grade of Withdraw Failure (WF) for cancelled registration in section(s)
	28-31		Monday-Thursday	Eid Al-Fitr Holiday*
August	14	6	Thursday	Last day of classes; Last day to drop section(s) with a grade of Withdrawal Failure (WF)
	17		Sunday	First day of final assessment
	19		Tuesday	Last day of final assessment
	25		Monday	Declaration of final grade(s)
September	7	1	Sunday	First day of semester; First day of classes;

An Overview of Hamdan Bin Mohammed e- University

Vision

Hamdan Bin Mohamed e-University (HBMeU) was officially launched on February 1, 2009 by His Highness Shaikh Hamdan Bin Mohammed, the Crown Prince of Dubai. The university traces its origin to e-TQM College established in 2002 as the only institution with an e-learning platform in the UAE.

HBMeU is seen today as a pioneer in online learning in the region offering a wide range of programs through three schools and the e-TQM Institute to meet the needs of learners in all sectors of the economy, including business, education, e-learning, healthcare and environment. HBMeU provides learning opportunities for all through the principle of click-to-learn as well as enjoys international credibility, recognition and affiliation.

HBMeU programs are not only demand-driven, but are customized to meet the growing needs of businesses in the UAE and in the Arab world. HBMeU is passionate about upholding excellence in all its programs and has attracted internationally-recognized faculty and other professionals that have already started contributing towards human capital development in the UAE.

Hamdan Bin Mohammed e-University Vision

“To be the University of Choice in the Arab World in shaping the future of education and learning through innovative solutions.”

Mission

“To provide high quality programs using virtual learning environment, supporting the pursuit of lifelong learning, addressing critical activities of economic development in the Arab World, pioneering in e-learning, providing unique learners experience and growing knowledge and its dissemination through excellence in research and knowledge transfer.”

The following are the 10 strategic goals of the University:

- To grow and develop a portfolio of innovative and credible programs that respond to the 21st century modern practices integrating quality and related disciplines
- To be the catalyst for growth and development of excellence in e-learning and its applications
- To encourage growth of scientific research and scholarly pursuits through publication and knowledge dissemination
- To drive the process of advancing knowledge in the Arab World through community engagement, government collaborations, alliances and industry partnerships
- To provide opportunities for lifelong learning and wider access that enhance individuals' competencies and contribute to organizational performance
- To provide a unique university experience that prepares learners for success as responsible leaders in the 21st century
- To adopt the latest e-learning technology and support infrastructure that are responsive to learners' changing needs and are a key enabler to HBMeU's mission
- To emphasize customer orientation in the core activities of the university through reliable need-identification and relationship-building approaches

- To help drive strategic growth through enterprise thinking and development and to exploit business opportunities particularly in key segments and markets, and
- To establish a leadership position for HBMeU and deliver sustainable competitive performance in the key areas through international recognition and brand impact.

Tutoring and Teaching

Hamdan Bin Mohammed e-University is committed to offering high-quality academic and professional programs. It intends to foster an interactive teaching and learning environment where all courses are delivered utilizing a model of communication in which learners and faculty are highly encouraged to contribute to the learning process through critical dialogue, integrative learning, collaborative effort, and regular faculty feedback regarding learners' progress and knowledge acquisition.

Two types of class meetings usually take place: online and face-to-face class meetings. Faculty usually meet their learners for 3 hours a week for each course which is equivalent to three credit hours.

The delivery strategy for every course is described in the course outline distributed to learners during the first class of each course.

Defining e-Learning

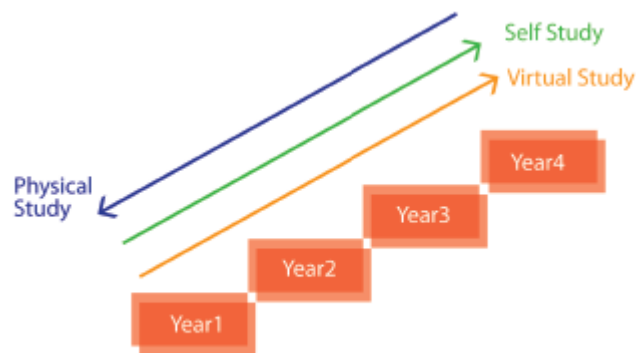
Before starting your journey with us, you may want to know more about e-learning. This section answers these questions and some of the most frequent questions one may have about e-learning. Starting with its definition, e-Learning, often also referred to as online learning, technology enhanced learning, web-based learning, etc. refers to the delivery of learning and training by means of advanced technologies. Today beside the internet and the use of computers, learners may access learning and training using mobile devices such as iPads, phones, etc. Generally, the term e-learning is often used to describe a range of learning situations that include either directed learning or self-learning conducted through the internet.

HBMeU Delivery Approach

The Undergraduate programs at HBMeU follow a blended learning approach that truly integrates the benefits of classroom learning, self-paced learning and online learning. By a blended learning approach it is meant that the program will consist of some parts delivered online and the others delivered through traditional classroom environment in addition to a self-paced learning component.

The first year of the programs relies mainly on physical classroom based learning with gradual integration of online support.

Towards the second year a higher utilization of online learning is introduced; faculty members start using the virtual learning environment to place notes, PowerPoint presentations, post assignments or announcements and communicate with learners. Years 3 and 4 include significant incorporation of e-learning through the VLE. The number of physical classes decreases to two to three times a semester per course and online classes are used instead as an alternative. Furthermore, a significant portion of learning is made through self-learning where the learner is responsible for his/her own learning. Self-paced learning is usually supported by online course content, e-books or textbooks, and recorded master classes and other types of resources.



Skills for becoming Successful in e-Learning/ Blended Learning

In general, successful e-Learners should:

Possess good written communication skills

Be Self-motivated and self-disciplined

Participate actively in all online and self-paced sessions

Be willing and able to commit 6 to 12 hours per week per course

Set interim goals and deadlines for yourself, and stick to them

Organize your goals in a study schedule

Avoid interruptions while you are attending an online classroom, viewing a video program, listening to a cassette, reading a textbook, working on the computer, or simply studying.

Log on to your course at least 4-5 times a week

Continuously develop your technology skills to pursue the program

Learners need to possess some minimum technology skills such as experience with navigating and using the Internet. Knowing how to download files, attach document files to e-mail, and use MS office software.

Take time before responding to your instructor in the virtual classroom in order to make quality contributions

Voice your concerns about your course to your instructor

Admission to Postgraduate Programs

Applicants are admitted to the University irrespectively of their national origin, colour, gender, disabilities or religion. The University treats all of its learners equally and grants them the same rights and privileges. Any person is welcome to apply to Hamdan Bin Mohammed e-University; however in order to maintain its quality standards; applicants must meet some minimum requirements to be admitted to a particular program. These admission requirements may vary from one program to another and are as detailed below.

Admission Requirements

Applicants will be admitted to a postgraduate program if they satisfy the following requirements:

1. An Accredited Bachelor Degree:

The applicant must hold a Bachelor degree or a Master degree from an accredited Higher Education institution.

English Language Proficiency

The applicant must have a TOEFL score of 550 (Paper Based Test), 213 (Computer Based Test), 79 (Internet Based Test). Institutional TOEFL taken at HBMeU is valid only to this institution; on the other hand, learners cannot enroll at HBMeU with an Institutional TOEFL taken elsewhere. An IELTS score of 6.0 or the equivalent of another standardized test approved by the Ministry of Higher Education and Scientific Research (MOHESR) is also considered. TOEFL and IELTS scores are only valid for two years. However, ITP scores taken at the university remain valid.

In the case where applicants who have completed an undergraduate/postgraduate program which required a TOEFL/IELTS prior to admission, they will be exempted from the above requirement and can be admitted provided that point 1 is met.

Learners who do not possess the required TOEFL score may enrol for the Intensive English Program offered through the University's English Language Centre. For more information please contact the Registration Unit at: +971 4 4241030 or registration@hbmeu.ac.ae

Management Appreciation Program (MAP)

Applicants in programs where a heavy portion of the curriculum includes management and/or business related courses whose undergraduate degree is not in quality management, business administration or a discipline related to Business administration will first need to enroll and successfully complete a non- credit **Management Appreciation Program (MAP)** before they are permitted to proceed with the courses related to their program curriculum.

This requirement applies to the e-School of Business and Quality Management as well as specific programs within the e-School of Health and Environmental Studies.

Admission Required Documents

In order to be admitted to one of the postgraduate programs of the University the following documents must be submitted to the Admission Unit as per the deadlines mentioned in the Academic Calendar:

- A complete Admission Application: Applicants are required to fill the online Admission Application accessible via the University web site at: www.hbmeu.ac.ae.
- A copy of applicant's passport.
- Four recent passport size photographs, with applicant's name written on the back of each one.
- Certified Copies of all university and other post-secondary degrees and diplomas awarded.
- An Official sealed transcript of credit earned from all institutions of higher education previously attended.
- Proof of English Proficiency (TOFEL or IELTS score) as specified in the admission requirements.

Confirming Admission

Applicants who fulfil the admission requirement will receive an e-offer which they will need to accept; upon accepting the e-offer, applicants are required to issue AED 3,200 AED, AED 3,000 of which will be considered as deposit and deducted from the tuition fees, and AED 200 is application fee, In case of withdrawal from the university prior to course registration, the AED 3,200 fee is non-refundable. Once the deposit is paid applicants are considered officially registered in their program of study and are issued an ID number, ID card and assigned an academic advisor. The learner is then required to attend the orientation program and get in touch with his/her academic advisors to register in courses as per the announced dates.

Conditional Admission

Hamdan Bin Mohammed e-University applies different types of conditional admission as explained below:

1. Conditional Admission (Missing documents)

Subject to the evaluation and approval of the Admission Manager, applicants who largely satisfy the admission criteria and are in the process of completing their documentation, may be granted a conditional admission for a duration not exceeding one semester only. Such applicants will be notified of the documents that need to be submitted and must provide them before the end of the semester in which they have been admitted.

Applicants that are conditionally admitted must sign an undertaking letter stating that they are aware of their conditional admission and accept full responsibility for completion of their records.

Learners who fail to obtain all the required documents by the end of the first semester in which they have been admitted will be suspended until the missing documents are provided.

2. Conditional Admission (AGPA):

Applicant with AGPA between 2.50 and 2.99 and a TOEFL score of 550 or its equivalent using standardized test approved by MOHESR can be admitted conditionally. A learner admitted under this category can take a maximum of **(9)** credit hours in the first semester and must achieve an average of 'B' in his/her first nine credit Hours.

3. Conditional Admission (English Language Proficiency):

Applicant with AGPA between 3.00 and 4.00 and a TOEFL score of 530 or its equivalent using standardized test approved by MOHESR can be admitted conditionally. A learner

admitted under this category must take **(6)** credit hours in the first semester during which s/he must take intensive English program to prepare for the TOEFL Test, and must achieve a TOEFL score of 550 by the end of the first semester.

4. Conditional Admission (AGPA/English Language Proficiency):

Applicant with AGPA between 2.50 and 2.99 and a TOEFL score of 530 or its equivalent using standardized test approved by MOHESR can be admitted conditionally. A learner admitted under this category must take **(6)** credit hours in the first semester during which s/he must take intensive English program to prepare for the TOEFL Test, and also he/she must achieve an average of 'B' in his/her first nine credit Hours, with a TOEFL score of 550 by the end of the first semester.

5. Mature Entry Admission:

Applicant with AGPA between 2.00 and 2.49 and a TOEFL score of 550 or its equivalent using standardized test approved by MOHESR can be admitted conditionally. A learner admitted under this category can take a maximum of **(9)** credit hours in the first semester and must achieve an average of 'B' in his/her first nine credit Hours.

Applicant graduated from the UAE University with AGPA below 2.00 and a TOEFL score of 550 or its equivalent using standardized test approved by MOHESR can be admitted under this category.

All applicants who fulfill the admission requirements under the mature criteria are required to undertake an **interview**.

Applicants that are conditionally admitted must sign a commitment letter stating that they are aware of their conditional admission and engage full responsibility for completion of their records.

Admission Postponement

The offer of admission is valid for one semester. If a learner did not register after he/she received the admission offer and pays the fees, he/she will be considered postponed. Learners who are unable to register in courses at the beginning of the semester in which they receive their admission should communicate with the Admission Manager to request a new admission offer when they are interested in activating their admission again.

All admission requirements need to be met at the time of the issuance of the new admission letter. The admission of the learner will be considered cancelled if he/she failed to register after two consecutive semesters; he/she will need to re-apply when considering joining the University

Withdrawal from the University and readmission

During their course of study at Hamdan Bin Mohammed e-University learners may wish to withdraw completely from the university, for one reason or another. Requests for withdrawal from the university must be made by filling the Withdrawal Form available at the Registration Unit.

A learner who withdraws from the university and wishes later to re-join must apply as a new learner and satisfy all admission requirements prevailing at the time of re-admission.

Application Deadlines

Applications for admission to postgraduate studies at Hamdan Bin Mohammed e-University are accepted at two points during the year; the Fall and Spring semesters. To allow enough time for

the evaluation of applications and the selection of candidates; the Admission Unit must receive all applications along with required documents no later than four weeks before the start date of the semester for which the application is made.

Learner's Resident Visa Sponsorship

Hamdan Bin Mohammed e-University provides "visa sponsorship" for non-resident learners seeking to study at the University. HBMeU visa sponsorship enables this category of learners to study at HBMeU on **learner's resident visa**.

A sponsored learner may suspend his or her registration for a maximum of two non-sequential semesters, in such case, learners are required to:

- Fill the Registration Suspension and submit it to the Registration Unit in order to maintain his/her visa.
- Have no outstanding tuition or other related fees

A valid medical insurance is required to all sponsored learners; learners will be required to renew their medical insurance prior to the expiry date.

For more information please contact the Registration Unit at: +971 4 4241030 or registration@hbmeu.ac.ae

Academic Terms, Regulations and courses Registration

Semesters

Courses in Hamdan Bin Mohammed e-University are offered in two semesters: A Fall semester and a Spring semester. Each semester consists of 16 weeks including the examination period. The University may also offer a summer session consisting of 8 weeks or less.

Credit Hour Definition

A semester credit hour is defined by the total number of hours a learner needs to commit to per week, over duration of one semester to complete the requirements of particular course.

This total time includes:

1. Time spent in formal class instructions whether in online or traditional face to face setting.
2. Time spent in laboratory, internship, or other scheduled activity (when applicable)
3. Time devoted to reading, studying, writing, preparation or problem solving.
4. Time spent on directed self-paced learning and asynchronous communication.

A semester credit hour is assigned in the following ratio of component hours per week devoted to the course of study:

- **Formal Class Instruction:** One credit hour is defined as the equivalent of one hour of formal class instruction plus an average of two hours of out of class self study (preparation for formal class instructions, reading, homework, etc) for an undergraduate level course and an average of three hours of out of class self study for a postgraduate level course per week over a 15 weeks semester. Formal class instructions occur under the supervision of faculty members in either an online or traditional face to face setting. Typically, the credit hours for an online course are calculated in a similar way as they would be for a traditional campus course since the outcomes and the expectation for work is the same with more emphasis placed on the learner's out of class studying.
- **Experimental Laboratory:** One credit hour is usually equivalent to two hours of experimental laboratory. "Experimental laboratory" involves demonstration by instructor and experimentation by learners, with the out-of-class study generally including practice and/or laboratory report writing. "Experimental laboratory" is under the supervision of an instructor.
- **Internship:** one credit hour is equivalent to five hours of experiential internship per week under the control and supervision of the employer on the job with coordinated University representative planning. Internship involves the development of job skills by providing the learner with a structured employment situation that is directly related to, and coordinated with, the educational.

Academic Load

The study load for a postgraduate learner usually ranges from a minimum of six credit hours to a maximum of twelve credit hours. In exceptional cases, a learner may enrol for up to fifteen credit hours or for less than six credit hours; these cases require approval from the Dean of the respective school.

A Learner may enrol in up to fifteen credit hours in a postgraduate program if:

- The learner's accumulative grade point average or semester average is equal to or greater than 3.70 out of 4 points.
- This load will enable the learner to graduate in the semester in question or the following semester.

A Learner may enrol for less than six credits hours upon obtaining special permission from the Dean of the respective school and based on the recommendations of the academic advisor and program director. However, if the remaining number of credit hours necessary for graduation does not exceed three credit hours; in which case no permission is required.

Learners must be aware that if they are placed under academic probation they will not be eligible to enrol for more than nine credit hours.

Course Descriptions and Syllabi

Faculty members are responsible for providing to each learner in his/ her class a copy of the Learners' course syllabus during the first week of the semester and preferably during the first class and for making the syllabus available on the university Virtual Learning Environment.

The deans of the respective schools have the final approval of the Learners' Course Syllabus, any changes or amendments cannot be made by individual faculty members and recommendations for change can be made to the dean.

Elements of the Learners' Course syllabus include the same elements as in the course description, in addition to the following information:

Semester and Year, Section No, Course Timings, Faculty Name , Faculty e-Mail address, and Faculty Contact information.

Course Registration

Learners after consultation with their academic advisor needs to log into the Online Admission and Registration Application (ARA) and register for courses according to their study plans and taking into account course prerequisites and minimum and maximum study load. All enrollments must be done as per the pre-enrolment dates mentioned in the academic calendar; a late registration fee of AED 150 per course is applicable in the case of failing to do so.

The registration of courses is confirmed and access to the courses on the VLE is granted only when the courses selected by the learner are approved by the e-advisor and the payment for the courses is issued. Courses are automatically dropped from the learner's record if the payment has not been received before the end of the Add/Drop period.

Credit Transfer and Parallel enrollment

Hamdan Bin Mohammed e-University Learners may consider taking courses at other accredited institutions, inside or outside the UAE or concurrently enrolling at HBMeU and another accredited institution giving that learner maintains the minimum credit hours at HBMeU as per the Enrolment and study load policy.

The learner is required to complete the Transfer of Credits Request Form, submit the required supporting documents and obtain a prior written approval from the Dean of the respective school and the Registrar. All rules and regulations governing such enrolment should be adhered to.

Registration Suspension

A current learner may suspend his or her registration for a maximum of two semesters (consecutive or non-consecutive) during his/ her period of study at Hamdan Bin Mohammed e-University

Application for registration suspension must be submitted to the Registration Unit after obtaining all required signatures as indicated on the "Registration Suspension Form".

Registration suspension must be completed within the first two weeks from the start of the semester. If a learner did not register in a specific semester he/she will be considered suspended. The registration of the learner will be considered aborted if he/she failed to register after two (consecutive or non-consecutive) suspended semesters.

Learners whose registration is aborted are required to re-apply to the university when considering returning to their previous program of enrollment.

All admission policies and requirements pertinent to the academic year to which they are applying to, need to be met. All previously submitted academic records on file are considered as supporting documents to their new application.

All courses taken previously will be counted unless the learner is applying to another program; in this case the credit transfer policy is applied.

The learner will continue with his/her original ID and preceding academic status (i.e status of academic warning...etc.)

Add and Drop

A learner is permitted to add or drop a course or more after s/he registered for that (those) course (s) upon the approval of the learner's e-advisor and ensuring that the minimum required study load is maintained.

In case a course is dropped within the deadline specified for dropping courses, the fees paid for the dropped course will be transferred to the learner's account and the course will not be recorded in the learner's transcript.

Course Withdrawal and refund

Learners may withdraw from courses in which they have enrolled after consultation with their academic advisors; ensuring that they maintain the required minimum study load, however learners who can't maintain the satisfactory academic performance (AGPA 3) could withdraw from a course without maintaining the required minimum study load between the 8th and the 10th week, following a detailed assessment by the academic advisor on the learner's academic performance.

The Add and Drop period and the time for withdrawal with a W or WF grade are specified in the Academic Calendar of every Academic Year.

Repeating Courses

A learner who fails a course must repeat that course for a maximum of three attempts of a maximum of two courses. The first attempt will be considered as one of these attempts.

If after the third attempt the learner is unable to pass the specific course, and if that course is a core or specialization course, then the learner shall be dismissed from the program of study. However, if the failed course is neither a core nor specialization course, then the Dean of the respective school may recommend a suitable substitute course for the learner.

If a course is repeated, the highest grade obtained by the learner shall be recorded in the learner's transcript and will be counted in the calculation of the AGPA.

If a learner has decided to repeat a transferred course, he/she has the option to record the new grade in their transcript or to retain the grade T.

In all cases, all courses taken and grades obtained by a learner shall be included in his/her academic record, with special mark (R) attached to courses which he/she repeated,

When a course is repeated, the credit hours allocated to it are calculated only once for the purpose of graduation.

Incomplete Coursework

Attendance to a course final examination or the submission of final course work is compulsory and must occur as per specified dates in the university academic calendar and examination timetable. Failing to attend a final examination or to submit a final course work, on time, may lead to an "F" being assigned to the particular course.

If a learner does not attend the final examination due to extenuating circumstances the course may be considered as "Incomplete". The extenuating circumstances may include the following:

1. Illness that is certified in a medical report approved by a doctor certified by the Government Health Authority in the UAE.
2. Death of a first or second degree relative.
3. Being arrested.
4. Any other valid reason as deemed acceptable by the Registrar and approved by the dean of the related school.

If the learner believes that s/he has extenuating circumstance, then s/he must complete and submit the "Incomplete Request Form" within a maximum of five working days from the examination date or alleviation of the extenuating circumstances.

A learner who has been given an "incomplete" grade in a course should re-take the final examination or submit the required work before the end of the second week of the following regular semester in which he/she registers. Failing to do so will result in receiving an "F" grade which will be recorded on the learner's transcript.

Re-sit Examination

If a learner passes all required courses for graduation except one in which he/she failed in the last semester, he/she will be allowed to write a supplementary exam of that course or re-submit the required coursework for the final assessment of performance in that course. The Dean of the respective school shall form a committee comprising of (a) a faculty who taught that course before, (b) director of the concerned academic program, and (c) the Registrar. The above mentioned

committee shall fix a date for its meeting and make arrangements for such supplementary exam, or submission of required coursework. The learner shall pay 50% of the course fees and he/she will re-take the final examination before the beginning of the following semester. The course will be recorded again on the transcript shown as (Re-sit) and the new mark will be entered.

Minimum and Maximum Study Periods

Depending on the number of credit hours of a postgraduate program, the minimum allowed study period to complete the graduation requirements of a 36 credit hours Master degree is three regular semesters. While the maximum study period is 8 semesters not including the summer semesters.

For 42 and more credit hours programs the minimum period is 4 regular semesters and the maximum study period is 10 semesters not including the summer semesters.

The total allowed suspensions shall not exceed two semesters within the maximum allowed study period.

Grading System

Learners' performance in postgraduate programs is measured on a semester basis; based on the grades they have obtained for every course they have enrolled in. The final grade of the course usually consists of the score of all examinations and activities taken during the semester.

The following course grading system is applied throughout the University:

Percentage Scores	Letter Grade	Points
90 - 100	A	4.0
85 - 89.99	B+	3.5
80 - 84.99	B	3.0
75 - 79.99	C+	2.5
70 - 74.99	C	2.0
Less than 70	F	0.0

The Grade Point Average (GPA)

The grade point average (GPA) of each learner is computed at the end of each semester to indicate his or her progress in a particular given semester. The grade point average (GPA) is computed on a four-point scale using the following formulae:

The total number of the credit hours in each course multiplied by the number of points achieved in each course divided by the total number of credit hours registered in each semester

The Accumulative Grade Point Average

The Accumulative GPA is the measure of the learner's level of academic achievement in all semesters attended at the University. It is calculated in the following manner:

The total (credit hours for each subject multiplied by the points achieved in each subject) divided by the total number of the credit hours registered for in all semesters studied

Graduation Honours

The University grants its outstanding graduate, the following honours at graduation:

Performance	AGPA
Excellent with First Honors	3.90 - 4.00
Excellent with Second Honors	3.80 - 3.89
Excellent with Third Honors	3.70 - 3.79
Very Good	3.30 - 3.69
Good	3.00 - 3.29
Fail	Less than 3.00

Academic Probation

A postgraduate learner must maintain an AGPA of B (3.00) and above during enrolment in a postgraduate program. If the learner's accumulative grade point average falls below 3.0, s/he will be placed on academic probation for one semester; during which time s/he must regain an accumulative GPA of 3.0. Failure to do so may result in dismissal from the program. This probation period may be extended to one extra semester with the approval of the Dean of School and after consultation with the learner's e-advisor.

If a learner fails to remove the academic warning by the end of the next completed semester, the learner's case shall be reviewed by the related school. The school dean after reviewing the case with the related program director may either approve the dismissal or grant the learner one more semester with specific courses in which the learner shall register. The school decision shall be final in this regard and the dismissal status will be mentioned on the learner transcript

The academic warning is removed by the end of any semester in which the learner has achieved an AGPA of 3.00.

Transcripts

Learners may obtain official signed transcripts of their academic records by submitting a request to the Registration Unit. Please note that transcripts will only be released to the learner (himself/herself) or a person authorized by the learner or to an authorized person by the learner. Learners may access their grade records and print unofficial transcripts from the online admission and registration application (ARA).

Learner's Records

Hamdan Bin Mohammed e-University takes very seriously learners' rights of privacy and confidentiality with regards to their academic records that are created by the University for Educational, Research and other legitimate purposes. This is why it has set up a rigid policy on privacy of learners' records.

Learners' records are kept safe and only authorized personnel are entitled to have access to them.

Learners' pictures in any form can't be used for media publications or other purposes without prior written authorization from the learner

Learners have the right to withhold their contact information from disclosure in the virtual Learning Environment by submitting written request to the registrar department in timely manner.

Partial results and assessments, but not final exam or final project results, are posted by faculty according to Learner's ID; name or other identification must not be used.

No official transcript may be issued to any party including the concerned learner except after filling a "Transcript Request" Form and signing it and submitting it to the Registration Unit.

Transcripts will not be handed to any other party except with the learner's own authorization or his/her parents

The University opens and maintains two different types of learner records: Admission File and the Registration File. The admission file is considered the main and permanent file and it contains all admission requirement documents. This file is kept in an anti-fire safe all the time. An electronic version of each learner admission file shall be also kept. The registration file contains all academic records of the learner during his/her period of study at the University.

Attending classes (online and face to face)

Attendance at HBMeU is compulsory for physical and virtual classes and is governed by the attendance policy. Failure to adhere to the attendance requirements can result in dismissal from courses. The table below shows the attendance requirements for physical and blended courses.

Warning	Number of classes missed in a physical course after the ADD/DROP period	Number of classes missed in a blended course after the ADD/DROP period
1 st warning	3 classes missed	2 classes missed
2 nd warning	5 classes missed	3 classes missed
Dismissal	7 or more classes missed	4 or more classes missed

Coursework Assessment

Courses are generally assessed based on a 40% final assessment and 60% ongoing/formative assessment. Some courses however, are structured differently and assessed accordingly. Final assessments can either be in the form of exams or can be individual projects.

Details about assessment strategies in any course are included in the course syllabus.

Plagiarism and Acknowledgement Practice

Learners must submit for assessment their own individual and unassisted coursework; unless an assessment is based on "group work."

For group assignments, each learner in the group is held jointly responsible for ensuring the assignment submitted complies with the university's Plagiarism Policy.

Learners must not submit for assessment any work which has been submitted for another course at the University or at any other educational institution. Such behavior is considered a serious offense and shall be subject to terms of the academic misconduct policy.

When any material is used by a learner which is not entirely the work of the learner or “work of the assigned group to which the learner is a member”, in whole or in part, the learner must fully refer to that material in accordance with the system of referencing specified in the course outline. Failure by a learner to comply with the above requirements may arise to academic misconduct and disciplinary action may be taken.

Course/ Program Evaluation

One of the pillars of continuous improvement at Hamdan Bin Mohammed e-University is based on getting feedback from all learners about each course taught as part of the program curriculum, and about the whole program.

In limited cases, the university may temporarily withhold midterm or final grades along with the processing of issuing official transcripts and/or printing of unofficial transcripts till certain requirements-which are identified as crucial are met. Such cases could be, but are not limited to: delays in filling the course/program evaluation form which may jeopardize the accreditation status of the institution.

Graduation

Upon satisfactory completion of all requirements of a postgraduate program, a learner at Hamdan Bin Mohammed e-University will be awarded the related Degree.

Graduation Requirements

To be eligible for the award of a postgraduate degree, a learner must:

- Successfully complete all the courses and requirements of the program of study as mentioned in the program study plan.
- Maintain an AGPA of not less than 3.00 points
- Spend the minimum period, stipulated for the award of the degree and not exceed the maximum period as specified in each program. However, learners transferred from other universities/ colleges must earn at least 50% of the required credits for graduation at Hamdan Bin Mohammed e-University.
- All financial obligations of the learner towards the University must be settled through the clearance process. As well as completing the end of program evaluation surveys.

All candidates eligible for graduation need to fill out the Application Form for Graduation during the registration period of the last expected semester of study and to submit it to the Registration Unit. The university will charge the graduation fees as indicated in the “Application Form for Graduation”.

Learner Rights, Responsibilities, Code of Conduct and Problem Resolution

Learner Rights, Responsibilities and Code of Conduct

Hamdan Bin Mohammed e-University has established a code of conduct to which it expects its learners to adhere. The Code of Conduct at Hamdan Bin Mohammed e-University describes learners' rights and responsibilities, standards for academic and nonacademic conduct, and penalties for violating the code of conduct.

The **learners' rights** are summarized in the following:

1. Academic Freedom

- Learners are free to pursue appropriate educational objectives from among the university's curricula, programs and services.
- Learners shall be protected from academic evaluation which is arbitrary, prejudiced or capricious; however they are hold responsible for meeting the standards of academic performance established by each of their faculty members.
- No disciplinary sanction may be imposed on any learner without giving him/ her a written notice explaining the nature of the charges.
- A learner accused of violating any of the terms of the code of integrity is entitled to appeal against a decision as per the procedure and policies set forth in this handbook.

2. Discrimination and Harassment

Learners have the right to a learning environment which is free from unlawful discrimination, inappropriate or disrespectful conduct, and sexual harassment.

The university prohibits discrimination based upon a person's race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability.

Learners who believe they have been discriminated or harassed should immediately report the incident to the Dean for Academic and Learner Affairs, by filling a "Grievance" form available through the LRM office. The grievance procedure is detailed in chapter V of this handbook.

3. Freedom of Inquiry and Expression

Learners and recognized learners' organizations, associations and clubs which are part of Hamdan Bin Mohammed e-University Community are guaranteed the rights of free inquiry, expression, and assemble upon and within university facilities after obtaining proper approvals; and are granted the freedom of examining and discussing all questions of interest to them, and to express opinions publicly and privately. They must always be free to support causes by orderly means which do not violate the university policies and regulations, the UAE laws and culture and do not disrupt in any case the regular and essential operation of the university. At the same time, it must be made clear that in their public expressions or demonstrations, learners or learners' clubs, organizations and associations speak only for themselves.

4. Freedom of Assembly

Hamdan Bin Mohammed e-University recognizes the rights of all learners to assemble in order to seek knowledge, debate ideas, form opinions, and freely express their views while respecting the rights and freedom of others. The university grants its learners the right of freedom of assembly, keeping into account that learner' gatherings must not disrupt or interfere with the operation of the university. Any recognized learners' organization, after receiving approval of both time and space, may hold group meetings inside the university building. Recognized learners' organizations may invite persons from outside the university to speak after obtaining approval from the Dean for Academic and Learner Affairs.

5. Freedom of Distribution and Posting

Learners may distribute post or upload printed and/or online published material subject to official procedures and policies and after obtaining approval from the Dean for Academic and Learner Affairs. All free publications not in violation of the university policies and procedures and the UAE laws and culture may be distributed.

The university may restrict the distribution of any publications, where such distribution unreasonably interferes with university operations or violates the policies set forth for publication and distribution or the UAE laws and culture. Display of unauthorized postings will be removed immediately and individuals found to have posted any unauthorized material will be reprimanded.

6. Commercial Activities and Fund Raising

The use of university grounds or facilities for commercial or private gain purposes is prohibited except where commercial activity such as sale of books, instructional supplies, and other products that contribute to the operation of the instructional program or where limited sale is specifically authorized by the university for fund raising purposes for instance.

7. Role of Learners in the University-wide Decision Making

Hamdan Bin Mohammed e-University considers its learners as an important part of its operations and values their opinions and suggestions; this is why it involves learners in institutional decision-making.

Additionally, learners' concerns, propositions, complaints and critiques can be communicated to the university through the university- Learner Liaison or through written complaints related to any aspect of the university's operations. Such complaints shall be forwarded to the LRM office by filling the Learner's Complaint Form.

Hamdan Bin Mohammed e-University takes the responsibility for providing its learners with a healthy and high quality standard educational environment, rich in resources needed by learners to attain their individual educational goals. In return, learners are responsible for making themselves aware of the full breadth of the resources available, for the timely choosing and appropriate use of those resources, and for the specific behavioral tasks necessary for attaining desired learning outcomes.

Some of **the learner's responsibilities** are summarized below:

- To become knowledgeable of, and adhere to the University's policies, practices, and procedures;
- Demonstrate respect for all persons in the university community-staff, faculty, and other learners.
- To participate actively in the learning process, both in and out of the classroom:
- To seek timely assistance in meeting educational goals;
- To attend all class sessions whether face to face or online;
- To participate fully in off line and online class activities;
- To participate actively in the in the advising system;
- To develop skills required for learning, e.g., basic skills, computer skills, time management, motivation, study skills, and openness to the educational goals;
- To assume the final authority for the selection of appropriate educational goals;
- To select the appropriate courses for meeting the chosen educational goals, as per the academic advisor;
- To evaluate the quality and quantity of resources available to learners;
- To contribute towards improving the university.

All learners are expected to adhere to common practices of modesty, cleanliness and neatness; to dress in a respectful manner within the acceptable standards of the community and in such a manner as to contribute to the academic atmosphere, not detract from it. Learners who fail to comply with this dress code may be subject to disciplinary actions.

I. FEMININE DRESS CODE:

The simple Black Abaya and Sheila, Formal Business Attire, Pants/Trousers, Skirts below knee, Blouse/Jackets covering the arm to elbow.

Note:

- * Simple make-up is acceptable.
- * Sleeveless and skirts above knee is strictly prohibited.

II. MASCULINE DRESS CODE

Kandura (Deshdasha), Ghutra and Agal, Formal Business Attire, casual attire, or Pants/Trousers, Blouse/Jackets covering the arm to elbow.

The learners are also expected to obey to all university rules and regulations and are prohibited from engaging in any unlawful conduct. Any learner violating the code of conduct published in this policy either as a principal actor, aider or accomplice shall be subject to disciplinary action.

Adjudication of Code of Conduct

Conduct and behavior cases resulting from alleged violations of the University's code of conduct are within the jurisdiction of the LRM Office. Serious violations or repetitive violations are brought to the Learners Services Management Head and/or to the University Disciplinary Committee. In the case where a learner wishes to bring charges against another learner, he/ she should do so through the LRM Office. In the case of the learners bringing charges against other learner(s), the learner bringing the charges must identify himself or herself to the LRM Office.

Learners must be aware that violations will be treated seriously, with special attention given to repeat offenders. Penalties that may apply to a learner violating the code of conducts vary according to the nature of the violation made and may include one of the following:

- Disciplinary Warning: - By sending a written formal Warning to the learner informing him or her that his/her conduct in a specific instance does not meet the university standards and that continued misconduct may result in more serious disciplinary action by the Learners Services Management Head.
- Disciplinary Probation: - By sending a written formal notice from the Learners Services Management Head to the learner informing him or her that s/he was found in violation of the university standards and may continue to be enrolled under stated conditions. Violations of the stated conditions will cause more serious disciplinary action.
- Suspension: - The Learners Services Management Head usually raises violations that requires such sanction to the University Disciplinary Committee; the committee may decide to suspend a learner for a fixed period of time, suspension may refer to:
 - Exclusion of the learner from one or more courses,
 - Exclusion of the learner from university activities.
 - Exclusion of the learner from the university for a duration not exceeding two regular semesters.
 - Learners will be required to meet with the Learners Services Management Head prior to being allowed to enrol at the university after the suspension period has expired.

- Expulsion: - The Learners Services Management Head usually raises the violations that require such sanctions to the University Disciplinary Committee. Expulsion refers to the termination of the learner status in the university.
- Supplemental Sanctions: - The Learners Services Management Head or the University Disciplinary Committee may impose additional sanctions or requirements which clearly address the issues involved in the misconduct. Any of the following may be imposed in connection with the above, but are not to be limited to:
 - Work assignments
 - Fines may be imposed: restitution, i.e., compensation for loss, damage, or injury
 - Academic sanctions, e.g., revocation of degree, holding transcripts, removal from courses
 - Failing course
 - Loss of privileges
 - Referral to External Authorities: - In the case where a learner is in violation of the UAE laws on university or university-sponsored related activities, the university may refer the learner to the local law for prosecution.

Examples of Learner's Misconduct

The following are examples of learner's misconduct:

- Violating university policies, rules and regulations.
- Abusing physically or verbally any person on university campuses, university sponsored campuses or through university facilities (i.e. online class rooms, forums, through email accounts of the university, etc).
- Humiliating conduct or language based on a person's race, gender, color, religion, nationality, origin, physical or other disability, age, or political beliefs.
- Being involved in unwelcome sexual advances or physical touching.
- Making sexually-oriented remarks, jokes, comments and/or behavior.
- Interfering by force or by violence (or by threat of force or violence) with any administrator, faculty, staff member, or other learner in the university.
- Filing a formal complaint falsely accusing another learner, faculty or university employee.
- Damaging the reputation of Hamdan Bin Mohammed e-University through unacceptable actions or behavior.
- Using the name of the university of distributing or posting any materials (including in electronic form) in its name without prior approval.
- Being involved in dishonesty and academic violation, including but not limited to cheating, plagiarism, violating copyrights, etc. Further information about academic dishonesty is found under the section on Definition of Academic Violation
- Furnishing false information to the university with the intent to deceive the university or any person or agency.
- Entering and using university campuses or sponsored campuses or use of the university facilities without prior authorization.
- Entering any administrative or other employee office or any locked or otherwise closed university facility in any manner, at any time, without permission of the university employee or agent in charge thereof.
- Refusing to provide positive identification in appropriate circumstances.
- Damaging or destruction whether intentionally or due to negligence of any university facility or other public or private real or personal property.
- Bringing unauthorized visitors onto the university or university sponsored campuses
- Organizing illegal assembly, obstruction or disruption.

- Stealing or damaging of/to property of the university or of a member of the university community, such as visitors, learners, or employees.
- Abusing or unauthorized use of the university's computer equipment, software, passwords, records.
- Using computer resources to produce, view, store, replicate, or transmit harassing, obscene, or offensive materials. Offensive material includes, but is not limited to: pornographic, nude, semi-nude or other similarly lewd images; material displaying excessively violent or graphic content; material of racist or similarly demeaning content; or any other material that is generally understood to be socially or culturally offensive.
- Violating the confidentiality or security of passwords, records, or software, including but not limited to networks, Internet, World Wide Web, and E-mail.
- Using, possessing, or distributing alcoholic beverages, narcotics, or dangerous drugs in the University or university sponsored campuses.
- Smoking within the university campus or university sponsored campus
- Possessing or using of firearms, explosives, dangerous chemicals, substances, or instruments or other weapons which can be used to inflict bodily harm on any individual or damage upon a building or grounds in the university or University sponsored campuses.

Learner Academic Integrity Code (Academic Honesty)

It is the foundation upon which the learner builds personal integrity and establishes a standard of personal behaviour. The University can best function and accomplish its mission in an atmosphere of the highest ethical standards. The University expects and encourages all learners to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behaviour and is jointly administered by faculty and learners.

Academic dishonesty or cheating includes acts of plagiarism, forgery, fabrication or misrepresentation, such as the following:

1. **Cheating:** refers to intentionally using or attempting to use unauthorized materials, information, or study aids in any examination or academic exercise or make an attempt to change the outcome of assessment results through undue influence or material means. Cheating may take several forms for example:

- Copying from another learners' exam or work paper;
- Allowing another learners to copy;
- Using unauthorized material during the exam, or
- Receiving help during online exams and other assessment activities.

2. **Plagiarism:** to wilfully use the work, ideas, images or words of someone else in your submitted assignment without appropriate acknowledgement or attribution. Plagiarism can take several forms for example:

- Quoting another person's actual work without reference
- Using another person's idea, theory, opinion of others without reference
- Purchasing readymade work paper from the web

3. **Dishonesty in Submitted Work:** All academic work and materials submitted for assessment must be the original work of the learner (or group of learners if specified i.e. in a group work situation). Learners are prohibited from submitting any material prepared by, or purchased from another person or company other than them.

4. **Copyright Violations:** Copyright laws must be closely observed. Copying, alteration or unauthorized use of course material, University records, or instruments of identification with the

intent of defraud or deceive is prohibited. Learners are expected to abide by relevant patents and intellectual property rights, for example, if they have access to any sensitive documents if their work involves access to information from outside institutions.

5. Inappropriate Proxy: Learners must attend their own examinations and classes whether they are virtual/online or physical. Those impersonated and the impersonators could face dismissal from the University.

6. Work Completed for One Course and Submitted to another: Learners may not present the same work for more than one course. In some situations, faculty may permit components of a significant piece of research to satisfy requirements in two courses.

7. Complicity in Academic Dishonesty: Complicity in academic dishonesty consists of helping or attempting to help another person commit an act of academic dishonesty or will fully assisting another learner in the violation of the academic code of integrity. Complicity in academic dishonesty is pre-meditated and intentional. This can include but is not limited to:

- (a) Doing the work for another learner,
- (b) Designing or producing a project for another learner,
- (c) Providing answers during an exam test or quiz,
- (d) Calling a learner on a mobile phone while taking an exam and providing information,
- (e) Providing a learner with an advance copy of a test,
- (f) Leaving inappropriate materials behind at the site of an exam or test,
- (g) Altering examination results.

Settlement of Academic Honesty Offenses

Academic cases resulting from alleged violations of the University's academic honesty code are within the jurisdiction of the relevant faculty and Program Director, while more serious violations or repetitive violations are brought to the Dean of the School for further action. In the case where a learner wishes to bring charges against another learner, he/ she should do so through the Faculty member in whose course the violation occurred and the program director. In addition to this he/she must identify himself or herself to the faculty.

If a faculty is convinced that an alleged offense has resulted from an error in judgment on the learner's part rather than from purposeful dishonesty, the faculty may decide to use the occasion for instructing the learner on acceptable standards for academic work. In such cases, the faculty may, for example, require the learner to rewrite or correct the original assignment or to submit a substitute assignment or to apply a grade penalty. When faculty jurisdiction is exercised in the case of an unintentional academic violation, the faculty shall notify the Dean or the General Education director (in the case of learner is enrolled in GE courses) and the Learners Services Management Head of the event, in order for the university to monitor multiple occurrences of such errors of judgment by the particular learner.

In the case where the faculty believes that the offense made by the learner is a serious breach of the university's academic honesty code, or in the cases of repetitive occurrence of such offenses, he/she must report the violation to the Dean of the school or the General Education director within 10 working days of the occurrence of the violation or after the day in which s/he has been aware of the violation. The report submitted must be supported by appropriate documentation or evidence.

Upon Receiving the Faculty report, the Dean of the school or the General Education director will inform the learner of the charges brought against him/her and arrange to discuss the charge with the learner either online or in person as appropriate. Learner will be presented with the charge and the evidence and he / she will be advised of the procedures including his/her rights and will be given the opportunity to respond to the charge either immediately or by writing within 5 working days. Faculties are not to submit grades for the work in question until the case has been settled. If

the semester grades are due before the settlement process is complete, a temporary grade of N will be assigned.

After reviewing the charges and the evidence, the Dean of the school in consultation with the Program Director or in the learner enrolled in GE courses, the General Education director may either:

-Dismiss the case and notify Learners Services Management Head of the decision , or
-Refer the case to the Learner Disciplinary Committee (LDC). A case is referred to LDC when the issue raised cannot be resolved through informal discussion or the learner chooses to bring it to the formal committee. In such a case, the Dean of the school shall notify the Learners Services Management Head to form the committee within 5 working days. The committee which will compose of the following members:

- Learners Services Management Head (Chair)
- Dean of the school
- The Learner concerned with the alleged charges
- A Secretary

The Committee, will give opportunity for hearing all parties involved in the case (faculty –learners, Learner-learner) and based on the evidence provided will make a decision and notify the concerned parties through a formal letter issued by the Chair within three working days from the hearing. The LDC decision will not be subject to appeal.

Penalties

Learners must be aware that academic violations will be treated seriously, with special attention given to repeat offenders:

- In dealing with the violation of the academic honesty conduct, the Learner Disciplinary Committee will take into account both the seriousness of the offense and any particular circumstances involved.
- Learners who have been found guilty may be suspended or dismissed or expelled after the case is brought to the Learner Disciplinary Committee.
- Penalties for an academic offense may vary from a verbal warning to expulsion and could include one or more of the following:
 - a. Verbal or written warning.
 - b. Resubmission of the work in question.
 - c. Submission of additional work for the course in which the offense occurred.
 - d. A lower grade or loss of credit for the work found to be in violation.
 - e. A failing grade of F for the course in which the offense occurred. A notation of the academic violation will be entered on the learner’s permanent record.
 - f. Suspension for one or more academic semester, including the semester in which the offense occurred. A notation of the academic violation will be entered on the learner’s permanent record.
 - g. Dismissal (for a specified semester or permanently) from the University. A notation of the academic violation will be entered on the learner’s permanent record.

A learner may not withdraw from a course in which an infraction has been found and a penalty applied. No refund or cancellation of tuition fees will be permitted in such cases.

Problem Resolution

1. Grade Appeal

Faculty members shall articulate and communicate course requirements and standards of performance to learners at the beginning of each course and apply equal and uniform performance evaluation and grading criteria to all learners.

Grades can be appealed on the basis of one or more of the following:

- An error in calculating the grade
- The assignment of a grade to a particular learner was done on some basis other than performance in the course (i.e. prejudice, discrimination, etc.)
- The assignment of a grade to a particular learner was done by more exacting or demanding standards than was applied to other learners in the same course.
- The assignment of a grade that is a substantial departure from the instructor's established criteria, as specified in the course syllabus.

Learners experiencing any of the aforementioned incidents must attempt to address the incident with the faculty member to resolve the issue. If this process is unsuccessful, the learner must approach the director of the program. In case the problem cannot be resolved, the learner may submit a Grade Appeal Form to the Registrar Office no later than (10) calendar days following the reporting of the course grade.

2. Learner Complaints

Learners' complaints are recognized at the university as valuable input through effective, reciprocal communication and feedback between the learners and the university community, in order to continually assure the improvement of programs, policies, procedures and services.

All university learners within the 4C's model may raise complaints expressing their dissatisfaction in the delivery of academic, academic support or administrative services offered to them by the university through e-compliant system on any of the university portals or by sending email to the LRM email.

The university is committed to apply just and fair resolution to learners' complaints by considering all relevant evidences from all concerned parties, investigating root circumstances that caused the complaint, taking un-biased decisions and corrective actions.

This procedure does not apply to allegation of discrimination or problems arising between learners and any member of the university community, or appeal against grades.

3. Learner Grievance

A learner may pursue a grievance if he or she believes that a member of the university community has violated his or her rights through actions like:

Alleged discrimination on the basis of race, color, religion, sex, age, national origin, or disability.
- Problems arising in the relationship between a learner and any member of the university Community

A learner may pursue a grievance if he or she believes that a member of the university community has violated his or her rights through actions like:

- Alleged discrimination on the basis of race, color, religion, sex, age, national origin, or disability.
- Problems arising in the relationship between a learner and any member of the university Community.

Grievance procedure does not apply to grading. Please refer to the previous section for grade appeals, except in the case of grievance against the Appeal Committee Decision.

Informal Resolution

Prior to invoking the procedures described below, learners are strongly encouraged to discuss his or her grievance with the person alleged to have caused the grievance. The discussion should be held within (10) calendar days from which the learner first became aware of the act or condition that is the basis of the grievance. The learner alternatively may wish to present his or her grievance in writing to the person alleged to have caused the grievance.

Formal Resolution

If a learner decides not to present his or her grievance to the person alleged to have caused the grievance or if the learner is not satisfied with the response, s/he may present the grievance in writing to the Learners Services Management Head. Any such written grievance must be received no later than 20 calendar days after the learner first became aware of the facts which gave rise to the grievance.

The Learners Services Management Head shall conduct an informal investigation to resolve any factual disputes. Upon learner's request, the Learners Services Management Head shall appoint an impartial fact-finding panel of no more than three persons to conduct an investigation. The Learners Services Management Head must state the terms and conditions of the investigation in a memorandum appointing the fact-finding panel. A fact-finding panel appointed hereunder shall have no authority to make recommendations or impose final action. The panel's conclusions shall be limited to determining and presenting facts to the Learners Services Management Head in a written report.

Based on the report of the fact-finding panel (if any), the Learners Services Management Head shall add his or her remarks and forward the case to the University Grievance Committee within 10 calendar days. The Grievance Committee shall make its decision within 14 calendar days from receiving the case and shall inform all involved parties. The University Grievance Committee decision is irrevocable.

Learners Council and Subcommittees

Hamdan Bin Mohammed e-University encourages learners to play a major role in shaping their learning experience at the university. For that purpose, the University has initiated a Learners Council (LC) to secure a platform for expressing learners' opinions and to serve as a mechanism for activating such a role.

A learner is considered as a voting member of the electoral body that elects members of the LC as long as she/he is enrolled in any program or offering of the 4C's model of Hamdan Bin Mohammed e-University at the time of the election. It is expected that as a good citizen, a learner will participate and take an active role in the academic and social life of the University.

Eligibility to Stand for Contest/ Election

To stand for the election for membership of the LC, any learner enrolled in any academic program is eligible:

- Must be registered in the University at the time of election.
- Must have completed at least one semester as a learner in the University.
- Must be in a good academic standing as defined by the academic regulations of the University.
- Must adhere to the learner's code of conduct.
- Must present a security clearance
- Must read the articles of this Charter and consent in writing to abide by them.
- Must be 18 years or more.

Learners Council Subcommittees

The Learners Council shall form subcommittees such as and not limited to sport activities subcommittee, cultural activities subcommittee, public relationships subcommittee, arts activities subcommittee, services subcommittee, social activities subcommittee and scientific and technology activities subcommittee.

For more information you can contact LRM office or read The Charter of Learners' Council at the following link:

<http://staff.hbmeu.ac.ae/LED/Policies/LED%20Division%20related%20policies/Learner's%20Services%20Management/Policies/Charter%20of%20Learners%20Council.pdf>, And You can contact Learners' Council on the following email:
LearnersCouncil@hbmeu.ac.ae.

Financial Policies and Tuition Fees

Programs Tuitions & Other Applicable Fees

The tuitions for the postgraduate programs and other applicable fees for the academic year 2012 - 2013 are depicted in the following tables:

Program Name	Fees
eSBQM Postgraduate Program	
Master of Science in Organizational Excellence	72,000
Master of Science in Innovation & Change Management	72,000
Master of Management in Entrepreneurial Leadership	82,008
Master of Project Management	82,008
Master of Human Resource Management	72,000
Master of Islamic Banking and Finance	72,000
eSchool of Health & Environmental Studies Postgraduate Programs	
Master of Science in Public Health: Excellence in Healthcare Management	90,000
Master of Science in Hospital Management	72,000
Master of Science : Excellence in Environmental Management	72,000
School of e-Education Postgraduate Programs	
Master of Arts in Online Curriculum and Instruction	72,000
Master of Arts in Online Education Leadership and Management	72,000
Master of Science in Interactive Educational Technologies	72,000
General Education Programs	
Remedial Math	2,376

English Language Programs

Below is a list of the programs, the number of hours and the fees.

Program	Number of hours	Fees
Program 1	210	8400
Program 2	180	7200
Program 3	150	6000
Program 4	120	4800
Program 5	90	3600
Program 6	60	2400

Please note that the above fees cover tuition and course material.
 Each program includes a 30 hours of IE LTS Exam Preparatory course, and Learners do not need to move from one program to another.

Fees type	Fee	Notes
Admission Fee	3200	Non-Refundable / 3000 will be deducted from the Program Fees
English Placement Test Fee	100	Non-Refundable
IELTS Test Fee	875	Non-Refundable
Math Placement Test Fee	100	Non-Refundable
Registration Fee Foundation in HR	500	Non-Refundable
Registration Fee Professional Diploma in HR	500	Non-Refundable
Transfer Credit Evaluation Fee	300	Non-Refundable
Chang of Major	200	Non-Refundable
Late Registration Fee	150/Course	Non-Refundable/ If the registration happened after the enrolment period
Incomplete Application Fee	50/Course	Non-Refundable
Grade Appeal Application Fee	50/course	Non-Refundable
To Whom It May Concern Letter	50	Non-Refundable
Post-dated cheques charges per cheque For instalment plans	100	Non-Refundable
Penalty for Returned Cheque	200	Non-Refundable
Graduation fee	500	Non-Refundable / not including the ceremony
Official Transcript	50	Non-Refundable / per copy
Attestation	200	Non-Refundable / per each extra copy
Degree/certificate	200	Non-Refundable / per each extra copy
Lost University ID	100	Non-Refundable

Financial Aid and Scholarship Programs

Hamdan Bin Mohammed e-University administers various financial Aid programs. These programs are offered on merit and competitive bases to applicants to the university programs or learners without discrimination with regard to gender, nationality or origin; unless otherwise stated in certain specific types of scholarships. Overall, the following programs are available and are governed by the university policy on Financial Aid and Sponsored Learners.

a. Sheikha Shamsa Bint Suheil Chair in Business and Financial Studies

Four scholarships in the e-school of Business and Quality Management to successful Arab applicants

b. HBMeU Financial Aid

The University will aid qualified applicants to any of its postgraduate or undergraduate programs, who are considered in need of these aid.

Concentrated Learners Discount Schemes

Hamdan Bin Mohammed e-University administers discount schemes which offered on merit and competitive bases to applicants to the university programs or learners without discrimination with regards to gender, nationality or origin.

These schemes include:

- **The Tuition Remission for outstanding learners**

All new officially admitted learners demonstrate academic excellence are entitled to 20% of the registration fees for the first semester, while all continuing full-time learners who demonstrate academic excellence are entitled to a tuition remission of 15% of the tuition fees for the following semester he/she will enrol.

- **The Life Long Learning Discount**

Concentrated Learners or graduates are granted a 10% discount in all their successive enrolments in any programs within the 4Cs model.

- **The Staff and Staff Relatives Discount**

This type of discount applies to all full-time staff and their relatives, who spent more than one year of continuous service at HBMeU; Staff shall be entitled to 40% discount, first degree relatives shall be entitled to 20% discount and second degree relatives shall be entitled to 10% discount.

- **The Family Tuition Discount**

This type of discount applies to the families that have more than one member enrolled in the University such as husband, wife, daughter, son, brother or sister enrolled as learners in any academic program are granted a tuition discount of 10% for all the members.

- **The University Early Admission Discount**

This type of discount applies to all applicants who apply before June 1st for Fall admission and before October 1st for Spring admission. They are entitled to a discount of 1000 AED from their registration fees.

- **The University Referral Discount**

This type of discount applies to existing HBMeU learners who refer the university to their family or friends; these learners will be entitled to a refund of 500 AED of their tuition fees for each enrolled learner they refer to the University.

- **The University Partnerships Discount**

HBMeU has numerous agreements and MoUs with government, semi government and private institutions/organizations. Members of these organizations, their children or their spouse are entitled to a discount stated in the discounts list approved by the Chancellor or Vice-Chancellor.

General Terms & Conditions:

- Learner shall advise HBMeU of any changes in his/her personal and work information which might include financial impact related to the financial Aid & scholarship policy.
- HBMeU keeps its sole discretion the right to discontinue financial Aid & scholarship or other discount provided to any learner who hides/changes his/her personal and work information related to any of the financial Aid & scholarship policy requirements.
- HBMeU at its sole discretion the right to alter, amend, add to or cancel any or all of financial policies, terms and conditions at any time by posting the relevant information on HBMeU website.
- Learner shall comply with all payment and financial terms, conditions, policies and procedure.

For more information please contact the Registration Unit at: +971 4 4241030 or registration@hbmeu.ac.ae

Payment Channels

All tuition fees are due at the beginning of each semester upon courses registration, The total amount of fees to be paid depends on the number of credit hours the learner decides to take in that particular semester.

Payment for courses can be made via one of the following Payment Channels:

1. **Online:**

Via the use of credit or debit cards through HBM e-university secure payment gateways.

2. **Emirates NBD:**

- a. Emirates NBD Cash deposit Machine:
 - Learner to enter his/her learner ID and deposit the required amount.
 - Minimum payment limit through this service is AED 100.
 - Learner account with HBMEU will be updated at the same moment of payment.
 - Learner has to add and pay AED 10 as bank service charges.

b. Emirates NBD Net Banking:

- If you had Emirates NBD net banking account, please visit HBMEU payment icon.
- Enter your ID and pay the required amount through your bank account directly.
- Minimum payment limit through this service is AED 100.
- Learner account with HBMEU will be updated at the same moment of payment.
- Learner has to add and pay AED 10 as bank service charges.

3. Bank Transfer:

Direct transfer to HBMeU Bank account:

Bank name:	Emirates NBD
Branch:	Main branch Dubai – United Arab Emirates.
Account name:	HBM e-University
Account #:	101-22607463-01
SWIFT Code:	EBILAEAD

Please fax or email copy of the bank advice mentioning your name/ ID/ contact no & Payment details to the below Address:

Email: Finance@hbmeu.ac.ae

Fax: +971-4-4393934 /Or/ +971-4-4393931

4. Current Dated Cheque:

Cheque to be issued in favor of "HBM e-University"

- Please note that Penalty charges of AED 200 will be added to the learner account if the check returned for any reason.

5. Demand Draft/ Manager Cheque:

Manager Cheque to be issued in favor of "HBM e-University" and to be cleared within Dubai - United Arab Emirates, and to be sent to finance division at HBM e-university site address.

Address:

Dubai International Academic City, Dubai, U.A.E.

P.O. Box: 71400, Dubai, UAE.

Toll Free Number: +971 800 333000

Operator: +971 4 4241111

Fax: +971 4 4393939

Important Instruction:

Please Notify us upon sending the manager cheque mentioning your name/ ID/ contact no. & Payment details Via email or fax as per the below contact points:

Email: Finance@hbmeu.ac.ae

Fax: +971-4-4393934 /Or/ +971-4-4393931

6. Cash on site:

Cash in UAE currency (AED) only to be paid to Finance Division at HBMeU Campus.

7. Installment plan:

HBM e-University offers the learner to pay each semester tuition fees in three installments through providing postdated cheques.

Please note the following:

- Finance division at HBMe-University will announce before the ADD/Drop period the installment plan details.
- First installment is due upon courses registration.
- Second and third installments via postdated cheques.
- AED 100 an administration charges will be added to the learner account for each postdated cheques and to be delivered to finance division at HBMeU upon courses registration.
- Please note that Penalty charges of AED 200 will be added to the learner account if the check returned for any reason.
- Learners who owe a balance to the University from a prior semester (because of returned cheques or because of any other reason) are not permitted to register for a subsequent semester until they clear the whole outstanding balance. The delay in settlement of due payments may prevent the concerned learner from enjoying the privilege of the installment plan in future.
- If two or more checks do not clear, checks are no longer accepted as a form of payment of tuition and the concerned learner will no longer be eligible to installment plans.
- Installment plan option is not applicable and not allowed on summer semesters.

Learners' Services and Facilities

HBMeU supports its mission and purpose by enrolling learners with diverse backgrounds and abilities, assisting them in reaching their full potential and providing them with adequate and appropriate resources, programs, services and support to optimize their educational experience and well-being.

HBMeU provides a wide range of quality support services and facilities appropriate and responsive to the needs of the diverse learner and alumni population. These services and facilities are customized to suit the nature of the blended delivery model.

Following are the services and facilities provided by HBMeU to support the learners:

Academic Advising

Academic advising can be regarded as one of the key structured activities within Hamdan Bin Mohammed e-University that provide learners with ongoing support and direct contact with resources to help them craft a path for their academic, professional and personal career.

Advising services at HBMeU take several forms depending on the needs of the learners as they move in their journey from admission to graduation, from one semester to another or from one program to another. The common purpose of all these services is to help learners set a clear path to success and achieve their academic, professional and personal goals.

Learners can communicate with their advisors through different modes via eCampus where they can register for courses and receive the approval of advisors.

e-Library Services Unit

The e-Library Service Unit provides learners, alumni, faculty members and other staff with a vast collection of learning resources and research materials which can be accessible at any time of the day or night and from anywhere. Through the internet, users can access the university e-library portal which provides access to electronic books, journals, articles, databases and other websites in just few seconds.

The e-Library Service Unit regularly conducts Information Literacy programs for the learners on the techniques of searching information, plagiarism and referencing. In addition, the e-Library Unit also regularly conducts orientation programs for the new comers; one hour Information Literacy programs, and two hours hands-on-training workshops. Also, the e-Library Unit provides the following services of: Reference Services, Current Awareness Services, Inter Library Loans, Remote Access Reference Services and Live chat.

The Call Center

A Call Center that operates from 8:00 am to 22:00 pm, from Saturday to Thursday has been put in place to provide a single point of contact; it offers services on anytime and anywhere basis.

Learning Delivery Support

The Learning Delivery Support unit is dedicated to providing computer-related technical support to all HBMeU learners. The kind of support provided includes, but is not limited to, access problems (such as access to Blackboard, e-library, payment gateway, etc), logging to email, forgetting passwords, assistance in installing or downloading software.

The Learning Delivery Support unit provides technical assistance based on the following support model:

Phone Support by calling +971 4 4241199. An IT specialist will work with the caller over the phone to resolve technical difficulties faced by him or her.

e-Mail Support via email, all emails are to be addressed to helpdesk@hbmeu.ac.ae, the email should specify the nature of the request and the date by which the requester would like his or her request to be answered

Web-based Support By accessing the online Help Desk through the university website, requests will be prioritized by the dispatcher on duty as they are received.

Web-based Live Support Our live on-demand support can be accessed to avail the facility of remote live assistance and screen sharing. This allows the IT Specialist to work directly on the laptop from the web for troubleshooting purposes.

Learner e-Mails

Learners' e-Mail accounts are generated to all learners upon admission and after issuance of learner's ID. The purpose of activating learners email account is to allow learners to conduct collaborative work efforts and share information with their fellow learners and faculty members regardless of time and/or geographic boundaries. Because of this open freedom, and the possibility of conversing with individuals with whom you may have never met, learners should conduct themselves in an appropriate manner during their communications. This service is provided free-of-charge to the learners of Hamdan Bin Mohammed e-University. Accounts are for individual use, and should not be loaned out to family or friends for any reason.

All official correspondence conducted via email to Learner should be sent to the University provided learner email account and no other private email accounts. Therefore, all learners are expected to check their email on a frequent and consistent basis in order to stay current with University related communications. Learners must ensure that there is sufficient space in their mailbox. Warning will be issued to the account when the mailbox will reach its maximum size. Accounts that reach their size limit will not be able to receive or send e-mails

The account creation does not require any action necessary by the learner; all accounts will have the same default password. Therefore learners when they first log in need to change their passwords. Passwords will be required to be changed every 90 days.

HBMeU will have the right to follow up on learners not adhering to the acceptable use of the email as per code of conduct policy.

Innovative Learners' Support and e-Learning Infrastructure

HBMeU has developed and deployed a state-of-art e-learning environment to support its learners and faculty. Our Virtual Learning Environment (VLE) includes many innovative and integrated components such as Learning Management System, Virtual Classrooms, E-Library, mobile services, social networking, etc. Furthermore, HBMeU has invested in developing an innovative learner-centric support infrastructure which provides learners with the technical training and support they need to benefit fully from our modern e-learning environment. Technical support and training is available both face to face and virtually online.

Furthermore, HBMeU has 4 fully equipped computer laboratories for learners, three of which are Windows based, and the forth is a Mac lab. The labs are further equipped with LCD projectors and sound systems.

Orientation Program

The purpose of the orientation program is to introduce new learners to Hamdan Bin Mohammed e-University, its policies and procedures, virtual learning environment, available services, and academic requirements of each program of study. Besides that, the orientation program prepares learners for a quantum transition from conventional learning to the blended approaches of acquiring knowledge.

Skill Upgrading Workshops and Resources

In line with the departmental mission of developing the overall personality of the learner, the Learner Relationship Management Unit and the General Education department organizes and conducts numerous workshops, training sessions, and lectures on variety of topics. The purpose of these events is to enhance and improve skills and to equip them with the competencies that will help them satisfactorily complete the requirements of their academic programs.

HBMeU e-Campus

HBMeU e-Campus is the main platform through which learners access the various services and resources. It is a central hub of information for learners through which all important announcements and posting requests can be made. It supports communication tools which can be used to build learning communities to enhance communication among learners.

Learners' Related Events

The LRM organizes a variety of learners 'events. These include: Competition events, social events, and celebrations, which include various activities involving learners, faculty and staff.

Electronic Career Advising and Placement Services (e-CAPS)

The Online Career Advising and Placement Services (e-CAPS) offers learners a comprehensive approach to academic and career planning as well as an academic support network designed to maximize each learner's academic success at the University. e-CAPS comprises the programs for Academic Advising, Career Development, and Educational Enrichment.

The primary aim of the Online Career Advising and Placement Services (e-CAPS) is to bridge the gap between learners, alumni, new graduates and the professional world through providing them with a range of services.

Counselling Services

Counselors provide a range of services intended to help learners develop improved coping skills in order to address interpersonal and academic concerns. Counselors also provide individual, couples and group counseling.

Among the most common concerns which Learners may bring to the Counseling Services are:

- Low self-confidence
- Finding, helping, or losing a relationship
- Getting along with others
- Puzzling or distressing emotional states
- Self-defeating behaviors
- Studying more effectively
- Life purpose and direction
- Making better decisions
- Examining career options

All the information between the counselor and the learner is strictly confidential and will be treated with the outmost discretion. The counselor has the right to break the confidentiality rule if there is a direct threat to the safety of the learner or to others

The Counselor provides consultations to learners as per the counselor time table or by appointment outside their time table. Appointments can be taken through sending e-mails to counseling@hbmeu.ae

HBMU Campus

The HBMU new dedicated campus at the academic city accommodates 22 state of the art classrooms with seating capacities varying from 25 to 60, in addition to an auditorium with a capacity of more than a 190 seats. The university premises also include 3 computer labs and several meeting rooms in various locations of the campus. All classrooms are smart rooms featuring the use of technologies, such as smart boards, live streaming, wireless internet, etc.

Campus Timing and Security

Learners are able to access the University campus during the official working hours which is from 8:00 AM to 3:00 PM when any administrative service is required.

Additionally, learners are able to access the other campus facilities at any time from 8:00AM up to 10:00 PM, after that time; learners are not allowed to stay in the University campus and the Security Guard will ensure that all learners leave by 10:00 PM.

The University enforces the security of the campus 24 hours; certain behaviors shall be strictly prohibited:

The learners are requested to provide the security guards any personal identification when required; the learners are expected to attend the campus with their university ID card.

The learners are responsible for their valuable personal items. In case of lost/found items, the Security Guards shall be responsible to report any lost and found items in the campus, and the learners are required to handle the lost/find items to the Security Guards.

The learners are required to follow the Security Guards directions in case of Emergency Evacuation to ensure their safety.

The security guards have the right to withdraw any learners' ID in case of miss conduct.

University Partial Scholarship Programs:

All new officially admitted learners to the undergraduate programs and who have completed their high school certificate and demonstrated academic excellence by achieving a minimum grade point average of 90% are entitled to a tuition remission of 20% of the tuition fee of the program for the first semester they are enrolled in.

A continuing full-time undergraduate learner who achieves a minimum GPA of 3.60 out of 4.00 in a given semester where the academic load is 15 C/Hrs minimum, is entitled to tuition remission of 15% of the tuition fees for the following semester he/she will enroll in.

The tuition remission is also applicable for summer session, in all cases.

Schools & Academic Programs

e-School of Business and Quality Management

School Mission

To create a learning environment which encourages a spirit of critical enquiry and intellectual curiosity in relation to all disciplines related to business and quality management

School Objectives

The School's key objectives are:

- To create a learning environment which encourages a spirit of critical inquiry and intellectual curiosity in relation to all disciplines offered by the university;
- To build on and strengthen our distinctive competencies in total quality management and its wider application.
- To set the highest standards of e-learning and to be responsive to society's needs
- To search for, communicate and apply knowledge in disciplines relevant to the needs of the Middle East.

Management Appreciation Program (MAP)

The Management Appreciation Program (MAP), is a non- credit course and is compulsory for all applicants whose undergraduate degree is not in quality management, business administration or any related discipline. The program assists learners to gain a basic understanding of essential business concepts and practices with particular emphasis on Management, Marketing, Accounting, Finance and Economics.

MAP GOALS

- PG1. Provide learners with basic and contemporary knowledge of management;
- PG2. Enhance learners' understanding of economics and its impact on businesses;
- PG3. Provide learners with knowledge of strategy and its importance in managing business organizations, and
- PG4. Provide learners with knowledge of various functions within management such as production, operations, supply chain, marketing, finance, human resources and information technology.

MAP LEARNING OUTCOMES

At the end of this program, learners should be able to:

- PO1. Demonstrate thorough understanding of the basic principles of management in resolving corporate challenges,
- PO2. Understand the essence of the principles of economics and appreciate how these impacts corporate survival during a recession and how the same can be manipulated to afford corporate agility,
- PO3. Examine the intricacies of corporate strategy and be capable to formulate effective strategies that supports RTA's Vision and Mission, and
- PO4. Revisit the various functions of management, the quality challenges/problems therein and effectively formulate effective customized solutions to meet these challenges/problems.

Master of Science in Organizational Excellence

Program Description

The program looks at how total quality management, related and associated concepts can shape the competitiveness of organizations and ensure their survivability for the future. The program through various stages of development of learners' knowledge base, covers basic and advanced theoretical concepts and tackles issues through case studies and the use of tools and techniques. Since the MSc in Organizational Excellence is a generic program, the situations examined and addressed throughout the course, include different sectors of the economy.

Program Goals

- PG.1 To expose learners to the fundamentals of TQM and related concepts by focusing on the theoretical contributions of the various gurus, the models of implementation and the critical success factors.
- PG.2 To demonstrate through various examples of best Practices, how TQM implementation issues are being tackled.
- PG.3 To discuss strategies of Organizational Excellence; and how the pursuit of excellence through performance sustainability can be achieved.
- PG.4 To critically evaluate how performance can be measured, monitored and managed and what approaches can be used for the development and deployment of corporate goals.
- PG.5 To gain competence in Organizational Excellence Assessment using European Excellence Model; and the application of RADAR Methodology.
- PG.6 To examine how Process-Centered-Organizations (PCOs) can be created and how activities can be optimized.
- PG.7 To learn about the theme, sustainability and the maintaining of excellence focus.

Program Outcomes

On completion of this program, learners will be able to:

- PO.1 Develop good understanding of what TQM is and how it is implemented,
- PO.2 Understand the various TQM approaches and philosophies and differentiate between them.
- PO.3 Understand what critical factors impinge on successful implementation quality and organizational excellence.
- PO.4 Critically examine various models of TQM implementation through studying best practices in different sectors.
- PO.5 Examine models of organizational excellence and discuss their merits and limitations.
- PO.6 Learn how to create and effective, integrative and holistic total organizational systems that can achieve excellence.

Program Structure

Program Compulsory Courses (30 Cr/H)

Course Code	Course Name	Cr/H
111TQF101	TQM Fundamentals	3
111BPM102	Business Process Management Fundamentals	3
111RMS204	Research Methods	3
111PBE104	Principles of Business Excellence	3
111PMF103	Performance Management Fundamentals	3
111QTT309	Quality Tools and Techniques	3
111OSM301	Operations Management	3
118STM104	Strategic Management	3
111TQM206	TQM Sustainability	3
117NTM202	Information Technology Management	3
Total Number of Credit Hours		30

Program Elective Courses (6 credit hours)

Course Code	Course Name	Cr/H
119DSS600 Or Two Electives from the below list	Dissertation	6
111BBP105	Benchmarking for Best Practices	3
111QPD106	Quality Policy Deployment	3
111SEQ304	Service Quality	3
111CUC205	Customer Centricity	3
114FIM105	Financial Management	3
111CMG307	Change Management	3
111ERM107	Enterprise Resource Management	3

Program Study Plan

Pre-Semester (delivered prior to the start of each semester)

Course Code	Course Name	Cr/H	Pre-Requisites
100MAP100	Management Appreciation Program	0	-----

Semester I

Course Code	Course Name	Cr/H	Pre-Requisites
111TQF101	TQM Fundamentals	3	-----
111BPM102	Business Process Management Fundamentals	3	-----
111RMS204	Research Methods	3	-----
111PBE104	Principles of Business Excellence	3	-----
Total Number of Credit Hours		12	

Semester II

Course Code	Course Name	Cr/H	Pre-Requisites
111PMF103	Performance Management Fundamentals	3	-----
111QTT309	Quality Tools and Techniques	3	-----
111OSM301	Operations Management	3	-----
119DSS600 Or One Elective from the below list	Dissertation (I)	3	111RMS204 and Completion of 12 Cr/H
Total Number of Credit Hours		12	

Semester III

Course Code	Course Name	Cr/H	Pre-Requisites
118STM104	Strategic Management	3	-----
111TQM206	TQM Sustainability	3	-----
117NTM202	Information Technology Management	3	-----
119DSS600 Or One Elective from the below list	Dissertation (II)	3	Completion of 119DSS600 Dissertation (I)
Total Number of Credit Hours		12	

Program Electives

Course Code	Course Name	Cr/H	Pre-Requisites
111BBP105	Benchmarking for Best Practices	3	111BPM102
111QPD106	Quality Policy Deployment	3	111TQF101
111SEQ304	Service Quality	3	111TQF101
111CUC205	Customer Centricity	3	-----

114FIM105	Financial Management	3	-----
111CMG307	Change Management	3	-----
111ERM107	Enterprise Resource Management	3	-----

Master of Science in Innovation and Change Management

Program Description

This program focuses on the strategies for setting and maintaining the course of change, for overcoming resistance and maximizing learning and innovative thinking, and for anticipating and coping with the repercussions of change. The program through various stages of development of learners' knowledge base covers basic and advanced theoretical concepts and tackles issues through case studies and the use of tools and techniques.

Program Goals

- PG.1 Develop learners' abilities and skills of comprehension and synthesizing of how to maintain excellence focus through TQM, BPM and PM.
- PG.2 Develop learners' knowledge, abilities and skills in developing and maintaining effective innovation strategies in organizations.
- PG.3 Develop learners' knowledge, abilities and skills in developing and maintaining effective change strategies in organizations.
- PG.4 Provide learners with contemporary knowledge and skills of how to develop consistently effective strategies and systematic approaches to leadership, negotiations and decision-making.
- PG.5 Provide learners with an introduction on basic aspects of research, doing literature review, skills analysis, communication and reporting skills.

Program Outcomes

Upon completion of this program, learners will be able to:

- PO.1 Implement and maintain excellence focus through TQM, BPM and PM.
- PO.2 Apply the concepts and principles of Excellence model and its eight fundamentals.
- PO.3 Identify, design, develop and implement effective innovation strategy.
- PO.4 Understand leadership models for effective innovation sustainability.
- PO.5 Implement effective change management within an organization's culture.
- PO.6 Recognize and appreciate the effect of values and ethics on change in an organizations' context.
- PO.7 Develop and implement effective strategies and approaches to negotiations.
- PO.8 Understand the basic aspects of research methods.

Program Structure

Program Required Courses (30 Cr/H)

Course Code	Course Name	Cr/H
111TQF101	TQM Fundamentals	3
114ENT106	Entrepreneurship and Innovation	3
111RMS204	Research Methods	3
111PBE104	Principles of Business Excellence	3

111PMF103	Performance Management Fundamentals	3
111CMG307	Change Management	3
117NVS201	Innovation Strategies	3
111BPM102	Business Process Management Fundamentals	3
117CAP601	CAPSTONE: Strategic Management of Innovation and Technological Change	3
117NTM202	Information Technology Management	3
Total Number of Credit Hours		30

Program Elective Courses (6 Cr/H)

Course Code	Course Name	Cr/H
119DSS600 Or Two Electives from the below list	Dissertation	6
118STM104	Strategic Management	3
117NDM303	Negotiation and Decision Making Strategies	3
114FIM105	Financial Management	3
111OSM301	Operations Management	3
117STM301	Special Topics in Management	3
114NPS202	New Product /Service Innovation	3
118OBR103	Organizational Behaviour	3

Program Study Plan

Pre-Program

Course Code	Course Name	Cr/H	Pre-Requisites
100MAP100	Management Appreciation Program	0	-----

Semester I

Course Code	Course Name	Cr/H	Pre-Requisites
111TQF101	TQM Fundamentals	3	-----
114ENT106	Entrepreneurship and Innovation	3	-----
111RMS204	Research Methods	3	-----
111PBE104	Principles of Business Excellence	3	-----
Total Number of Credit Hours		12	

Semester II

Course Code	Course Name	Cr/H	Pre-Requisites
111PMF103	Performance Management Fundamentals		-----
111CMG307	Change Management	3	-----
117NVS201	Innovation Strategies	3	-----
119DSS600 Or One Elective from the below list	Dissertation (I)	3	111RMS204 and Completion of 12 Cr/H
Total Number of Credit Hours		12	

Semester III

Course Code	Course Name	Cr/H	Pre-Requisites
111BPM102	Business Process Management Fundamentals	3	-----
117CAP601	CAPSTONE: Strategic Management of Innovation and Technological Change	3	111CMG307; 114ENT106
117NTM202	Information Technology Management	3	-----
119DSS600 Or One Elective from the below list	Dissertation (II)	3	Completion of 119DSS600 Dissertation (I)
Total Number of Credit Hours		12	

Program Elective Courses (6 credit hours)

Course Code	Course Name	Cr/H	
118STM104	Strategic Management	3	-----
117NDM303	Negotiation and Decision Making Strategies	3	-----
114FIM105	Financial Management	3	-----
111OSM301	Operations Management	3	-----
117STM301	Special Topics in Management	3	-----
114NPS202	New Product /Service Innovation	3	-----
118OBR103	Organizational Behaviour	3	-----

Master of Project Management

Program Description

The key to sustained growth in project based companies is people with project management skills, ability and knowledge. In a global marketplace, these skills and abilities are major contributors to

competiveness. People with project management abilities and exposure to a range of related areas are central to driving organizations in highly competitive environment.

In order to effectively capitalize on the significant economic development taking place in the Middle East region particularly, an educational program in project management will offer those who are in project management or who aspire to this role, an opportunity to develop their understanding, knowledge and skills in the area.

Program Goals

The Master of Project Management aims to:

- PG.1 Develop learners' abilities and skills for managing projects effectively.
- PG.2 Develop learners' knowledge, abilities and skills to demonstrate leadership as a project manager.
- PG.3 Develop learners' Knowledge, abilities and skills for conceptualizing and creating new projects.
- PG.4 Provide learners with the contemporary knowledge and skills used in involving various stakeholders for eh successful planning and execution of projects.
- PG.5 Provide learners with an understanding of the models and principles of business excellence.
- PG.6 Develop excellence focus through TQM and Business Process Management.

Program Outcomes

By the end of this program graduates will be able to:

- PO.1 Develop detailed project plans which demonstrate a fundamental understanding of the project management planning process.
- PO.2 Build and lead an effective project team
- PO.3 Initiate and complete a project utilizing project management concepts
- PO.4 Apply the core concepts, principles and techniques within project management with an enhanced focus on the issues related to managing project resources; controlling project finances, managing risks, managing people and facilitating organizational change.
- PO.5 Apply management methods and techniques in project management.
- PO.6 Apply the principles of research design and design a research method of projects.

Program Structure

Program Required Courses (36 credit hours)

Course-No	Course Name	Cr/H
111TQF101	TQM Fundamentals	3
113DAM108	Data Analysis for Managers	3
111RMS204	Research Methods	3
111PBE104	Principles of Business Excellence	3
113PMM105	Project Management Methods	3
113PSM106	Project Scope Management	3
113PCM107	Project Cost Management	3
111OSM301	Operations Management	3
113PRM209	Project Risk Management	3
113SCP210	Supply Chain & Procurement Management	3
113CMP211	Capstone Management Project	3

117NTM202	Information Technology Management	3
Total Number of Credit Hours		36

Program Study Plan

Semester I - Year 1

Course- No	Course Name	Cr/H	Pre-Requisite
111TQF101	TQM Fundamentals	3	-----
113DAM108	Data Analysis for Managers	3	-----
111RMS204	Research Methods	3	-----
111PBE104	Principles of Business Excellence	3	-----

Semester II - Year 1

Course- No	Course Name	Cr/H	Pre-Requisite
113PMM105	Project Management Methods	3	-----
113PSM106	Project Scope Management	3	-----
113PCM107	Project Cost Management	3	-----
111OSM301	Operations Management	3	-----

Semester III - Year 2

Course- No	Course Name	Cr/H	Pre-Requisite
113PRM209	Project Risk Management	3	113PCM107
113SCP210	Supply Chain & Procurement Management	3	111OSM301
113CMP211	Capstone Management Project	3	Completion of 24 Cr/H
117NTM202	Information Technology Management	3	-----

Master of Management in Entrepreneurial Leadership

Program Description

The key to sustained organizational growth and development is people with leadership skills, ability and knowledge. In a global marketplace, these skills and abilities are a major contributor to competitiveness. People with entrepreneurial abilities and exposure to a range of organizational leadership issues are central to driving organizations in a highly competitive environment. This applies to small, owner managed organizations, as well as to larger ones.

The Master of Management in Entrepreneurial Leadership program is designed to prepare existing and aspiring entrepreneurs for achieving leadership in their entrepreneurial endeavors through contemporary management knowledge and skills. The Master of Management in Entrepreneurial Leadership program offers learners a focused and relevant curriculum to equip them to create new enterprises or grow existing enterprises.

Program Goals

The Master of Management in Entrepreneurial Leadership will develop learners' abilities and skills to

- PG.1 Create and establish successful entrepreneurial ventures;
- PG.2 Lead entrepreneurial ventures;

- PG.3 Build and grow successful entrepreneurial ventures
- PG.4 Maintain and harvest entrepreneurial ventures successfully.
- PG.5 Communicate effectively with the internal constituencies of an entrepreneurial venture, including officers, managers, employees and agents;
- PG.6 Create innovative ideas for new products/ services
- PG.7 Communicate effectively with the external constituencies of an entrepreneurial venture, including customers, investors, lenders, suppliers, and regulatory agencies;

Program Outcomes

By the end of this program graduates will be able to:

- PO.1 Formulate a viable business plan for creating a new business venture.
- PO.2 Apply the concepts and principles of entrepreneurial venture leadership to the creation of new ideas, products and services
- PO.3 Design and implement an effective strategy to grow an entrepreneurial venture
- PO.4 Apply effective financial techniques to start up, maintain and evaluate the results of an entrepreneurial venture
- PO.5 Design effective communication mechanisms to ensure proper communication with the internal constituencies of an Entrepreneurial venture
- PO.6 Apply the concepts and principles of creativity and innovation to the creation of new business venture;
- PO.7 Create appropriate and effective channels of communications with the external constituencies of entrepreneurial ventures

Program Structure

Program Required Courses (36 credit hours)

Course Code	Course Name	Cr/H
114ENT106	Entrepreneurship and Innovation	3
118OBR103	Organizational Behavior	3
114ENP108	Entrepreneurial Planning	3
111RMS204	Research Methods	3
114ENL102	Entrepreneurial Leadership	3
117NVS201	Innovation Strategies	3
114FIM105	Financial Management	3
117NTM202	Information Technology Management	3
114ENG203	Entrepreneurial Growth	3
114MKM302	Entrepreneurial Marketing	3
114NPS202	New Product/Service Innovation	3
114CAP600	CAPSTONE Entrepreneurship Project	3
Total Number of Credit Hours		36

Program Study Plan

Pre-Program

Course Code	Course Name	Cr/H	Pre-Requisites
100MAP100	Management Appreciation Program	0	-----

Semester I

Course Code	Course Name	Cr/ H	Pre-Requisites
114ENT106	Entrepreneurship and Innovation	3	-----
118OBR103	Organizational Behaviour	3	-----
114ENP108	Entrepreneurial Planning	3	-----
111RMS204	Research Methods	3	-----
Total Number of Credit Hours		12	

Semester II

Course Code	Course Name	Cr/ H	Pre-Requisites
114ENL102	Entrepreneurial Leadership	3	-----
117NVS201	Innovation Strategies	3	-----
114FIM105	Financial Management	3	-----
117NTM202	Information Technology Management	3	-----
Total Number of Credit Hours		12	

Semester III

Course Code	Course Name	Cr/ H	Pre-Requisites
114ENG203	Entrepreneurial Growth	3	114ENT106
114MKM302	Entrepreneurial Marketing	3	-----
114NPS202	New Product/Service Innovation	3	-----
114CAP600	CAPSTONE Entrepreneurship Project	3	Completion of 24 Cr/H
Total Number of Credit Hours		12	

Master of Human Resource Management

Program Description

The mission of the Master of Human Resource Management program is to prepare experts in the HRM discipline, well-acquainted with contemporary HRM practices and the strategic importance of people management in organizations so as to meet the challenges of modern organizations.

Program Goals

The goals of the Masters of Human Resource Management program are:

PG.1 To provide learners with the knowledge, skills, attitudes and abilities to operate as HRM professionals within the context of MENA organizational and socio-cultural environment.

PG.2 To evaluate the challenges and opportunities for human resource management in a rapidly changing world that relates to the unique business environment of the MENA region.

PG.3 To develop people management strategies which support the organization's strategic objectives and achieve high performance organizations.

Program Outcomes

- PO.1 Upon the completion of the program the learners should be able to:
- PO.2 Demonstrate application of knowledge and understanding of the HRM functions and their contribution to organizations operating within the socio-economic environment of MENA region.
- PO.3 Display competencies that relates to effective management of people by undertaking thorough business analyses and its implications for HRM functions for organizations operating in MENA region.
- PO.4 Demonstrate HRM behavioral competencies and communications skills through written reports and oral presentations.
- PO.5 Exhibit technical, analytical and decision making competencies by producing Human Resource plans and policies appropriate for organizations operating in the MENA region.
- PO.6 Illustrate problem-solving and ITC skills using various software's to analyze human resource management data and drawing practical implications of the findings.
- PO.7 Demonstrate performance management, cross-cultural and leadership competencies by undertaking and successfully completing projects in HRM functional areas that require planning and organizing team activities from a diverse membership.

Program Structure

Program Compulsory Courses (36 credit hours)

Course Code	Course Name	Cr/H
118HRM101	Human Resource Management	3
111RMS204	Research Methods	3
118OBR103	Organizational Behavior	3
118STM104	Strategic Management	3
118NHR201	International Human Resource Management	3
118CHS102	Occupational Health & safety	3
118RRT201	Recruitment & Retention	3
118MEP203	Managing Employee Performance	3
111CMG307	Change Management	3
118TDE302	Training and Development	3
119DSS600 Or Two Electives from the below list	Dissertation	6
Total Number of Credit Hours		36

Program Elective Courses (6 credit hours)

Course Code	Course Name	Cr/H
117NTM302	Information Technology Management	3
111PBE104	Principles of Business Excellence	3

118SHR204	Strategic Human Resource Management	3
117NDM303	Negotiation and Decision Making Strategies	3
117GVE304	Organizational Values & Ethics	3
113PSM106	Project Scope Management	3
110LEC401	Labor Economics	3

Program Study Plan

Pre-Semester (delivered prior to the start of each semester)

Code	Course Name	Cr/H	Pre-Requisites
100MAP100	Management Appreciation Program	0	-----

Semester I

Course Code	Course Name	Cr/H	Pre-Requisites
118HRM101	Human Resource Management	3	-----
111RMS204	Research Methods	3	-----
118OBR103	Organizational Behaviour	3	-----
118STM104	Strategic Management	3	-----
Total Number of Credit Hours		12	

Semester II

Course Code	Course Name	Cr/H	Pre-Requisites
118NHR201	International Human Resource Management	3	-----
118CHS102	Occupational Health & safety	3	-----
118RRT201	Recruitment & Retention	3	118HRM101
119DSS600 Or One Elective from the below list	Dissertation (I)	3	111RMS204 and Completion of 12 Cr/H
Total Number of Credit Hours		12	

Semester III

Course Code	Course Name	Cr/H	Pre-Requisites
118MEP203	Managing Employee Performance	3	118HRM101
111CMG307	Change Management	3	-----
118TDE302	Training and Development	3	118HRM101
119DSS600 Or One Elective from the below list	Dissertation (II)	3	Completion of 119DSS600 Dissertation (I)
Total Number of Credit Hours		12	

Program Electives

Course Code	Electives	Cr/H	Pre-Requisites
117NTM302	Information Technology Management	3	-----
111PBE104	Principles of Business Excellence	3	-----
118SHR204	Strategic Human Resource Management	3	118HRM101
117NDM303	Negotiation & Decision Making Strategies	3	-----
117GVE304	Organizational Values & Ethics	3	-----
113PSM106	Project Scope Management	3	-----
110LEC401	Labor Economics	3	-----

Master of Islamic Banking and Finance

Program Description

Islamic finance industry has experienced a remarkable growth during the past two decades. It has become a major source of wealth creation and a vehicle for investment in major financial centers of the world. More than 350 Islamic banks and financial institutions are operating in over 60 countries in different regions including Europe, Americas, South Asia, Far East, Africa and Australia. The current size of global Islamic finance industry assets is approaching US \$1 trillion, and is expected to reach US\$ 4 trillion by 2020. The conventional financial system is under significant strain owing to the recent credit crunch, and Islamic products and portfolios are offering an alternative viable mode for investment and finance. Master of Islamic Banking and Finance program seeks to educate and train learners in such key areas as Islamic banking, finance, Shari`ah, economics, accounting, risk management, and corporate governance.

Program Goals

The Master of Islamic Banking and Finance program will explore theoretical concepts as well as case studies through individual and group activities. The specific goals of the program are to:

- PG.1 Illustrate the need, structure and operations of Islamic banking and finance
- PG.2 Explain the concept of Shari`ah, its sources and its application to Islamic banking and financial transactions
- PG.3 Explore how Islamic banking differs from the conventional banking system
- PG.4 Understand the services and products of Islamic banking
- PG.5 Gain practical knowledge of the practice of Islamic banking and finance through conducting case studies
- PG.6 Produce high caliber professionals with the necessary technical skills and knowledge in Islamic banking and finance
- PG.7 Develop teamwork and experiential skills
- PG.8 Develop research skills and ability to communicate effectively
- PG.9 Strategically train up ambassador learners to build knowledge, skills, competencies and experience as they get into the Islamic finance industry.

Program Outcomes

Upon the completion of the program the learners should be able to:

- PO.1 Appreciate the rationale behind the growth and development of modern Islamic finance
- PO.2 Distinguish Islamic banking and finance from its conventional counterpart
- PO.3 Develop an in-depth knowledge of the underlying principles of Islamic banking and finance

Program Structure

Program Required Courses (30 credit hours)

Course-No	Course Name	Cr/H
119UFQ202	Usul Fiqh and Qawaid Fiqhiyyah	3
119SEC102	Islamic Economics	3
119SFN103	Principles of Islamic Finance	3
111RMS204	Research Methods	3
119SBK201	Islamic Banking	3
119AFT101	Accounting for Islamic Financial Transactions	3
119SLC104	Islamic Financial Contracts and Products Development	3
119RMS301	Risk Management in Islamic Financial Institutions	3
119LRB302	Legal and Regulatory Issues in Islamic Banking and Finance	3
119SPM203	Islamic Financial Markets and Institutions	3
119DSS600 Or Two Electives from the below list	Dissertation	6
Total Number of Credit Hours		36

Program Elective Courses (6 credit hours)

Course-No	Course Name	Cr/H
119SZM303	Strategic Management of Zakah and Awqaf	3
119SCG304	Islamic Corporate Governance	3

Program Study Plan

Semester I

Code	Course Title	Cr/H	Pre-Requisites
119UFQ202	Usul Fiqh and Qawaid Fiqhiyyah	3	-----
119SEC102	Islamic Economics	3	-----
119SFN103	Principles of Islamic Finance	3	-----
111RMS204	Research Methods	3	-----

Total Number of Credit Hours	12 credits
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Semester II

Course Code	Course Title	Cr/ H	Pre- Requisites
119SBK201	Islamic Banking	3	-----
119AFT101	Accounting for Islamic Financial Transactions	3	-----
119SLC104	Islamic Financial Contracts and Products Development	3	-----
119DSS600 Or One Elective from the below list	Dissertation (I)	3	111RMS204 and Completion of 12 Cr/H
Total Number of Credit Hours		12 credits	

Semester III

Course Code	Course Title	Cr/ H	Pre- Requisites
119RMS301	Risk Management in Islamic Financial Institutions	3	12 Credit hours completed
119LRB302	Legal and Regulatory Issues in Islamic Banking and Finance	3	12 Credit hours completed
119SPM203	Islamic Financial Markets and Institutions	3	119SFN103
119DSS600 Or One Elective from the below list	Dissertation (II)	3	Completion of 119DSS600 Dissertation (I)
		12 credits	

Program Electives

Course Code	Course Title	Cr/ H	Pre- Requisites
119SZM303	Strategic Management of Zakah and Awqaf	3	12 Credit hours completed
119SCG304	Islamic Corporate Governance	3	12 Credit hours completed

e- School of Business and Quality Management Course Description:

Course Code	Course Name	COURSE DESCRIPTION
119SFN103	Principles of Islamic Finance	This course examines the basis of Islamic finance; the development of the Islamic finance industry; the main components of an Islamic financial system, Islamic financial instruments and their practical applications
119AFT101	Accounting for Islamic Financial Transactions	This course examines the accounting framework and standards for Islamic financial transactions. In particular, the accounting treatment and disclosure of various Islamic financing instruments will be discussed with reference to the relevant standards promulgated by the Accounting and Auditing Organization of Islamic Financial Institutions (AAOIFI) standards.
111BBP105	Benchmarking for Best Practices	This course discusses the theories, principles and application of benchmarking as a modern tool for measuring performance gap at the basic level and as a vehicle for the acquisition and transfer of best practices that can enable gap closure. The course will describe the origins and definitions of benchmarking, its link with Total Quality Management, how to integrate it with performance measurement and will cover various examples of applications. Learners will have the opportunity to learn about implementation models and approaches. The course will also cover the importance of benchmarking as a 'knowledge tool' and how it can support the growth and development of a culture of learning and innovation.
111BPM102	Business Process Management Fundamentals	During the twenty first century, the organizational structures which are found to be most pervasive and widely applied are those which are process-based. Process Centered Organizations (PCOs) have been found to be the most effective ones in focusing on the customer, addressing their needs and delivering high value impact on customers and therefore are the ones that have managed to achieve a sustainable competitive advantage. This course discusses the principles of Business Process Management (BPM) by starting with the basic definitions of process, systems, process improvement and by examining Business Process Improvement (BPI) Methodologies in the context of BPM.

114CAP600	CAPSTONE Entrepreneurship Project	<p>In today's highly complex, competitive, networked, globalized, and fast-changing business environment a different type of leadership - entrepreneurial leadership - is required. It is a leadership approach that can be applied in any organizational situation, not just start-ups. Entrepreneurial leadership is enthused by, but is separate from, entrepreneurship. Entrepreneurial Leadership is organizing a group of people to achieve a common goal using proactive entrepreneurial behavior by identifying and developing core competencies and developing innovative business models to take advantage of opportunities.</p> <p>Entrepreneurial leaders empower their employees to act on their vision through inspiration and align internal and external relationships to achieve organizational goals. Such leaders proactively identify opportunities to gain advantage through the effective management of financial and other risks.</p> <p>Recent development in behavioral finance can now be applied to understand how entrepreneurs and Venture Capitalists perceive risk and uncertainty and how they decide and act accordingly.</p> <p>The course is designed to integrate and synthesize the knowledge and applied skills learned in the MMEL program to draw upon the essential traits and skills of entrepreneurial leadership. Learners will be encouraged to research and synthesize a range of examples of entrepreneurial leadership coming from both SMEs and large organizations belonging to public, private and social sector (not-for-profit) organizations operating in regional and international context. This course aims to engage learners in the conduct of an entrepreneurship research project in an area of special relevance to the student's current or prospective area of business focus. The course will draw upon primary data gathering and employing secondary data based on published case studies in the international and regional context.</p>
113CMP211	Capstone Management Project	<p>This subject involves a hands-on project that engages learners in a project of their choice. Major concepts and applied skills are incorporated and developed within the context of the chosen project, preferably related to the learner's current or prospective business focus. Drawing on their experiences in the subject assignments, learners are encouraged to use the electronic resources of the e-library effectively as a major business tool. This project is closely mentored by an assigned faculty research advisor.</p>

117CAP601	CAPSTONE: Strategic Management of Innovation and Technological Change	<p>Management must be continually concerned with effectiveness, efficiency, survival and growth. These areas involve the processes of improvement and change which in turn rely on discovery, assessment, introduction and implementation of innovation in organizational contexts. This necessarily involves change: in structures, systems, procedures, operations, and technology.</p> <p>This course focuses on the management of innovation and technology in organizations. It surveys theory and research on the process of development of innovation and new technology and on innovation and new technology as outcomes of organizations.</p> <p>This course is the capstone course for the MSc in Innovation and Change Management. The integration of innovation and change management will be reinforced in this course. Hence it should be only taken after the required pre-requisites. The learners are expected to develop their presentations skills and sharing findings in an electronic poster format.</p>
111CMG307	Change Management	<p>Change is real in a modern business context. Managers have to deal with uncertainty, ambiguity and complexity as part and parcel of shaping up a work environment that is based on agility, quality, responsiveness and an increase emphasis on speed and innovativeness. This course will cover the fundamentals of change management and how this is linked to organizations as total systems, to its structure, processes and culture. Learners will learn macro and micro aspects of change management, how change initiatives can be deployed in compatibility with strategic objectives, project management approaches that can drive change smoothly and with effective outcomes. The course will also include dos and don'ts of change management and will explore models of best practice change management methodologies through case studies. The course will particularly focus on the preparation and implementation of change management.</p>

111CUC205	Customer Centricity	<p>Since the day in the nineteen fifties Harvard Business Review published the classic article on 'marketing Myopia' penned by a young faculty then Professor Ted Levitt, marketing and business changed dramatically for better. Their focus shifted from the self to the other; from the product to the customer need and from technology to solutions. Today, we are witnessing an ever increasing stream of innovations in customer centricity and customer relationship management. Human technology is also at work- a delightful combination of business attitude to serve and satisfy the customer and the enabling information technology and applications to make it work for customers and business alike.</p> <p>The course will examine the evolution and meaning of customer orientation, customer care and customer relationship through a customer centric approach. Learners will understand what a customer- centric strategy is and what are its benefits, what are the most critically important factors for customer centricity, what is Customer Relationship Management (CRM) and its role in producing a customer centric culture, how to measure and optimize organizational performance for achieving loyalty and retention.</p>
113DAM108	Data Analysis for Managers	<p>This course provides an introduction to data analysis for managers and business decision-makers. The focus of the subject is on the various methods and analytical tools available to business executives operating in a global business environment in particular used for managing medium to large projects. The aim is for students to understand the essence of modern data analysis, with an emphasis on collaborative problem-solving by teams of learners through exploring actual business problems and data particularly in relation to projects. Learners will be introduced different analytical tools related to cost and risk management and earned value for evaluating the progress of a project.</p>

119DSS600	Dissertation	<p>A Master’s dissertation is defined as the outcome of an independent, scholarly and original research work that is designed and carried out by the learner as a course (in line with the course outline) in consultation with her/ his dissertation supervisor.</p> <p>The objectives of the dissertation are to:</p> <p>Provide awareness and understanding of the different approaches to research and provide experience of dealing with practical issues in conducting an original research project, and Enable learners to apply the knowledge and experience gained during the taught components of the post-graduate program to a relevant topic.</p> <p>Furthermore and as result of undertaking the dissertation, learners will be able to:</p> <p>Prepare a well-thought-out research proposal taking into account the constraints of time and resources;</p> <p>Design a research methodology taking into account the nature of the topic under investigation and relevant literature;</p> <p>Conduct empirical research in the field with either companies, organizations or individual consumers</p> <p>Analyze quantitative or qualitative data and make decisions about its usefulness and accuracy as well as assessing the implications of the findings for the particular theoretical domain of the dissertation topic, and</p> <p>Manage and own the research process recognizing that the proposed research must be achievable in the time available.</p>
111ERM107	Enterprise Resource Management	<p>This course covers an important topic of managing supply chain and value chains in a virtual, electronic and internet based environment which requires real time response, agile and customized approaches of serving and fulfilling customer needs. The course will discuss the origins and definitions of Enterprise Resource Planning (ERP) as a way of managing supply chains with IT enabled principles and approaches. In addition to closely analyzing the various key factors that impact on the effective implementation of ERP systems or otherwise, the course will look at extended ERP systems that will cover wider aspects than just supply chain ones, to include for instance Customer Relationship Management (CRM) issues</p>

114ENG203	Entrepreneurial Growth	<p>This course focuses on the application of management and entrepreneurial concepts in businesses in their growth stage. The course teaches concepts, frameworks and heuristics to give students the tools to manage entrepreneurially in organizations of all sizes and types. The basic premise is that the performance of the venture is a function of the quality of the decisions made by the entrepreneur. We will focus on the challenges confronting entrepreneurs at the growing phases. Those challenges include: expanding the scope of activities, attracting and retaining high-quality managers, developing and leveraging internal and external resources and capabilities, delegating responsibilities, attracting financing for maintaining the momentum, and updating the business model.</p>
114ENL102	Entrepreneurial Leadership	<p>The present-day business environment is characterized by turbulence and change. To respond to this kind of environment, business firms need entrepreneurial leaders distinct from other types of managerial leaders. Entrepreneurial leadership is leadership that is based on the notion that the leader is self-employed and motivated to achieve the desired results in an innovative manner. Learners will learn that entrepreneurial leadership exists in public, private as well as in social sector organizations. Also it can be found in small, medium or large organizations, and in different industrial sectors.</p>

114MKM302	Entrepreneurial Marketing	<p>Developing a comprehensive understanding of an organization's marketing strategy and the ability to manage marketing actions effectively is a crucial component of any product/service or idea-based concern. While marketing concepts and consumer oriented strategies may be considered to be essentially generic and applicable across different industry types & sectors, product categories and size of organizations, it must be recognized that early stage entrepreneurs and start-ups face unique marketing challenges. These relate to limited financial resources, under staffing, time constraints, and a lack of understanding of the strategic role of marketing. These factors are compounded by the early stage of the product or industry life cycles. Consequently, entrepreneurial entities often fail to adequately plan and budget for marketing activities- a critical shortcoming that contributes to the low success rates for new products and ventures. This course will therefore focus on understanding the marketing function and the key role it may play within an early stage entrepreneurship (for example micro enterprises) or start-ups (with relatively intensive intellectual and financial capital investment such as biotechnology) in supporting the achievement of organizational objectives.</p>
114ENP108	Entrepreneurial Planning	<p>Entrepreneurial planning process empowers learners to analyze feasibility of an innovative idea to a successful venture. This course takes participating learners through a business planning and development process, involving everything from conventionalizing of an innovative idea, environmental scanning, formulating business strategies and implementing their business plan.</p>
114ENT106	Entrepreneurship and Innovation	<p>Entrepreneurship is about innovation, opportunity recognition, the exploitation of change, creation of value in firms, not only through new products or services, but also through innovative new technologies, business concepts and transaction mechanisms. In addition entrepreneurship addresses the art of wealth creation through the initiation of ventures with high growth potential. Throughout this course, learners will explore many dimensions of new venture creation and growth and to foster innovation and new business formations in independent and corporate environments.</p>

114FIM105	Financial Management	<p>This course focuses on tools and techniques used in modern financial management. Material in the course is designed to provide learners with the knowledge and skills required for understanding, exploring and analyzing financial management issues.</p> <p>The course draws upon topical material in order to contextualize theoretical discussion, and present students with examples in practice. Learners will gain the necessary knowledge of the principles and techniques used in analyzing financial statements and evaluating alternative investment opportunities.</p>
118HRM101	Human Resource Management	<p>This is an introductory course which examines the management of people as key assets in achieving high performance organizations and competitive advantage. Managing people from a strategic, operational and project perspective is covered showing that Human Resource Management (HRM) is for both specialists and line managers. The link between HRM, strategy and performance is explored along with developing high commitment people strategies and the impact which this can have on organizational performance.</p> <p>The contribution of various HRM functions and activities such as resourcing and staffing, HRM planning, training and development, performance and reward management and compensation and effective people management is covered.</p>
117NTM302	Information Technology Management	<p>Information technologies today affect every aspect of our economy and society; they are transforming the way business is done and the approach through which customers and suppliers relationships are managed. This course introduces learners to information technologies that are critical to the 21st century new business organizations; it covers information technologies relevant to business operations and decision making; examines how information technologies can be used to introduce new innovations and how technological changes are implemented and managed within the organization.</p> <p>Subjects covered within this course include the affect of the Internet on competitiveness, types of information systems, aligning business and technology strategy, implementing and managing technological changes within an organization.</p>
117NVS201	Innovation Strategies	<p>Strategy drives all business disciplines. Therefore, crafting of a strategy sense is probably the single most important talent any manager can build and possess. This course will help you develop strategic intuition and emphasize application of strategy. It will go beyond the review of the various theories and will generate real ideas that apply to current and future business.</p>

118NHR201	International Human Resource Management	The course focuses on providing an in-depth understanding of the core aspects of HRM in the international context. The course focuses on diffusion of international HRM in multinational corporations, expatriation and repatriation management, and international aspects of the core Human Resource Management issues such as recruitment and selection, compensation and reward, training and development and performance management.
119SBK201	Islamic Banking	The Islamic banking and finance industry is today no longer a marginal industry, but an inseparable element of the global financial architecture. The global Islamic banking sector is valued at approximately US\$850 billion in terms of assets, while the total global Tak
119SCG304	Islamic Corporate Governance	Recently there has been many call to re-examine corporate governance systems around the world. This is mainly driven by major financial crisis including the crisis of 1997 in South East Asia and the worldwide 2008 crisis. The course provides an in-depth coverage of Islamic corporate governance. It examines the competency and effective framework in ensuring that organization serves the interest of stakeholders in the process of generating value. Topics include: the roles and responsibilities of directors, corporate governance in Islamic financial institutions, and corporate governance systems.
119SEC102	Islamic Economics	This course examines the principles underlying Islamic economics, its Relationship with conventional economics, and the classical economic thought in Islam. It also covers economic development in Islam and gives examples of Islamic economic systems around the world.
119SLC104	Islamic Financial Contracts and Products Development	This course begins with a discussion of prohibited elements that Islamic contracts should avoid. These include usury/interest (riba), ambiguities (gharar), elements of chance (maysir) and prohibited properties. The course also covers important contracts, which are related to business and financial practices. In particular it focuses on those commercial and financial transactions that are used in Islamic banking and finance
119SPM203	Islamic Financial Markets and Institutions	This course provides an in depth analysis of Islamic financial markets discussing various methods taken by banks, asset managers, Shari'a scholars, service partners and distribution partners to provide Shari'a-compliant investment structures. The course covers areas like equity investments, sukuk, real estate investments, takaful and alternative investment vehicles.

110LEC401	Labor Economics	<p>This course investigates the determination of labor market outcomes (wages and employment) and discusses why and how differences across individuals may occur. At the beginning of the course we develop the analytical tools necessary for understanding wage and employment formation, and discuss what makes the labor market an important and a special type of market.</p> <p>After this, the basic concepts are extended to analyze how and why labor market outcomes differ across groups and over time, in particular in terms of the increased inequality of wages and the convergence of male and female market outcomes.</p> <p>Throughout the course, practical examples are used to highlight the applicability of labor economics to current issues and policies in the MENA region.</p>
119LRB302	Legal and Regulatory Issues in Islamic Banking and Finance	<p>The course examines the legal and regulatory framework of Islamic banking and finance. The course outlines the Shari'a principles governing Islamic banking and finance, the structure of financial system, the relevant regulatory framework and the Shari'a legal issues relevant to Islamic banking and finance industry. Special reference will be made to documentation issues, the Shari'a governance and the prospect of harmonization of Islamic legal rulings in Islamic finance.</p>

<p>100MAP100</p>	<p>Management Appreciation Program</p>	<p>This program prepares learners' to undertake Graduate studies in any of the Management related Program offered by the HBMeU. MAP is designed for those learners who did not study sufficient "Management" discipline related courses in their undergraduate studies. It provides learners with the knowledge needed to understand the basics of three core areas in business studies:</p> <ul style="list-style-type: none"> ▪ Management: Fundamentals of Management, Marketing, Human Resources and Operations Management ▪ Finance: Economics, Finance and Accounting ▪ Information Management and Quantitative Analysis: Information Management; Information and Enterprise Systems, and Quantitative Analysis to support decision making. <p>The MAP introduces learners to the principles, concepts, theories and current issues in each of the above areas, focusing upon helping managers to take rational decisions about the efficient allocation of the available resources. This course places strong emphasis on the need for managers to have a range of management skills at their disposal, in order to execute the management function more efficiently and adapt to changing organizational contexts.</p>
<p>118MEP203</p>	<p>Managing Employee Performance</p>	<p>This course explores performance management in organizations from individual and team perspectives, as a vital part of the employer-employee relationship and organizational strategy. Increasing employee and employer expectations in recent times makes performance management necessary and relevant. Case studies from various business areas are used together with contemporary readings and activities relevant to the public and private sectors. The critical link to strategic human resource management processes is emphasized throughout - especially in terms of relevant employment laws and recruitment and selection processes.</p>

117NDM303	Negotiation and Decision Making Strategies	<p>This course is designed to improve your personal effectiveness and increase the productivity of your organization by drawing on the latest research in the psychology of judgment, combined with time-tested theories of negotiation and decision making.</p> <p>The purpose of this course is to help general and functional managers develop consistently effective strategies and systematic approaches to negotiations and decision making that will dramatically improve their personal effectiveness and the productivity of their organizations. The course provides sufficient familiarity with negotiating and decision making styles that will help managers identify their unique strengths and weaknesses, thus enabling learners to interpret and comfortably use the latest advances in the field of negotiation in their daily decisions.</p> <p>The course will also equip learners to recognize and overcome flaws in their negotiation and decision making processes; develop frameworks for making sound decisions; analyze situations; develop plans to monitor, improve, and practice their negotiation and decision making skills; and more effectively learn the right lessons from their experiences.</p>
114NPS202	New Product/Service Innovation	<p>Entrepreneurs play an important role in initiating the process of revolutionary inventions and innovations. Based on scientific inquiry, this course stresses the importance of creativity, invention and innovation in the context of entrepreneurship. It provides coverage of both market-led demand pull factors and innovation-push factors. Incorporating creative thinking and best practices in new product/service development, this course will help learners understand how to create and modify an organization's new product/service development process and position it to gain a competitive advantage.</p>
118CHS102	Occupational Health & safety	<p>This course provides an overview of effective occupational risk and hazard management. Learners are introduced to principles of proactive health and safety strategies and the benefits which can accrue from this. An introduction to relevant international and local laws concerning OHS is provided.</p>

111OSM301	Operations Management	<p>The focus of operations management is fundamentally about the activities, decisions and responsibilities of managing the production and delivery of products and services'. It is an essential managerial discipline in all forms of operations from private sector manufacturing through to public sector services. It is about the capability to organize all of the operations that underpin the modern world, including: transportation, the generation of energy, retailing, the production of goods, and the provision of medical care and education. Part of this discipline is analytical: being able to formalize measure and understand operational problems, such as congestion, under-capacity and failure. Part of it is constructive: being able to plan and design production and service processes. The course reflects this combination, and includes both qualitative and quantitative methods</p>
118OBR103	Organizational Behaviour	<p>This course explores the various issues that influence the management of human behavior and relationships in an organizational context. Traditional approaches to organizational behavior will be presented and contrasted with recent developments arising out of social psychology and sociology. This course also examines the psychology of individual differences and how diversity affects personality, perceptions, emotions and the experience of stress resulting in behavior that is difficult to predict. Behavioral issues relating to groups in the work place will also be explored, highlighting both functional and dysfunctional aspects of groups.</p>

117GVE304	Organizational Values & Ethics	<p>Modern economic systems appear to have inherent weaknesses and inequalities at various levels. Most of the ills exist at the organizational level, and partly arise out of a lack of moral values and ethical standards. This only proves that managerial decisions and ethics are inseparable. Business organizations are now facing the challenge of crafting ethical standards other than legal compliance or financial performance. Business leaders must recognize that this kind of challenge can be overcome by a commitment to values-based management. However, simply "doing the right thing" is not enough. Rather, firms increasingly find themselves as targets of aggressive legal action, media coverage and social pressure. Therefore, organizations must be prepared to anticipate potential threats from the environment and respond to stakeholders' demands for ethical behavior. This requires that managerial actions must be anchored in sound organizational values and ethics. This course seeks to expose the learners to the frameworks of values and ethics in a realistic fashion. A rich set of challenging case studies and crisis simulation exercises contained in this course would help learners appreciate the strategic relevance of egalitarianism, fair play, harmony and teamwork, win-win approach, and value creation for customers and society at large.</p>
111PMF103	Performance Management Fundamentals	<p>As the classic say goes: if you can't measure it, you can't improve it?. This course closely examines the importance of performance measurement in supporting a culture of continuous improvement in a modern business context. By starting with the examining the origins and basic definitions of measurement, particularly in a non-financial context and discussing the limitations of financial performance measurement techniques, the course will highlight the evolution of performance measurement systems over the years and will closely look at some models which are found to be compatible with modern business requirements. Such models will include the PRISM MODEL and THE BALANCED SCORECARD. The course will then discuss the implementation of performance measurement systems, the soft and hard aspects that impinge on the effectiveness of measurement systems.</p> <p>Furthermore learners will learn about the link between performance measurement and wider integration aspects with performance management. The role of IT in driving performance measurement in an integrated fashion will also be examined.</p>

111PBE104	Principles of Business Excellence	An interesting question for academics and practitioners is: why do some firms perform better than others? The answer may be found in the components of business excellence models adopted by successful firms. This course seeks to expose learners to the principles and practices related to business excellence.
113PCM107	Project Cost Management	The scope of project cost management course encompasses the main stages of costing activities: estimating, budgeting and actual costing. The course incorporates relevant analytical techniques such as earned value calculations, variance analysis and cash flow forecasting. For controlling and managing project costs, various lifecycle costing methods in addition to work breakdown structures are introduced and explained. As a valuable and inevitable tool, ERP systems depict the information systems that facilitate costing work in an integrative manner, and herewith are experimented with during this course.
113PMM105	Project Management Methods	<p>The subject is designed to assist the learners in essential project management methodologies that can be applied to any project. The subject follows the project management life cycle. This life cycle comprises five phases.</p> <ul style="list-style-type: none"> • The defining phase • The planning phase • The organizing phase • The controlling phase • The closing phase <p>The course also discuss how to control and monitor progress of a particular project using project management tools, and how to evaluate lessons learnt from the success or failure of the project.</p>
113PRM209	Project Risk Management	The project risk management course offers knowledge on various risk methodologies and approaches. The main intention is to cover the various phases of risk management which involves risk identification, quantification, response planning, monitoring, auditing, reviewing, etc. Yet, the course, in the first hand, introduces a fundamental background in understanding risk and nature of risk.

113PSM106	Project Scope Management	<p>Project scope management includes within its orbit all the measurable tasks and logical phases that are required to complete a project successfully. This course seeks to equip learners with the necessary knowledge; tools and skills to identify analyze, quantify and finalize the tasks that are necessary to complete a project. Through exposure to these phases, the learners will be relating the project's intended benefits to the strategy of the organization. Learners will explore how in practical sense, operational concepts help in the creation of the project scope. The feasibility of the business case will be examined and creative ideas explored.</p>
111QPD106	Quality Policy Deployment	<p>It has always been claimed that Japan's economic success over a sustained period exceeding half a century was due to their approach to strategic planning and implementation. The use of Hoshin Kanri in Japanese corporations has been an effective approach to drive long term strategic plans, creating corporate alignment and ensuring goal congruence. This course discusses Hoshin Planning (Quality Policy Deployment [QPD]) as a viable alternative to 'conventional strategic management' by presenting the pros and cons of each and by elaborating on how World Class organizations are benefiting from using the QPD Process. The course will discuss in great detail the various steps and stages of applying QPD by examining various case studies and identifying common steps. Aspects of integration with process management, value chain management through the use of Quality Function Deployment (QFD) another powerful tool that translates the 'voice of the customer' at all stages of value creation and delivery will also be discussed. An integrated methodology for linking the vertical deployment of strategy with the horizontal deployment of the voice of the customer will be presented.</p>
111QTT309	Quality Tools and Techniques	<p>Continuous improvement in a modern business context is a principle which is applied through the use of various tools and techniques which assist workers investigate problems, explore various possibilities as viable solutions and implement ideas that deliver net improvements and tangible benefits. This course will look at a wide variety of tools and techniques which are used generically and universally and in different cultural contexts. Starting with the most basic tools of quality (7 basic tools), planning tools of quality are also used, quality costing tools, team building tools, prioritization tools amongst others.</p>

118RRT201	Recruitment & Retention	Recruitment and retention decisions have a fundamental impact upon all systems within an organization. Additionally, retaining people who effectively contribute to the organization is necessary to maintain business viability. This course focuses on the process relating to recruitment, selection and retention strategies, with emphasis on interviewing process, which can benefit the organization as a whole. Throughout the course practical examples will be examined alongside theoretical principles underlying recruitment, selection and retention practices.
111RMS204	Research Methods	The course on research methods in business and management aims to discover, analyse and respond all stated and unstated needs and aspirations of business and society. For long customer market and social needs have been discovered only indirectly through trial & error, experience or looking at the competitive products. The obvious inadequacies of such approach demanded a direct and verifiable research of social, customer and market needs. Hence a formal study of research. The advent of sophisticated mathematical/statistical models and information technology tools and techniques have further strengthened the discipline of marketing research and refined discovery, collection, analysis and interpretation of market information. The course will allow opportunities to the learners to present and disseminate their research findings in an e-poster format.
119RMS301	Risk Management in Islamic Financial Institutions	The course focuses on how to assess and manage the risks arising from applying Islamic financial products and services. Credit, operational, market and liquidity risks together with the risk of noncompliance with the Shari`a law are covered.
111SEQ304	Service Quality	The growth of service industries around the World has increased very significantly over the past few years, even to cover more 'traditional sectors' such as public services and services in the voluntary sector. In fact service-based value chain are thought to be the key drivers of a modern economy as competitive advantages are more and more based on customer and knowledge related aspects. This course explores the notion of service based operations, service oriented value chains and service quality. Furthermore, measurement tools such as SERVQUAL will be discussed in the context of identifying customer perception gaps.

117STM301	Special Topics in Management	<p>The specific emphasis in this course will be on foundational as well as contemporary theories surrounding the field of Innovation and Change Management. Some of the Innovation and Change management areas, each of which would form the basis of a special topic of emphasis to develop theoretical and practical skills in learners are:</p> <ul style="list-style-type: none"> • Entrepreneurship and Innovation • Change Management • Innovation Strategies • Information Management • New Product/Service innovation <p>Knowledge Management Community of Practices Organizational Learning Core Competence</p>
118SHR204	Strategic Human Resource Management	<p>This course focuses on the link between HRM and business strategies and operations. The subject examines fundamental concepts in Strategic Human Resource Management including the planning, development, implementation and evaluation of HR activities. A focus will be on the fit between HR and business strategy, and the congruence among HR activities.</p>
118STM104	Strategic Management	<p>This course introduces the concept and importance of strategic management. It provides learners with a strategic planning framework emphasizing the analysis of the internal and the external environment of the organization, strategy formulation, strategy implementation and monitoring and evaluation.</p>
119SZM303	Strategic Management of Zakah and Awqaf	<p>This course provides a comprehensive understanding of Zakat and Awqaf management. Methods of valuation, measurement, and accounting treatment of Zakat based on various opinions of Fiqh scholars as well as contemporary issues of Zakat and its management will be discussed. On Awqaf, a general understanding on the role of accounting, control and the preparation and analysis of financial statements will be explicated.</p>

113SCP210	Supply Chain & Procurement Management	<p>IT tools and applications of Supply Chain and Procurement Management (SCPM) are the focus of this subject. Designed from the perspective of the project manager, this subject examines the processes within the value chain of the company especially in the context of projects. Learners learn how the competitiveness, cost structure and manageability of a firm's operations and markets can be improved through automation, using information and telecommunications networking technologies. Topics include fundamentals of matching supply with demand, incentive alignment and implementation challenges and analytical techniques for supply-chain management. The implementation of Enterprise Resource Planning (ERP) systems is also discussed.</p>
111TQF101	TQM Fundamentals	<p>This course covers the history, evolution and principles of quality until the present day applications based on a total or integrated perspective. Learners will learn about the work of the gurus and the contributions to the field of TQM that Dr. Deming, Dr. Juran and Dr. Feigenbaum have made to the Japanese economic revolution and its revival after the Second World War. The course will then discuss the hard and soft aspects of TQM, using examples and applications covering various projects in the industrial context. The course will discuss various implementation methodologies and will finish by covering the area of continuous improvement, using the Kaizen approach for developing a culture of learning and innovativeness.</p>
111TQM206	TQM Sustainability	<p>TQM Sustainability is a theme for the 21st century. Whilst previously the major preoccupation was with an understanding on what the hard and soft factors of TQM implementation are and how to succeed with various quality initiatives and generate a commercial or organizational impact, the focus now is much broader. This course defines the principles of sustainability through excellence by referring in particular the 8 principles of excellence published by the European Foundation for Quality Management and the early work published by Peters and Waterman, in their seminal book 'In search for Excellence', in the early 1980s. In addition to a clear understanding on factors that produce sustainable performance, the course will examine the various paradigm shifts or transformational models required for sustainable performance. Using the philosophy of Six Sigma to drive sustainable performance, the course will cover models for sustainable performance in a knowledge-based work environment.</p>

118TDE302	Training and Development	This course provides learners with hands-on approach to training and development. Learners will develop critical understanding of the types and models of training and employee development. They will acquire the conceptual and analytical skills in linking training and development to organizational objectives and strategy. Learners will learn how to design a training and development program to fit specific organizational scenario. They will be asked to analyze various methodology of training evaluation and apply them using case study method.
119UFQ202	Usul Fiqh and Qawaid Fiqhiyyah	This course begins with an introductory discussion on the definition, scope and development of usul al-fiqh. The subsequent two topics discuss the principal sources of Islamic law which are the Qur'an and the Sunnah. The Islamic law is further explored under consensus of opinion (ijma), deductive analogy (Qiyas), juristic preference (istihsan) public interest (maslahah mursalah), presumption of continuity (istishab), blocking the means (sadd al-dharai') and custom ('urf). The course also examines the various categories of Hukm Shar'i such as obligatory (wajib), recommended (mandub), forbidden (haram), abominable (makruh) and permissible (mubah). Important legal maxims (qawaid fihiyyah) and their application to Islamic contracts and transactions are also explored.

e-School of Business & Quality Management Faculty Roaster

Professor Khaled Sartawi, Dean of e-School of Business & Quality Management



Khaled Sartawi is Professor of Management and Dean of e-School of Business and Quality Management at Hamdan Bin Mohammed e-University. Before coming to Dubai, he served in various academic and administrative positions at universities in the United States and the Middle East. Prior to his career in academia, Professor Sartawi worked in banking and finance in the areas of assets and liability management, corporate credit, and investments. Professor Sartawi is an experienced trainer and consultant and has served on the boards of directors of a number of NGOs.

Professor Sartawi holds a BBA in Management from the University of Toledo, MBA in Finance from University of New Haven, PhD in Organizational Behavior from the University of Alabama, and PDBP in Finance from the University of Florida. His current research interests are in the areas of behavioral finance and TQM in higher education

Dr. Sanjai Kumar Parahoo, Postgraduate Program, Director



- PhD in Management/Marketing, University of Mauritius. Supervisors: Prof Jacques-Marie
- Aurifeille (France) and Prof S K Sobhee (Mauritius)
- MBA (Distinction, University Gold Medal and DCDM cash prize and trophy); University of Mauritius
- Graduate Certificate in Business (Distinction), Curtin University of Technology, Perth, Australia
- Registered Professional Engineer status, Mauritius
- Bachelor in Technology (Civil Engineering), Indian Institute of Technology-Delhi, India

Dr. Souma Alhaj Ali, Undergraduate Program, Director



Dr. Souma Alhaj Ali is an associate professor in Industrial Engineering; she is currently the Executive Director for e-TQM Institute and the acting undergraduate program director at e-School of Business and Quality Management in Hamdan Bin Mohammed e-University. She held many positions in the public and private sectors including the Director of the Center of Academic Quality Assurance at Hashemite University and the Executive Director for the United Industrial Group Corporation. She is an EFQM lead assessor with a strong record of achievement combining skills in diverse areas of industrial engineering and building quality systems, she have more than ten years of experience in building and operating quality systems in both private and governmental sectors, and six years in assessing quality management awards like EFQM, King Abdullah II Award for Excellence, Sheikh Khalifa Government

Excellence Program, and the Global Performance Excellence Award. She has participated in writing a book and published over 30 papers in international journals. She had a bachelor and a master degree in Industrial Engineering/ Engineering management from University of Jordan and a PhD degree in Industrial Engineering from University of Cincinnati in Ohio, USA.

Professor Ebrahim Soltani, Full Professor



Dr Ebrahim Soltani is Professor of Quality Management at Hamdan Bin Mohammed e-University in the e-School of Business and Quality Management. Before joining HBMeU Professor Soltani worked at Strathclyde and Kent Universities in the UK. His teaching and research experience includes Operations Management, Quality Management, and Managing Quality in Supply Chain.

Professor Soltani has published papers in peer-reviewed international journals and presented papers at international conferences. His primary area of research is operations improvement and effective management of quality-focused initiatives.

Professor Soltani received PhD from the Department and Management Science at the University of Strathclyde Business School (UK).

Dr. Basil Soufi, Associate Professor



Dr Basil Soufi has experience in both business and academe. He has a Masters and PhD from Loughborough University in the UK where he was employed as a research associate and lecturer. His business experience includes consulting projects on design computing and multimedia training for BP and subsequently, information systems planning and project management in the UK Government sector. He was appointed Associate Professor and founding chair of the department of information systems technology at Abu Dhabi University where he gained considerable experience in academic administration and curriculum design and accreditation. Dr Soufi has over 20 publications in international journals and conferences including Communication of the ACM, Interacting with Computers, and Design Studies. His research interests include usability and accessibility of interactive systems and e-commerce and user experience design and evaluation. He has professional certifications in Project Management and IT Management.

Dr. Keenan Crane, Assistant Professor



Keenan Crane, Ph.D. (Keni), internationally experienced in individual, group, and organizational development, uses a systems approach to help managers improve performance and strengthen business relationships while going through change.

For 20 years Dr. Crane has coached leaders in Fortune 500 corporations, family businesses and not-for-profit organizations to develop leadership, interpersonal and social skills while facilitating a smooth transition during corporate and cultural changes. Her ability to help manage change results in a greater integration with customers and clearer alignment of business objectives. Her

background includes a successful career as director of Organization and Management Development at CIGNA Property & Casualty, where she helped restore distressed profit centers through leadership, coaching, counseling and group development.

In addition to her Ph.D. in Organization and Group Development, she holds a Master's Degree in Experimental Psychology and a Master's Degree in Counseling/ Human Relations and a B.A. in Psychology and Pre-med (magna cum laude). Before joining HBMEU she has been professor at Villanova University, Drexel University and West Chester University, USA.

Dr. Crane's areas of expertise include Executive Coaching / Counseling, Group / System Effectiveness, Change Management, Leadership Assessment and Development, Culture and Needs Analysis - OD & Training, Individual and Group Effectiveness, 360° Feedback Assessments and Program Design and Customization.

Her research interests include Leadership Development, Competency Modeling, Emotional Intelligence, Creativity and Retention and Qualitative Measurement.

Dr. Shamim Ahmad Siddiqui, Assistant Professor



- PhD (Economics) degree in 1989 from Temple University, USA. MA (Economics) in 1979 from University of Karachi
- MS (Applied Economics) in 1980 from University of Karachi
- Undergraduate Studies (Economics and Political Science) in 1977
- Taught courses in economics and Islamic Finance at the University of Brunei Darussalam, University of Karachi and Temple University.

- Published journal articles and papers in the areas of international trade, labor and development economics
- Worked as an Economics Consultant for various development projects undertaken by public sector departments of governments of Brunei, Sri Lanka and Pakistan a number of them sponsored by international agencies.

Dr. Ahmed Al-Nakeeb, Assistant Professor



Dr. Ahmed Al-Nakeeb is an Assistant Professor of Management at the e-School of Quality and Business Management at Hamdan Bin Mohammed e-University. Dr. Al-Nakeeb received his Ph.D. in Quality Management from the University of Glamorgan in Wales, United Kingdom. He also completed a Master in Business Administration, a Diploma in Business Administration, and a B.Eng. in Civil Engineering all from reputable Universities in the United Kingdom. He taught various courses in Management and Marketing at graduate and undergraduate levels in addition to holding managerial positions.

Dr. Al-Nakeeb participated in various international conferences and published in well-known international journals. His publications in Quality Management attracted international interests among academics and practitioners. He has also developed research interests in HRM and Marketing. Dr. Al-Nakeeb is a member on the Editorial Advisory Board and the Articles Review Editor of the Journal of Islamic Marketing, published by Emerald. He was granted the 2011 Outstanding Reviewer Award for his work on the Journal of Islamic Marketing.

Dr. Adrienne A. Isakovic, Assistant Professor



Dr. Adrienne A. Isakovic is an Assistant Professor at Hamdan Bin Mohammed e-University. She is faculty in the e-School of Business and Quality Management. She is an award-winning academic and HRM leader with extensive experience in both academia and in senior HRM roles in the Middle East and the U.S.

Dr. Isakovic has taught at the undergraduate levels at the Florida State University, USA, University of Texas at San Antonio, USA, Zayed University and UAE University, UAE, and the Institute of Public Administration, KSA. She has taught at both graduate and undergraduate levels at the University of the Incarnate Word, Texas, USA, and in the Executive MBA Program at the Higher

Colleges of Technology, UAE.

During almost a decade of serving in senior HR management roles, Dr. Isakovic has had the challenge of creating three different Learning & Development and/or Organizational Development units from scratch. Her efforts at building and improving orientation/induction programs for new employees have resulted in an increase in customer satisfaction excellence ratings from 54% to over 80%.

Dr. Isakovic's research focuses on self-initiating expatriates, expatriate employee engagement, and the psychological employment contract in the workplace. She has presented at numerous academic and professional conferences over the years, as well as been published in peer-reviewed academic journals and books.

Academic degree and other qualifications:

- Ph.D. in Organization and Management (2010) Capella University, Minnesota, USA.
- M.S. in Organization and Management (2006) Capella University, Minnesota, USA.
- M.S. Ed. In Multilingual/Multicultural Education (1997), Florida State University, Florida, USA.

- B.A. summa cum laude in International Studies/Asian Studies (1995), University of South Florida, USA.
- Only certified administrator for the Global Competency Inventory psychometric assessment tool in the GCC.
- Certified in several Lominger/KornFerry competency leadership architect and 360 degree assessment tools.

Dr. Mohamed El Baradie, Assistant Professor



Dr. Mohamed El Baradie is an Assistant Professor of Accounting at Hamdan Bin Mohammed e-University in the e-School of Business and Quality Management.

Before joining HBMEU Dr. El Baradie worked as an Assistant Professor at Al Hosn University, Abu Dhabi and The American University in The Emirates, Dubai. He also taught Accounting courses at The University of Durham during his PhD studies.

He worked as a Financial Controller with American Airlines, and an Accounting Controller with P. Tech Corporation both in the USA. Also, he is a certified Business Trainer by the US AID.

Dr. El Baradie's teaching experience includes Financial Accounting, Cost/Managerial Accounting, Auditing and Finance.

Dr. El Baradie received his PhD in Accounting from The University of Durham, United Kingdom, an MBA from Wayne State University, Michigan, USA, and the bachelor degree from Alexandria University, Egypt.

His research interests include Management Accounting techniques and the Institutionalization of Costing methods.

School of e-Education

School Mission

The School of e-Education (SEED) is established with the following mission:

“ To prepare a new generation of highly qualified & exceptional educators who are well prepared, academically strong, pedagogically skilled, technologically enabled and responsive to the needs of the diverse society of the 21st century”.

School Objectives

The school of e-education has set the following objectives for its graduate learners:

- **Define**-Exposure to the definition of e-education, foundation of knowledge, skills and attitudes that are required by a competent practitioner in the field of online education.
- **Design** – Proficiency in instructional design, the systematic approach to designing educational/instructional systems, materials, and processes, including analyzing, designing, developing, implementing, and evaluating.
- **Develop** – Demonstration of major instructional models and their technological applications to develop instructional materials and experiences using print, multimedia, computer-based, and integrated technologies.

- **Implement** – Application of principles and theories of media utilization, diffusion, implementation, and policymaking, as well as, the attitudes, ethics, and, interpersonal and communication skills required for active involvement in appropriate professional organizations and community services.
- **Manage** – Aptitude to plan, organize, coordinate, and oversee instructional technology by applying principles of project, resource, delivery system, and information management.
- **Assess** – Ability of planning and executing research and the ability to assess the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

The School of e-Education (SEED) which started its offerings in September 2009 currently offers two postgraduate programs and is working towards expanding its portfolio of offerings to include more programs, both postgraduate and undergraduate.

Master of Science in Interactive Educational Technologies (MSc IET)

Program Description

The MSc IET program is designed for learners interested in distance education and the design, development, and use of technological tools and virtual learning environments in teaching and training. It prepares a new generation of technology specialists who are capable of developing interactive educational media and virtual learning environments to address the changing needs of formal education and vocational training. Skills gained include the application of appropriate pedagogies in the design, development, and customization of technological programs, games and simulations, virtual learning environments, and social communication websites for teaching and training purposes.

Program Goals

The Interactive Educational Technology Program uses the International Society for Technology in Education's (ISTE) Educational Technology Standards for Teachers (NETS) as its goals. The six standards are reflected in the following goals:

- PG1. Demonstrate a sound understanding of technology operations and concepts, and of various strategies of creation online communities. School of e-Education – (SEED)
- PG2. Plan and design effective learning environments and experiences supported by technology.
- PG3. Implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- PG4. Apply technology to facilitate a variety of effective assessment and evaluation strategies.
- PG5. Use technology to enhance their productivity and professional practice.
- PG6. Understand the social, ethical, legal, and human issues surrounding the use of technology in schools and apply those principles in practice.
- PG7. Examine several models of instruction for building effective teaching practice to meet diverse learning needs.

Program Outcomes

After completion of the program, graduates will be able to:

- PO1. Analyze the status of the current educational technology and the future of technology in education and e-learning.
- PO2. Assess the impact of the technological developments on technological change, technology education, and the learner(s).
- PO3. Design, develop and implement technology-based instructional programs.

PO4. Apply research tools and methods which aid in improving the practice of technology education.

PO5. Use various multimedia applications which are available to enhance classroom instruction.

PO6. Demonstrate a general understanding of how to locate course materials through accessing databases and the Internet.

PO7. Utilize, review and evaluate educational software tools.

PO8. Evaluate the effectiveness of online courses and programs for a target group of learner(s) in a content area.

PO9. Apply international technology standards for educators.

Program Structure

Program Required Courses (24 credit hours)

Course-No	Course Name	Cr/H
210EDT102	Introduction to Educational Technologies	3
210RME104	Research Methods in e-Education	3
210ADC106	Adult Development & Collaborative Learning	3
210LTE107	Learning Theories for Online Education	3
216DMM218	Developing Multimedia Material	3
216EGS202	Introduction to Educational Gaming & Simulation	3
216VLE216	Virtual Learning Environments	3
210PID105	Principles of Instructional Design	3

Program Electives (12 credit hours)

Course-No	Course Name	Cr/H
210DLR208	Digital Libraries & Learning Object Repositories	3
210MLE210	m-Learning	3
216STE217	Selected Topics in Education Technology	3
210WAC211	Web Accessibility	3
215PET207	Planning & Evaluating Educational Technologies	3
210DSS601	MSc. Dissertation 1	3
210DSS602	MSc. Dissertation 2	3
210CAP601	Capstone Project	3

Program Study Plan

Semester I

Course- No	Course Name	C/H	Pre-Requisites
210LTE107	Learning Theories for Online Education	3	None
210EDT102	Introduction to Educational Technologies	3	None
210ADC106	Adult Development & Collaborative Learning	3	None
210RME104	Research Methods in e-Education	3	None
Total Number of Credit Hours		12	

Semester II

Course- No	Course Name	C/H	Pre-Requisites
210PID105	Principles of Instructional Design	3	210LTE107; 210ADC106
216VLE216	Virtual Learning Environments	3	210EDT102
216DMM218	Developing Multimedia Material	3	None
210DSS601 216CAP601	Dissertation-1 <u>or</u> Capstone Project	3	210RME104
Total Number of Credit Hours		12	

Semester III

Course- No	Course Name	C/H	Pre-Requisites
216EGS202	Introduction to Educational Gaming & Simulation	3	210EDT102
XXXXXXXX	Elective I	3	None
XXXXXXXX	Elective II	3	None
210DSS602 XXXXXX	<u>or</u> Dissertation-2 <u>or</u> Elective III	3	210DSS601 <u>or</u> 216CAP601
Total Number of Credit Hours		12	

Program Electives

Course- No	Course Name	C/H	Pre-Requisites
215PET207	Planning & Evaluating of Educational Technologies	3	Completion of 24 Credit Hours
210DLR208	Digital Libraries & Learning Object Repositories	3	Completion of 21 Credit Hours
216STE217	Selected Topics in Education Technology	3	Completion of 24 Credit Hours
210MLE210	m-Learning	3	210EDT102; 210PID105; 216VLE216; 216DMM218
210WAC211	Web Accessibility	3	210EDT102

Master of Arts in Online Curriculum & Instructions (MA OCI)

Program Description

The MA OCI program is designed for learners who are interested in distance education and the integration and usage of e-learning technologies in their teaching and training practices. It prepares learners to work in the twenty first century's educational or vocational training sectors. Skills gained include the adequate utilization of technological tools in teaching and training, in addition to the design, development, implementation, delivery and assessment of e-learning content.

Program Goals

- PG1. Prepare learners and future e-instructional engineers to develop, implement, deliver and assess distance education/ online programmes. Perfect their ability to use all features of an online learning environment to improve the practices of their learner(s) and to innovate in their own practice.
- PG2. Expose learners and future pedagogical engineers to major concepts and theories related to learning, teaching and training using educational technologies, as well as the pedagogical applications of these concepts to the effective delivery of online learning.
- PG3. Develop an awareness of the emerging context of online global higher education. Prepare future graduates with a critical understanding of the frameworks of participative knowledge production, quality assurance and qualifications recognition needed in order to formulate effective online learning strategies in the future.
- PG4. Develop the abilities of learners to use authentic assessment methods and strategies to evaluate, apply and adapt instructional plans, while promoting alternative goals and strategies when necessary, particularly in relation to assessment findings.
- PG5. Provide learners with advanced principles of instructional design enabling them to effectively use web/multimedia e-learning authoring tools.
- PG6. Prepare learners to develop, enhance/add-value to methodologies for planning, managing, developing and accessing online educational scenarios and activities.
- PG7. Provide learners, users and authors of material with sound knowledge of intellectual property and copyright (IPR) issues that impact digital online education.

Program Outcomes

At the end of this program graduates will be able to:

- PO1. Demonstrate knowledge of major learning theories and their applications to the analysis, implementation and assessment of online education programs and systems.
- PO2. Demonstrate abilities to analyze the needs of learners and their implications in educational and training issues.
- PO3. Demonstrate abilities to select plan and implement the most suitable and innovative pedagogical strategies, bearing in mind the context of learning, the learner(s) profiles and the pieces of knowledge to be learnt, contextualized or created from scratch.
- PO4. Demonstrate abilities to identify and define goals and objectives for a specific area of study and apply the principles of instructional design to the design of relevant learning materials adapted to this area of study.
- PO5. Demonstrate abilities to match learning context and appropriate technology. Demonstrate abilities to critically analyze the potentialities of learning technologies and to apply these abilities to the enhancement of design and delivery of contents, ensuring reflexive and collaborative learning.
- PO6. Demonstrate abilities to critically evaluate the impact of these different assessment techniques on the learning process, to apply competency-based assessment techniques and to effectively measure learning outcomes.
- PO7. Demonstrate abilities to establish formative and summative evaluation plans, to design valid and reliable student learning assessment instruments and to administer both formative and summative assessment activities in a course.
- PO8. Demonstrate theoretical and hands-on knowledge of the role of the e-tutor, e-moderator and e-mentor. Demonstrate knowledge, skills and abilities needed to conduct an online tutoring session providing effective online support to learners, either individuals or in groups.
- PO9. Demonstrate capacity to apply IPR concepts, policies and approaches inline with international standards and evolving policies to the deployment of educational contents.

PO10. Demonstrate abilities to critically analyze and apply ethical principles suitable to online course development, such as varying interpretations of 'open educational resources', 'non-commercial', and the use of 'no derivative' materials as open educational resources.

PO11. Demonstrate capacity to synthesize and apply qualitative and quantitative research methodologies for online education, such as theory-driven designs, theory-building research or design-based research.

PO12. Demonstrate capacity to discriminate between different research approaches and link research problem, theory and design. Be able: to identify research topics, formulate goals and precise research questions and their answers; to conduct basic qualitative and quantitative data analysis; to create drafts for research plans, including work packages and a timeline to conduct a literature review, to present bibliographies and to make citations.

Program Structure

Program Required Courses (24 credit hours)

Course-No	Course Name	Cr/H
210EDT102	Introduction to Educational Technologies	3
210RME104	Research Methods in e-Education	3
210ADC106	Adult Development & Collaborative Learning	3
210LTE107	Learning Theories for Online Education	3
210PID105	Principles of Instructional Design	3
210EDD201	Effective Design & Delivery for Online Courses	3
210PTA202	Principles of Testing & Assessment	3
210CIL216	Contemporary Issues in e-Learning	3

Program Electives Courses (12 credit hours)

Course-No	Course Name	Cr/H
210QAS207	Quality Assurance Strategies for e-Learning Materia	3
210CME213	Innovation and Change Management in e-Education	3
215EDL215	Educational Law	3
215PEE216	Planning & Evaluating Educational Programs	3
215SPP217	Strategic Planning and Policy Making	3
210DSS601	MA Dissertation 1	3
210DSS602	MA Dissertation 2	3
210CAP601	Capstone Project	3

Program Study Plan

Semester I

Course- No	Course Name	C/H	Pre-Requisites
210LTE107	Learning Theories for Online Education	3	None
210EDT102	Introduction to Educational Technologies	3	None
210ADC106	Adult Development & Collaborative Learning	3	None
210RME104	Research Methods in e-Education	3	None
Total Number of Credit Hours		12	

Semester II

Course- No	Course Name	C/H	Pre-Requisites
210PID105	Principles of Instructional Design	3	210LTE107; 210ADC106
210EDD201	Effective Design & Delivery for Online Courses	3	210LTE107; 210EDT102
210PTA202	Principles of Testing & Assessment	3	210LTE107
210DSS601 210CAP601	Dissertation-1 <u>or</u> Capstone Project	3	210RME104
Total Number of Credit Hours		12	

Semester III

Course- No	Course Name	C/H	Pre-Requisites
210CIL216	Contemporary Issues in e-Learning	3	210LTE107; 210EDT102
XXXXXXXXXX	Elective I	3	None
XXXXXXXXXX	Elective II	3	None
210DSS602 XXXXXX	or Dissertation-2 <u>or</u> Elective III	3	210DSS601 or 210CAP601
Total Number of Credit Hours		12	

Program Electives

Course- No	Course Name	C/H	Pre-Requisites
215PEE216	Planning & Evaluating Educational Programs	3	Completion of 24 Credit Hours
210CME213	Innovation and Change Management in e-Education	3	None
215SPP217	Strategic Planning & Policy Making	3	None
215EDL215	Educational Law	3	None
210QAS207	Quality Assurance Strategies for e-Learning Material	3	210PID105; 210EDD201

Master of Arts in Online Education Leadership and Management

Program description

The MA OELM program is designed for learners interested in distance education and the management and administration of education and training. It prepares a new generation of highly qualified educational and training leaders and managers who are responsive to the needs of the diverse contemporary knowledge societies. Skills gained include contemporary leadership practices, innovation, change management, and the application of information communication technologies (ICTs) at the managerial level in educational and training settings.

Program Goals

- PG1. Educate graduates on how to obtain and manage the use of resources effectively and efficiently to meet institutional educational needs.
- PG2. Develop learner's knowledge and expertise in organizational management and accountability.
- PG3. Learn best practices of leadership and management in online educational settings.

PG4. Acquire the ability to assess and evaluate various educational technologies and examine the returns on educational investment.

PG5. Expose learners to the latest advancements in educational technologies and equip them with the necessary skills and knowledge to make and implement informed decisions.

PG6. Equip graduates with critical understanding of the theoretical frameworks needed in order to formulate effective innovative e-learning strategies in the future.

PG7. Equip graduates with both theoretical and practical knowledge/expertise in educational finance and budgeting.

PG8. Develop both theoretical and practical knowledge/expertise in conducting and reporting empirical educational research in the area of online education leadership and management.

PG9. Inculcate in graduates positive attitudes and values regarding the diffusion and management of contemporary innovations and educational resources in the work place.

Program Outcomes

At the end of this program graduates will be able to:

PO1. Demonstrate the ability to use resources effectively and efficiently to meet institutional educational needs.

PO2. Demonstrate both theoretical and practical knowledge/expertise in organizational management and accountability.

PO3. Demonstrate best practices of leadership and management skills in online educational settings.

PO4. Critically assess and evaluate various educational technologies and examine the returns on educational investment.

PO5. Analyze and critically demonstrate theoretical and practical knowledge in the latest advancements in educational technologies and the necessary skills and knowledge to make and implement informed decisions.

PO6. Establish theoretical frameworks and tools needed in order to formulate effective contemporary e-learning strategies in the future.

PO7. Demonstrate both theoretical and practical knowledge/expertise in educational finance and budgeting.

PO8. Demonstrate both theoretical and practical knowledge/expertise conducting and reporting educational research in the area of online education leadership and management.

PO9. Demonstrate positive attitudes and values regarding the diffusion and management of contemporary innovations and educational resources in the work place.

PO10. Produce e-portfolios on the aspects of the courses to demonstrate learning outcomes.

PO11. Submit reports and project on some practicum or internships undertaken.

Program Structure

Program Required Courses (24 credit hours)

Course-No	Course Name	Cr/H
210EDT102	Introduction to Educational Technologies	3
210RME104	Research Methods in e-Education	3
210ADC106	Adult Development & Collaborative Learning	3
210LTE107	Learning Theories for Online Education	3
215EFB201	Educational Finance and Budgeting	3
210CME213	Innovation and Change Management in eEducation	3
210PEA214	Principles of Educational Administration & Leadership	3

215SPP217	Strategic Planning and Policy Making	3
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Program Electives Courses (12 credit hours)

Course-No	Course Name	Cr/H
215EDL215	Educational Law	3
215PEE216	Planning & Evaluating Educational Programs	3
215HRB206	HR & Organisational Behavior in Education	3
210PID105	Principles of Instructional Design	3
210EDD201	Effective Design and Delivery for Online Courses	3
210PTA202	Principles of Testing & Assessment	3
210DSS601	MA Dissertation 1	3
210DSS602	MA Dissertation 2	3

Program Study Plan

Semester I

Course- No	Course Name	C/H	Pre-Requisites
210LTE107	Learning Theories for Online Education	3	None
210EDT102	Introduction to Educational Technologies	3	None
210ADC106	Adult Development & Collaborative Learning	3	None
210RME104	Research Methods in e-Education	3	None
Total Number of Credit Hours		12	

Semester II

Course- No	Course Name	C/H	Pre-Requisites
215SPP217	Strategic Planning & Policy Making	3	None
210PEA214	Principles for Educational Admin & Leadership	3	None
210CME213	Innovation & Change Management in e-Education	3	None
210DSS601 215CAP601	Dissertation-1 <u>or</u> Capstone Project	3	210RME104
Total Number of Credit Hours		12	

Semester III

Course- No	Course Name	C/H	Pre-Requisites
215EFB201	Educational Finance & Budgeting	3	None
XXXXXXXXXX	Elective I	3	None
XXXXXXXXXX	Elective II	3	None
210DSS602 or XXXXXX	Dissertation-2 <u>or</u> Elective III	3	210DSS601 <u>or</u> 215CAP601
Total Number of Credit Hours		12	

Program Elective Courses

Course-No	Course Name	C/H	Pre-Requisites
215HRB206	HR & OB in Education	3	None
210PTA202	Principles of Testing & Assessment	3	215SPP217
215PEE216	Planning & Evaluating Educational Programs	3	Completion of 24 Credit Hours
210PID105	Principles of Instructional Design	3	210LTE107; 210ADC106
210EDD201	Effective Design and Delivery for Online Courses	3	210LTE107; 210EDT102
210CIL216	Contemporary Issues in e-Learning	3	210LTE107; 210EDT102

School of e-Education Course Descriptions:

Course Code	Course Name	Course Description
210ADC106	Adult Development & Collaborative Learning	<p>Adult Development & Collaborative Learning tackles specific issues such as knowledge-building, building learning communities of practice not only regarding strategies and styles of instruction but also effective ways of facilitating and managing sustainable transformations at individual, social, structural and institutional level. Following a general introduction to principles of andragogy, the course demonstrates how technology has transformed adult learning by promoting computer supported collaborative learning (CSCL), with a focus on meaning-making activities. Building on CSCL as a foundation principle, the course investigates the concepts of learning communities, communities of practice and communities of networked expertise.</p>
210CAP601	Capstone Project	<p>The capstone project proposes to build an e-portfolio that synthesizes and applies knowledge and theories gained from courses taken in the program, with the following criteria:</p> <ul style="list-style-type: none"> • To be integrative, through requiring generation/application of ideas across courses. • To generate research findings and/or link theory/research to practice. • To demonstrate an individual's learning. • To result in a concrete product that demonstrates linkages and applications. • To be of personal use to the learner and considered educationally valuable by an audience of professional peers.
210CIL216	Contemporary Issues in e-Learning	<p>This course examines contemporary issues in the field of e-learning from a global perspective, with a focus on theoretical, pedagogical, practical, and</p>

		<p>ethical issues. This is a core course for future IET developers, addressing an audience of learners with a degree and a strong background in ICT development. An important part of the course is devoted to the design, development or customization, and sustainable implementation of educational products and environments using semantic web and participative technologies for learning, education or training.</p>
216DMM218	Developing Multimedia Material	<p>This course introduces concepts and current technologies of multimedia systems through hands-on experience which will help to develop the essential skills required for the development of multimedia elements. This course deals with different technological components found in multimedia, such as: Audio, Image Compression, Optical storage, and shows learners how to use text, images, sound, and video to deliver compelling messages and content in meaningful ways.</p>
210DLR208	Digital Libraries & Learning Object Repositories	<p>This course addresses the main issues related to digital libraries and repositories, such as the standardization, interoperability, reusability and copyrights issues, give an overview of the transformation of the digital librarian job with the evolution of the technology. The course introduces strategies of information retrieval and storage, and knowledge about databases structures and interoperability, allowing learners to act as an interface between teachers and different learning resources providers.</p>
215EFB201	Educational Finance and Budgeting	<p>This course provides a working knowledge of the expenditures, revenues, budget processes, financial management and decision making skills required in various types of higher education settings. The course exposes prospective university administrators to issues and practices related to higher education finance and budgeting, by exposing learners to the tools that will allow them to manage an institution's budget.</p>
210EDD201	Effective Design and Delivery for Online Courses	<p>The course explores techniques and challenges needed to support online learning for individuals and groups. The course provides opportunities to discover and critically analyze various e-learning environments, carry out design and implementation of contextualized online learning solutions, introducing participants to technology-enhanced instructional design and at developing the skills and competencies needed to effectively engage in online delivery mode of teaching.</p>

215HRB206	HR & Organizational Behavior in Education	The course equips future educational leaders and managers with human resource management and organizational behavior knowledge and skills through online theory and practice. It helps the learners understand how the management of human resources in e-education has implications for organizational behavior.
210CME213	Innovation and Change Management in e-Education	This course provides learners with a systemic understanding of the factors involved in the adoption of innovation and the management of change in higher education, with special attention given to online education. The course uses major models of innovation and change management, and provides activities supporting their critical analysis when applied to education, and more precisely to specific e-Learning contexts. It offers opportunities for learners to better understand different models, and to assess their relevance in the deployment of specific e-learning solutions.
216EGS202	Introduction to Educational Gaming & Simulation	The course explores the use of games and simulations for teaching and learning, offering the opportunity to explore theories of educational gaming as well as practical aspects of evaluating and implementing digital games and simulations for teaching and learning. Learners will explore the field of instructional gaming through a survey of readings, existing products, and case studies.
210EDT102	Introduction to Educational Technologies	This course gives an overview of educational technologies, presenting the major educational theories that led to the development of modern educational technologies. The course presents technological tools (web 2.0 tools, gaming and simulation, mobile learning, etc.) used in the design and delivery of e-learning, and its adaptation to different learning strategies. The course addresses also social, ethical and legal aspects related to the use of technology in education.
210LTE107	Learning Theories for Online Education	The course presents an overview of learning theories from a descriptive perspective (how people learn), and more precisely of computer-mediated learning (how people learn with educational technologies as the mediating instrument). The course considers that the prescriptive dimension (tell how people should learn) is rather the role of pedagogical theory covered in two other courses, namely Adult Development & Collaborative Learning, and Principles of Instructional Design. The course investigates the evolution of the concept of learning in a knowledge society, addressing epistemological issues about how learning occurs and how knowledge emerges beyond the borders of

		<p>traditional systems of education, proposing a unified view of learning, teaching, and technology, and some paradigm shifts needed to open a creative space where learning, innovation and work.</p>
210DSS601	MA Dissertation 1	<p>This option provides learners with the possibility of applying knowledge and proficiencies acquired throughout the MAOCI, MAOELM, or MSC IET courses. The dissertation path is particularly advised to those who plan to pursue postgraduate studies at the PhD level.</p> <p>The dissertation is expected to demonstrate an original contribution to knowledge in a chosen area of study related to educational leadership, educational technologies, and/or instructional design, and provide evidence of general knowledge of the area through a literature review. Each learner is assigned a supervisor who will follow the progress during the two semesters of the dissertation work, in line with the dissertation guidelines and policy provided at the beginning of the first semester.</p>
210DSS602	MA Dissertation 2	<p>This option provides learners with the possibility of applying knowledge and proficiencies acquired throughout the MA OCI, MA OELM, or MSC IET courses. The dissertation path is particularly advised for those who plan to pursue postgraduate studies at the PhD level.</p> <p>The dissertation is expected to demonstrate an original contribution to knowledge in a chosen area of study related to educational leadership, educational technologies, and/or instructional design, and provide evidence of general knowledge of the area through a literature review. Each learner is assigned a supervisor who will follow the progress during the two semesters of the dissertation work, in line with the dissertation guidelines and policy provided at the beginning of the first semester.</p>
210MLE210	m-Learning	<p>This course investigates the pedagogy and practice of mobile learning as an emerging dimension of online learning. The course develops knowledge and skills needed in an effective usage of mobile devices (SMDs) for teaching and learning. Topics proposed include learning design for mobile devices, wireless technologies, multimedia for m-learning, standards, assessment and evaluation of m-Learning, including the integration m-Learning into blended learning environments.</p>
215PEE216	Planning & Evaluating Educational Programs	<p>The concept of the curriculum brings together issues of teaching and learning, assessment,</p>

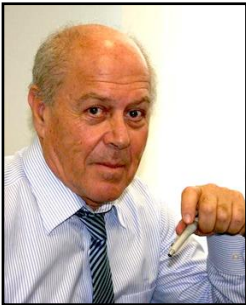
		resources allocation, needs assessment, use of supporting technologies and many other issues. This course provides a holistic framework to the design, development, continuous monitoring and assessment of new educational programs with special focus in Higher Education. The course also addresses the integration and assessment of educational technology as an integral component of curricula planning and assessment.
215PET207	Planning & Evaluating Educational Technologies	In this course, learners develop strategies for planning technologies for teaching and learning at an institutional level so that they are funded, organized, and supported in ways that meet the educational, organizational and financial context in which they will be used. Learners will learn to develop comprehensive plans for implementing, managing and assessing educational technologies and adapt such plans to meet changes, issues and trends.
210PEA214	Principles of Educational Administration & Leadership	This course focuses on the various dimensions of leadership structures and administrative processes in higher education institutions. Contemporary theories of leadership will serve as the context for deepening learner understanding of higher education institutions as highly complex, multifaceted organizations, both in their governing structure and in their approach to solving problems, managing change, meeting targets and accommodating challenges in a constantly changing social, political, economic, and legal environment. The course is closely linked to another course on "Strategic Planning and Decision making" that also focuses on institutional effectiveness.
210PID105	Principles of Instructional Design	The course conveys an overview over the principles of instructional design as a technological discipline based on theories and results from educational psychology. The course analyses instructional design process as a cascade of design decisions ideally based on proven principles. Besides the various instructional design models, the ID process, methods and techniques of analyses the use of "pedagogical design and patterns" is emphasized. Attention is also paid to the quality of learning environments to be designed.
210PTA202	Principles of Testing & Assessment	The purpose of this course is to introduce the learner to the major evaluation theories and their applications to the monitoring and evaluation of online learners' achievement. In this course, learners will develop an understanding of the main evaluation methods and theories and their application to online learning. Main topics include

		<p>an introduction to formative and summative evaluation, the competencies-based approach to evaluation as well as the study of particular issues concerning the evaluation of online learners, including technological and ethical (e.g. Plagiarism and authentication) concerns. Learners will explore various assessment strategies and will design an evaluation project.</p>
210QAS207	Quality Assurance Strategies for e-Learning Materials	<p>This course introduces the learner to basic strategies and instruments in order to ensure quality of e-Learning materials in terms re-usability and cost-effectiveness. The course introduces the various pedagogical, technological, cultural factors and the ergonomics that influence the quality of e-Learning materials. The course examines the life-cycle of material development, from conception to publication, use and re-use, along with the strategies and conceptual instruments. Policies and tools needed for an e-Learning institution are also explored to help improve cost-effectiveness.</p>
210RME104	Research Methods in e-Education	<p>The course introduces the major streams of research methodology in education, mainly theory-driven research (e.g. experimental research, quasi-experimental research, and statistical designs), theory-building research (e.g. ethnographic and clinical) and design-based research. Accordingly, participants will be exposed to various qualitative and quantitative methods, as well as observation techniques like experimental testing, survey design, observation and interviews, log file analysis, and basic qualitative and quantitative data analysis methods.</p>
215SPP217	Strategic Planning and Policy Making	<p>The first part of this course focuses on learning the importance and practice of strategic planning in higher education and how institutional effectiveness is related to strategic planning. Understanding both processes along with the ability to lead institutions through them is critical to being a leader and developing effective and efficient institutions that meet all accreditation requirements. While the second part of the course emphasizes on policy making and strategy development with attention given to the integration of technology and the implication it has on policy development. The course also covers aspects related to education law and risk management which are seen as important elements of developing a high quality strategic plan. The purpose of the course is to provide learners with the fundamental knowledge on strategic planning and policy making and then address how it may apply to e-learning programs</p>

		and settings.
216VLE216	Virtual Learning Environments	This course is designed to enable learners to select, plan, install and deploy virtual learning environments which incorporate various tools such as LMS, authoring tools, assessment tools, collaboration tools, etc. It presents learners with the necessary knowledge to proceed with the selection of software architecture solutions and of the hardware infrastructure that support it. The course also exposes learners to the development of project plans for such deployment taking into account technical, pedagogical, financial and organizational factors and is concluded by presenting learners with latest trends in designing virtual learning environments such as the second life concept.
210WAC211	Web Accessibility	In this course, learners will study Web accessibility from a societal, an educational and a technological perspective. National and international accessibility laws and policies, World Wide Web Consortium (W3C) standards and guidelines, major assistive technologies, accessibility evaluation tools will be presented, explored and discussed. Learners will have to select a typical disability and, for an educational Website, assess its accessibility level from this specific disability perspective.

School of e-Education Faculty Roster

Prof Alain Senteni, Dean of School of e-Education



2011 - Honorary Doctorate in Education - Sherbrooke University, CANADA
 1995 - (post-doctoral) Habilitation à Diriger des Recherches (HDR) - Institut National Polytechnique de Toulouse (INPT), France. Topics: Artificial Intelligence in Education, Educational Technology, Lambda Calculus
 1989 - PhD in Computer Science \ Doctorat en Informatique - INPT, France.
 1969 - Engineering Degree in Computer Science - Ecole Nationale Supérieure d'Informatique, Electronique et Hydraulique de Toulouse (ENSEIHT), a member of INPT, France.
 1968 - Masters Degree in Computer Science - Université Paul Sabatier, Toulouse, France. Topics: Maths, Applied Maths, Computer Science.

Dr. Khadeegha Alzouebi, Postgraduate Program Director



2008, PhD Educational Research University of Sheffield, UK
 2003, MA Educational Research University of Sheffield, UK
 2001, MEd Language and Literacy University of Sheffield, UK
 1999, Bachelor of Arts (Hons) English Primary Education with Qualified Teacher Status Sheffield Hallam University, UK
 1996, ESOL Teacher Qualification Sheffield Hallam University, UK

e-School of Health and Environmental Studies

Mission

The e-School of Health and Environmental Studies is committed to promote an innovative blended learning model, with emphasis on field application, research, community services and lifelong learning, ensuring quality in education.

School Objectives

1. To initiate and favor an innovative blended learning environment in addressing issues related to health and environment in the region.
2. To enhance the critical thinking of the learners and achieve excellence in e-learning.
3. To continuously assess the achievements of the learning outcomes.
4. To graduate proactive leaders to face the challenges relevant to health and environmental issues.

Master of Science in Public Health

Program Description

The Master of Science in Public Health: Excellence in Health Care Management Program is a unique program that provides professionals with the skills to become leaders in the health sector and the abilities to be frontrunners in their field. The program consists of a total of 42 credit hours over four semesters and covers all health management aspects with special emphasis on economic, financial, and operational aspects while still being applied in a local context. The program allows participants to continue working full- time while pursuing the degree, and to interact with peers from across the world.

Program Goals

- G1. Develop an innovative program that reviews the modern concepts of public health and healthcare management, health systems theories, services and operations.
- G2. Provide learners with the fundamentals and contemporary concepts of TQM and principles of Excellence and their applications in public health and health care management.
- G3. Improve the skills and abilities of the learners to help them to face challenging issues in public health and healthcare management using IT infrastructure and bio-data.
- G4. Provide healthcare learners with knowledge to implement policy changes and establish facilities that have positive impact on the health of the populations, based on international standards.
- G5. Provide learners with knowledge on how to manage resources and operations in health.
- G6. Develop an understanding of economics, finance, marketing and resources related to health issues.
- G7. Prepare learners for leadership in public health and health care management with emphasis on ethical values.

Program Outcomes

- O1. Assess the global health systems, select and implement the most suitable and innovative strategic plan to tackle public health and health care management issues.
- O2. Demonstrate abilities to analyze the contemporary concepts and principles of TQM and models of organizational excellence and their implications in health related issues.
- O3. Analyze the multiple determinants of health including social, behavioral, educational environmental, occupational, policy, economic, demographic, genetic in healthcare.

- O4. Implement the acquired concepts of public health and health care management for solving the various health issues.
- O5. Acquire strong analytical, conceptual and communication skills that facilitate the development and implementation of strategies for addressing health issues.
- O6. Identify the challenging issues and suggest clear decisions to solve them.
- O7. Analyze the various health systems and adapt the most operational one to meet the needs of the populations.
- O8. Assess the different models of resources and operational management in healthcare.
- O9. Acquire the necessary knowledge, skills and abilities needed to practice in the broad fields of public health and health care management.
- O10. Lead prominent health organizations locally, regionally or at the international levels
- O11. Implement a comprehensive and integrated strategic plan to achieve excellence in public health and healthcare management.
- O12. Compare the different concepts of resources and operational management in public health and healthcare management and develop a strategy in the related fields.
- O13. Analyze the concepts of economics, finance and marketing to initiate a strategy that meets the objectives of the health institutions.
- O14. Analyze, select and implement suitable ethical principles to health care organizations

Program Structure

The Master of Science in Public Health: Excellence in Health Care Management consists of a total of 42 credit hours over four semesters, divided as follows:

Program Compulsory Courses (36 credit hours)

Course No.	Course Name	Credit Hours
312HCS101	Health Care System	3
312HCM102	Health Care Management	3
312OPM103	Operations Management in Health Care	3
312AHC104	Introduction to Quality and International Accreditation in Health Care	3
111TQF101	TQM Fundamentals	3
111BPM102	Business Process Management Fundamentals	3
111PMF103	Performance Management Fundamentals	3
111PBE104	Principles of Business Excellence	3
111RMS204	Research Methods	3
312EBG201	Epidemiology, Biostatistics and Global Health	3
312PCS202	Patient Care and Safety	3
312FPR203	Field Practicum	3
312DSS600	Dissertation	6
	Electives	6

Program Elective Courses (6 credit hours)

Course No.	Course Name	Credit Hours
312EFM301	Economics and Financial Management in Health Sciences	3
312CSM302	Customer Services and Healthcare Marketing	3
312HIS303	Health Information System	3

312FSS304	Facility Structure and Environmental Safety	3
312PHE305	Principles of Healthcare Ethics	3
313DSS600	Dissertation	6

Program Study Plan

Pre-Program

Course Code	Course Title	C/H	Pre-Requisites
100MAP100	Management Appreciation Program	0	-----

Semester I

Course Code	Course Title	C/H	Pre-Requisites
312HCS101	Health Care Systems	3	-----
312HCM102	Health Care Management	3	-----
111RMS204	Research Methods	3	-----
312AHC104	Introduction to Quality & International Accreditation in Health Care	3	-----
Total Number of Credit Hours			12

Semester II

Course Code	Course Title	C/H	Pre-Requisites
111TQF101	TQM Fundamentals	3	-----
111BPM102	Business Process Management Fundamentals	3	-----
111PMF103	Performance Management Fundamentals	3	-----
111PBE104	Principles of Business Excellence	3	-----
Total Number of Credit Hours		12	

Semester III

Course Code	Course Title	C/H	Pre-Requisites
312OPM103	Operations Management in Health Care	3	-----
312EBG201	Epidemiology, Biostatistics and Global Health	3	-----
312PCS202	Patient Care and Safety	3	-----

312DSS600	Dissertation 1 or Elective 1	3	12 credit hours
Total Number of Credit Hours		12	

Semester IV: Select one of the following two options

Course Code	Course Title	C/H	Pre-Requisites
312DSS600	Dissertation 2 or Elective 2	3	12 credit hours
312FPR203	Field Practicum	3	18 credit hours
Total Number of Credit Hours		6	

Program Electives

Course Code	Course Title	C/H	Pre-Requisites
312EFM301	Economics and Financial Management in Health Sciences	3	312HCM10 2
312CSM302	Customer Services and Healthcare Marketing	3	312HCM10 2
312HIS303	Health Information Systems	3	312HCS10 1
312FSS304	Facility Structure and Environmental Safety	3	312OPM10 3
312PHE305	Principles of Healthcare Ethics	3	-----

Master of Science in Hospital Management

Program Description

The proposed curriculum for the Master of Science in Hospital Management is designed to meet the needs of those prospective learners whom objectives are to acquire the necessary knowledge to address the challenges when dealing with issues relevant to hospital management.

Hospital Management has become one of the most significant career to look after; the globalization effect, the continuous investments in the health care industry have led to significant changes and challenges in the health care profession that healthcare organizations are facing nowadays; with the new trend of disease patterns, the rapid development of the health sector, new concepts have been developed to tackle these issues and improve hospital services.

The curriculum will focus on the operations and applications of the hospital management concepts to improve hospital services. The courses will be interrelated and provide a solid conceptual and applied foundation for the hospital management.

Program Goals

- Endow learners with skills and talents necessary for addressing the challenging issues relevant to hospital management.
- Introduce learners with the fundamentals and contemporary concepts of Total Quality Management and their applications in managing hospitals.

- Equip learners to plan, evaluate, analyze and manage the different concepts of hospital management.
- Develop a comprehensive field practicum to enforce the learners' abilities and skills in implementing the hospital management methodologies.

Program Outcomes

- Analyze the various concepts of hospital management and demonstrate abilities to address the relevant challenges in hospital settings.
- Evaluate the contemporary concepts and principles of Total Quality Management and their impacts in hospital managerial setting.
- Critically analyze the organizational structure, policies and processes that affect the functioning and performance of the manager.
- Use analytical, conceptual and communications skills to develop and implement strategies addressing issues in the hospital management.
- Implement a comprehensive and integrated strategic training plan to improve the practical skills.
- Critically analyze the hospital service policies and procedures.

Program Structure

The Master of Science in Hospital Management consists of a total of **36** credit hours over three semesters, divided as follows:

Program Required Courses (30 credit hours)

Course Code	Course Title	C/H
100MAP300	Management Appreciation Program (MAP)	0
313PHM101	Principles of Hospital Management	3
313HIS102	Hospital Information Systems and Statistics	3
111RMS204	Research Methods	3
111TQF101	TQM Fundamentals	3
312AHC104	Introduction to Quality and International Accreditation in Health Care	3
312OPM103	Operations Management in Health Care	3
114OBM101	Organizational Behavior and Human Resources Management	3
312EFM301	Economics and Financial Management in Health Sciences	3
312FPR203	Field Practicum	3
313CAP201	Capstone: Hospital Strategic Management and Planning	3
Total	30	

Program Electives Courses (6 Credit Hours)

Course Code	Course Title	C/H
118HRM101	Human Resource Management	3
313HDE301	Health Determinants	3
313HEP302	Health Education and Promotion	3
313DMR303	Digital Medical Records	3
313HBH304	Hospital Based Healthcare	3
313RMS305	Risk Management and Patient Safety	3
312CSM302	Customer Services and Healthcare Marketing	3

312PHE305	Principles of Healthcare Ethics	3
312 FSS 304	Facility Structure and Environmental Safety	3
313ECM306	Environmental Communications	3
313SPP307	Applied Safety and Pollution Protection	3
313WMS308	Waste Management Systems	3
313EHE310	Environmental Health and Epidemiology	3
313HWM312	Hospital Waste Management Systems	3
313ERM313	Energy Resources Management	3
313WRM314	Water Resources Management	3
313DSS600	Dissertation	6

Program Study Plan

Pre-Program

Course Code	Course Title	C/H	Pre-Requisites
100MAP300	Management Appreciation Program	0	-----

Semester I

Course Code	Course Title	C/H	Pre-Requisites
313PHM101	Principles of Hospital Management	3	-----
313HIS102	Hospital Information Systems and Statistics	3	-----
111RMS204	Research Methods	3	-----
111TQF101	TQM Fundamentals	3	-----
Total Number of Credit Hours		12	

Semester II

Course Code	Course Title	C/H	Pre-Requisites
312AHC104	Introduction to Quality & International Accreditation in Healthcare	3	-----
312OPM103	Operations Management in Healthcare	3	-----
114OBM101	Organizational Behavior and Human Resources Management	3	-----
	Elective I or Dissertation	3	-----
Total Number of Credit Hours		12	

Semester III

Course Code	Course Title	C/H	Pre-Requisites
312EFM301	Economics and Financial Management in Health Sciences	3	-----
312FPR203	Field Practicum	3	18 credit hours

313CAP201	Capstone: Hospital Strategic Management and Planning	3	21 credit hours
	Elective II or Dissertation	3	-----
Total Number of Credit Hours		12	

Program Electives

Course Code	Course Title	C/H	Pre-Requisites
118HRM101	Human Resource Management	3	-----
313HDE301	Health Determinants	3	-----
313HEP302	Health Education and Promotion	3	-----
313DMR303	Digital Medical Records	3	313HIS102
313HBH304	Hospital Based Healthcare	3	313PHM101
313RMS305	Risk Management and Patient Safety	3	-----
312CSM302	Customer Services and Healthcare Marketing	3	-----
312PHE305	Principles of Healthcare Ethics	3	-----
312 FSS 304	Facility Structure and Environmental Safety	3	312OPM103
313ECM306	Environmental Communications	3	-----
313SPP307	Applied Safety and Pollution Protection	3	-----
313WMS308	Waste Management Systems	3	-----
313EHE310	Environmental Health and Epidemiology	3	-----
313HWM312	Hospital Waste Management Systems	3	313PHM101
313ERM313	Energy Resources Management	3	-----
313WRM314	Water Resources Management	3	-----
313DSS600	Dissertation	6	12 credit hours

Master of Science: Excellence in Environmental Management

Program Description

The proposed curriculum, the Master of Science: Excellence in Environmental Management is designed to meet the needs of those prospective learners who seek to enhance their skills, broaden their knowledge and meet the challenges and needs of the environmental marketplace; this science-based management program provides an innovative, high-quality learning opportunities, integrating scientific knowledge, academic excellence and ethical values through a blended learning model.

Environmental Management is becoming the most challenging issue, environmental organizations are facing nowadays; new concepts will be developed to tackle these issues and achieve excellence in the environmental management.

The curriculum will focus on the managerial skills, business knowledge, analytical skills and informative knowledge. The courses will be interrelated and provide a solid conceptual and applied foundation for the excellence in environmental management.

Program Goals

- Endow learners with skill and talents necessary for addressing the challenging issues relevant to Environmental Management
- Prepare learners with the fundamentals and contemporary concepts of Principles of Business Excellence and their applications in achieving excellence in the environmental management
- Understand the different concepts of excellence in the environmental management
- Develop a comprehensive field practicum to enforce the learners' abilities and skills in implementing the concept of excellence in the environmental management

Program Outcomes

- Identify and analyze the contemporary concepts of environmental management to address the relevant challenges
- Critically analyze the organizational structure, policies and processes that affect the functioning and performance of the manager
- Analyze the contemporary concepts and principles of organizational excellence and their implications in the environmental management
- Use analytical, conceptual and communications skills to develop and implement strategies addressing issues in the environmental management
- Implement a comprehensive and integrated strategic plan to achieve excellence in the environmental management
- Analyze managerial skills needed for field sites and practice

Program Electives

Course Code	Course Title	C/H	Pre-Requisites
118HRM101	Human Resource Management	3	-----
313HDE301	Health Determinants	3	-----
313HEP302	Health Education and Promotion	3	-----
313DMR303	Digital Medical Records	3	313HIS102
313HBH304	Hospital Based Healthcare	3	313PHM101
313RMS305	Risk Management and Patient Safety	3	-----
312CSM302	Customer Services and Healthcare Marketing	3	-----
312PHE305	Principles of Healthcare Ethics	3	-----
312FSS 304	Facility Structure and Environmental Safety	3	312OPM103
313ECM306	Environmental Communications	3	-----
313SPP307	Applied Safety and Pollution Protection	3	-----
313WMS308	Waste Management Systems	3	-----
313EHE310	Environmental Health and Epidemiology	3	-----
313HWM312	Hospital Waste Management Systems	3	313PHM101
313ERM313	Energy Resources Management	3	-----
313WRM314	Water Resources Management	3	-----
314DSS600	Dissertation	6	12 credit hours

Program Study Plan

Pre-Program

Course Code	Course Title	C/H	Pre-Requisites
100MAP300	Management Appreciation Program	0	-----

Semester I

Course Code	Course Title	C/H	Pre-Requisites
314ESC101	Environmental Sciences	3	-----
314EAN102	Environmental Analysis	3	-----
111RMS204	Research Methods	3	-----
111PBE104	Principles of Business Excellence	3	-----
Total Number of Credit Hours		12	

Semester II

Course Code	Course Title	C/H	Pre-Requisites
314EMS103	Environmental Management Systems	3	-----
314ESM104	Environmental Risk Management	3	-----
314ECO105	Environmental Economics	3	-----
	Elective I or Dissertation	3	-----
Total Number of Credit Hours		12	

Semester III

Course Code	Course Title	C/H	Pre-Requisites
314ELR201	Environmental Laws and Regulations	3	-----
312FPR203	Field Practicum	3	18 credit hours
314CAP203	Capstone: Environmental Strategic Management and Planning	3	21 credit hours
	Elective II or Dissertation	3	-----
Total Number of Credit Hours		12	

e-School of Health and Environmental Studies Course Descriptions

Course Code	Course Name	Course Description
313SPP307	Applied Safety and Pollution Protection	The course provides learners with principles and application of applied safety and pollution protection. Topics include computer modeling of safety compartment and emergency evacuation of buildings, structural safety design, system design, performance-based design, and safety investigation and reconstruction. This course enables learners to

		<p>appreciate the importance of air quality to environmental health status. Major emphasis is placed on emission sources, characteristics of primary and secondary pollutant, air pollution monitoring techniques in addition to air quality management technologies.</p>
313CAP201	<p>Capstone: Hospital Strategic Management and Planning</p>	<p>The course attempts to transmit an understanding of fundamental strategic management and planning skills applicable in health care organizations including hospitals. Specifically, the purpose of this course is to prepare graduating learners to think strategically and build knowledge to develop, implement and evaluate effective strategies in health care organizations, and specifically in hospitals. The course is devoted to an analysis of strategic management models and tools and how they can be applied to hospital settings. Strategic Hospital Management and Planning (SHMP) is the capstone course in the MSc. in Hospital Management (MSHP) program. As a capstone course, it provides an opportunity to apply in a real setting the knowledge and skills gained through this course as well as throughout their learning experience at HBMEU. The area of application is limited to strategic management and planning of the hospitals. It is required of all Program learners.</p>
312CSM302	<p>Customer Services and Healthcare Marketing</p>	<p>This course introduces the learners to the principles of healthcare ethics. It provides information on the analysis of ongoing ethical and professional issues in healthcare management, research, and dilemmas and experiences of healthcare professionals. Topics include theories of healthcare ethics, patients and family rights, informed consent, privacy and confidentiality, dignity and rights of participation in healthcare decisions, risks to vulnerable populations, and end of life care management</p>
313DMR303	<p>Digital Medical Records</p>	<p>The course on Digital Medical Records is designed to provide learners broad exposure to the fields of e-Health and Health Informatics, and overview of computer-based medical record systems. The course includes topics such as introduction to e-Health, components of Digital Medical Record, health system standards and terminologies; workflow modeling; data security, privacy and confidentiality; decision-support; e-surveillance and research.</p>
313DSS600	<p>Dissertation</p>	<p>A Master's dissertation is the outcome of independent, scholarly and original research work that is designed and carried out by the learner in consultation with her/ his dissertation supervisor (appointed by the university). The dissertation should demonstrate original contribution to knowledge in a chosen area of specialization. The dissertation should demonstrate an evidence of broad knowledge of an area of research through literature review and a substantive piece of field work. Detailed guidelines about the requirements of the dissertation are available in</p>

		<p>the university Master Dissertation Guidelines. Dissertation runs across two semesters having clear set out requirements for each semester, with the final outcome of a written academic report to be defended through oral presentation. This document refers Dissertation (I) for the part of the dissertation conducted in Semester II; and Dissertation (II) for part of the Dissertation conducted in Semester III of the program study plan.</p>
312EFM301	Economics and Financial Management in Health Sciences	<p>This course introduces the learners to the subjects of economics and financial management in healthcare organizations. It focuses on the functional role of the health care finance manager and the basic tools of healthcare financial decision-making. Topics include strategic financial planning, principles of accounting, analyzing financial statements, cost concepts and its relations to decision making and management control process.</p>
313ERM313	Energy Resources Management	<p>This course will provide learners understanding of energy management processes that includes measurement, computation, estimation and determination in each area. Energy problems, the conception, planning and design of functional elements and facilities to control and utilize energy, basic to all energy management.</p>
313ECM306	Environmental Communications	<p>Research in mass media and science communication reveals the need for professionals in various disciplines to acquire skills to inform and educate the public about environmental and other science issues via the media. Communication of environmental issues is essential for public awareness, information and action in an era of rapid population expansion and resource depletion which is leading to global un-sustainability. Research indicates that since the general public receives most of its information from the mass media, professionals need to be adequately trained in media information dissemination styles and techniques. This course will cover the spectrum of media available for conveying environmental and science information to the public and will teach writing and speaking skills for media and other communication channels. The course will also teach principles for an ecologically and economically sustainable future and how these principles can be effectively and persuasively communicated to people.</p>
313EHE310	Environmental Health and Epidemiology	<p>This course provides learners with knowledge on epidemiological study designs and methods, as well as the concepts of bias and confounding. The epidemiological perspective addresses the issues relevant to environmental health based upon the relationships among the agent, the host, and the environment. In addition, the course allows learners to understand how epidemiology is practiced and how to interpret outcomes of epidemiological research; each learner will gain knowledge of a broad array of theoretically-derived ideas and concepts that can be</p>

		applied in environmental organizations.
312EBG201	Epidemiology, Biostatistics and Global Health	This course addresses global health issues from the perspectives of epidemiology and biostatistics. Epidemiology is the study of the distribution and determinants of health related states or events in specified population and the application of this knowledge to the control of health problems. The science of biostatistics comprises the reasoning and methods for using data as evidence to answer public health questions. Hence, this course is important for its ubiquity in problem solving of public health issues.
312FSS304	Facility Structure and Environmental Safety	This course introduces learners to the international standards on health care facilities structure design including: buildings, grounds, equipment, and systems. It focuses on the development of the seven programs required to maintain a safe environment for staff, patients, and visitors. Topics include developing a fire prevention and crisis response program; disaster and emergency response program; hazardous materials and waste management program; medical equipment's selection, maintenance, utility systems' maintenance and minimizing the risks of operating failures program as well as assessing the security programs for healthcare institutions.
312FPR203	Field Practicum	This field practicum course consists of placement of learners within an internationally accredited or in the process of accreditation health institution under the supervision of an assigned and recognized preceptor at the facility and supported by a faculty member from the college. During this course period, learners will be given the opportunity to have hands-on training and tackling of health issues through a comprehensive departmental orientation program and participate in the day to day operations of the health institution where learners will implement the knowledge acquired during their study period. Learners will be required to present and defend the assignments specified during the practicum to the health care facility management.
312HCM102	Health Care Management	This course introduces learners to the practices and theories of health care management. It also provides them with an overview of management functions and techniques including planning, and organizing and it explores healthcare organizational structure including organization chart, authority matrix, committees, the scope of services, and the major systems in a healthcare organization. The course also explores the concepts of influencing in terms of leadership, motivation and directing. It also explores the different leadership styles, skills, processes, responsibilities, and the leadership links to performance excellence. The course also addresses human resources management including the process of recruiting, credentialing, and privileging, assessment of staffing

		needs, developing staffing plans, job description, and competency-based assessment. The course describes the theory and applications of controlling process; and decision making and problem solving techniques in health care settings.
312HCS101	Health Care System	This course introduces learners to types, components, and functions of health systems. It provides understanding of social, cultural, political, and economic contexts within which systems arise and operate. The course offers the learners a comprehensive knowledge on main building block of health systems including financing governance, health services delivery, health workforce, health technology, and health information and. The course will present the health systems of some selected countries around the world with emphasis on the UAE health care system.
313HDE301	Health Determinants	This course addresses the determinants of health from the both the epidemiological and the macro-social perspectives. The epidemiological perspective addresses health determinants based upon the relationships among the agent, the host, and the environment. The macro-social perspective draws upon other disciplines, including health policy, health education and promotion, sociology and economics in addition to epidemiology. Upon completion of this course, each learner should have gained knowledge of a broad array of theoretically-derived ideas and concepts that can be applied in Hospital Settings.
313HEP302	Health Education and Promotion	This course will cover the scope and development of health education and promotion as well as issues related to theory, research, and practice of health education and health promotion within the community in order to create the awareness of wellbeing among the populations. Models of health behavior are presented and controversial issues in the field of health science are explored. In addition, models of school's health education and health promotion are also discussed.
312HIS303	Health Information System	This course acquaints learners with the different information systems available in healthcare and their applications to healthcare delivery. The course offers an overview of healthcare networking for integration of database systems, patient centered information systems, and imaging systems. It concentrates on data analysis using both medical and financial records; standards for collection, recording, and transmission of data; confidentiality and security; and ethics of using personal information in health. The course also provides an overview of medical record department's structure and function, the content of the patient medical record, and the international standards on documentation in the medical records.
313HBH304	Hospital Based Healthcare	The course will provide learners with the knowledge relevant to the various organized delivery systems;

		<p>financial management of hospital settings delivery system such as management of nursing services, hospital organization and management, quality assurance and improvement. The course is delivered through a comprehensive and integrated approach in which learners will get exposed to the new concepts and trends of hospital based healthcare with emphasize on the emergence & scope of organized delivery system, Health Care Information System infrastructure (HCIS); technologies management and administration of organized delivery system, materials management in hospitals and alternate site locations in addition to the ethical considerations in the provision of hospital based health care services and investigational research.</p>
313HIS102	Hospital Information Systems and Statistics	<p>Hospital Information System and Statistics is not about computerizing hospitals, but integrated all the hospital's medical and administrative information leading to a virtual environment that will guarantee effectiveness and efficiency. Hospital information systems provide a major part of the information needed by those paying for health care. It is a logical shift from paper-based to computer-based processing and storage, as well as the increase of data in health care settings due to a tremendous progress in medicine as well as in informatics. The term "informatics" refers to the application of computer science to problems in a particular discipline or field. It has been growing in usage in Health Sciences during the last decade shifting hospital information systems towards regional and global health information systems known as Health Informatics, i.e., the use of the principles and practices of computer science in addressing the problems of health care (maintain patient records, order and carry out treatment programs, review and monitor patients and collect payments for their services). This course will introduce the learners to the concepts of Health Informatics/Hospital Information Systems and Statistics for Health Informatics. The course is designed to (1) develop and assess methods and systems for the acquisition, processing, and interpretation of patient data and (2) introduce statistical methods appropriate to health research and information management focusing on deriving the meaning of the information based on the methodology used. The main focus is to teach the complexity and uncertainty inherent in HIS and to develop learners' computer skills.</p>
313HWM31 2	Hospital Waste Management Systems	<p>While mitigating human sufferings, healthcare workers and institutions inevitably generate waste that, paradoxically, is in itself dangerously to human health. Hospital waste, unlike other types of waste, has a higher potential for causing infection to others and injury. Therefore, healthcare managers need to be fully knowledgeable about hospital waste. This course will provide information about</p>

		mechanisms that lead to waste generation, as well as contemporary techniques for its safe and reliable handling.
312AHC104	Introduction to Quality and International Accreditation in Health Care	This course introduces learners to the evolution of quality, its terms, principles, theories, and practices. The course demonstrates how these principles can be used to improve quality, patient safety and outcomes. Quality improvement tools and techniques are taught and learners are expected to be able to apply these techniques to analyze variation and quality practices in different health care environments. Development and implementation of quality improvement programs are discussed. The course provides an overview of the accreditation process and different international quality standards for healthcare organizations. Success stories are demonstrated by distinguished guest speakers from local institutions.
312OPM103	Operations Management in Health Care	This course addresses the operations within healthcare institutions at the macro and micro levels of management. It explores the divisions within healthcare organizations such as clinical, support, nursing, allied health services, financial, support, customer services, and ambulatory care services. The course delineates the main operations of each of the services, the policies and procedures required, quality control procedures, monitoring the outcomes of the service operations, and modifications and improvement of the services to achieve customers' satisfaction. The course focuses on operations and functions, developing and revising policies and procedures, developing quality controls, monitoring, developing, assessing and modifying operations.
312PCS202	Patient Care and Safety	This course provides an understanding of the science of patient safety and how it relates to problems of patient safety in healthcare settings. It also sheds the light on the role of both individuals and systems in improving patient safety. Institutional responses to adverse events, including topics of risk management and medical malpractice, are also reviewed.
312PHE305	Principles of Healthcare Ethics	This course introduces the learners to the principles of healthcare ethics. It provides information on the analysis of ongoing ethical and professional issues in healthcare management, research, and dilemmas and experiences of healthcare professionals. Topics include theories of healthcare ethics, patients and family rights, informed consent, privacy and confidentiality, dignity and rights of participation in healthcare decisions, risks to vulnerable populations, and end of life care management.
313PHM101	Principles of Hospital Management	The course provides learners with an in-depth knowledge on management principles and techniques used in hospital settings for proper operations such as hospital administration and management in hospital, training and development HR relations, etc. that meet the needs of hospital managers, in raising their level of performance and

		capacity building in day to day operations, within a more competitive and challenging environment. This course aims to provide the necessary knowledge for hospital management to ensure good governance and qualitative hospital services. It will also develop the concepts of health organization, functional structure, methods of planning and managing resources to promote health services in hospital settings.
313RMS305	Risk Management and Patient Safety	Learners will be exposed to the Principles of Risk Management and Patients' Safety i.e. understanding adverse events: the human factor errors and adverse events in Medicine, the development of Clinical Risk Management. The course will emphasize on processes and methodologies in implementing patients' safety and developing awareness on risk management in hospital settings.
313WMS308	Waste Management Systems	The course provide the learners with a comprehensive knowledge of the concepts of waste management and pollution prevention; the course focuses on the administration and waste management that includes the planning system and structural reform, waste mismanagement and water quality, consignment and movement of waste and health and safety measures to ensure proper operations of the different environmental organizations, in addition to concepts of waste minimization, recycling and bio processing recovery.
313WRM314	Water Resources Management	This course will provide learners understanding of the processes in hydrologic cycle that includes measurement, computation, estimation and determination in each area. Water resources problems, the conception, planning and design of functional elements and facilities to control and utilize water, basic to all water management.
313ESC101	Environmental Sciences	This course presents an introduction to environmental sciences and the inter-relationships between humans and the natural world. Topics include ecosystems, population dynamics, pollution and the importance of water, air and land. This course will provide both the skills necessary to establish the context within which the basic principles of Environmental Sciences will be implemented, as well as introduce the understanding of the relationships between humans and the environment. It will also develop skills in the application of the various tools and techniques that may be used to identify, analyze, assess and implement a practical approach to manage procedures, policies and guidelines for a sustainable healthy environment
313EAN102	Environmental Analysis	The course provides learners with an introduction to the science of environmental analysis and the history of development of the biosphere. Learners will have with a better appreciation of the environmental analysis and the complexity of environmental problems. This course aims to

		<p>provide learners with the necessary knowledge of environmental analysis to ensure good governance and qualitative services in environmental organizations. It will also develop the concepts of environmental analysis systems, functional structure, methods of planning and managing resources to enhance the environmental organizational performance</p>
314EMS103	Environmental Management Systems	<p>The course provides the learners with a comprehensive knowledge and examination of the impact of environmental issues and challenges on environmental organizations from the structural and operational perspectives. The course will emphasize on the organizational strategic management including technological advances such as computerized management information systems, in environmental management, development legislation regulatory policies and research environmental issues that may affect the community and business strategy. The course will also cover the concepts of environmental management and the international environmental management system standard. This course aims to provide the necessary knowledge for environmental management to ensure good governance and qualitative services in environmental organizations. It will also develop the concepts of environmental management systems, functional structure, methods of planning and managing resources to enhance the environmental organizational performance</p>
314ESM104	Environmental Risk Management	<p>Learners will be exposed to the principles of Risk Management, understanding the human factor errors, adverse events in environment and the development of environment Risk Management. The course will emphasize on processes and methodologies in implementing and developing awareness on risk and disaster management in environmental organization. Concepts of ecological risk assessment, environmental risk inventory system, risk decision making, risk management and risk communication are developed throughout this course. This course will provide both the necessary skills to establish the context within which the risk and disaster environment management process will be implemented to enhance community safety within a sound and healthy environment. This will involve obtaining an awareness of the risk and disaster management process within the environmental organizations. It will also develop skills in the application of the various tools and techniques that may be used to identify, analyze, assess and treat risks.</p>
314ECO105	Environmental Economics	<p>Scarcity and choice are basic economic conditions that are inevitably present when determining environmental goals and implementing environmental policies. The purpose of this course is to understand the role of economics in environmental issues and, especially, in the formation of environmental policy. The course will emphasize</p>

		<p>applications to environmental problems in air, water, land use, and natural environments. This course will provide both the necessary skills to establish the context within which the alternative perspectives on the nature of environmental problems, including the Materials Balance Approach, New Resource Economics and Ecological Economics schools of thought are addressed. The process will be implemented, as well as introduce the environmental economic management process itself. It will also develop skills in the application of the various tools and techniques that may be used to identify, analyze, assess and implement a practical approach to manage environmental economic problems. The application of review techniques will also be addressed.</p>
314ELR201	Environmental Laws and Regulations	<p>An overview of the history and current application of laws and rules used to protect the environment. This course outlines the general framework of International legislation and includes specific discussions of regulations. The Environmental Laws and Regulations course is concerned with Industry and its relationship with the environment and community and the impact of environmental regulations on Industry decision-making. Topics include waste minimization, pollution prevention, hazardous, special, industrial and municipal solid waste control (RCRA), the Clean Air Act (CAA) and Clean Water Act (CWA), and the Occupational Safety and Health Act (OSHA) and how it relates to environmental regulations. This course will provide both the necessary skills to establish the context within which the environmental laws, regulations and public policy making process will be implemented, as well as introduce the environmental regulatory skills in the workplace itself. It will also develop skills in the application of the various tools and techniques that may be used to identify, analyze, assess and implement a practical approach to implement environmental regulatory policies, procedures and guidelines in the State. The application of review techniques will also be addressed.</p>
314ELR201	Capstone: Environmental Strategic Management and Planning	<p>This capstone course is designed to allow learners to assess their knowledge through an integrated and comprehensive approach and exposure to their environmental fields. Learners are expected to implement the acquired concepts of managing, planning and evaluating risks and performance techniques of planning, including the ecological planning model, local government planning and zoning practices, state and federal mechanisms, and related legislation.</p>
312EPD205	Epidemiology of Infectious and non-Infectious	<p>The course intends to give learners an understanding of the major trends in the incidence and prevalence of infectious and non-infectious diseases. Learners will be introduced to the most common infectious diseases caused by viruses,</p>

	Disease	bacteria and parasites. This course will address also the causes and prevention of cardiovascular disease, diabetes, cancer, chronic lung disease which are responsible for considerable disease burden in developed and developing countries. Common methods to avoid, reduce and/or to eliminate the risk of exposure to infectious and non-infectious diseases will be covered.
314EHE105	Environmental Health & Epidemiology	This course provides learners with knowledge on epidemiological study designs and methods, as well as the concepts of bias and confounding. The epidemiological perspective addresses the issues relevant to environmental health based upon the relationships among the agent, the host, and the environment. In addition, the course allows learners to understand how epidemiology is practiced and how to interpret outcomes of epidemiological research; each learner will gain knowledge of a broad array of theoretically-derived ideas and concepts that can be applied in environmental organizations.
312PBI105	PRINCIPLES OF BIOSTATISTICS	This course provides an introduction to selected important topics in biostatistical concepts and reasoning as it relates to public health field. Tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types will be explored.
312EGH106	Epidemiology and Global Health	This course addresses global health issues and global burden of disease from the perspectives of epidemiology. Epidemiology is the study of the distribution and determinants of health related states or events in specified population and the application of this knowledge to the control of health problems. This course will present epidemiological methods and inferences to health professionals. The course will discuss epidemiological inference and the assessment of causal relationships from epidemiological studies including bias and confounding. Throughout the course, emphasis will be given to understanding the theory and evaluation of a basic epidemiologic study, including how the study goals and research questions relate to the design, measures, and inferences.
312ENH204	Environmental Health	This course informs learners about the key areas of environmental health and raises their awareness about the crucial role of the environment in the health of humans and all other living creatures. It provides a comprehensive but concise discussion of some of the important environmental health methods and paradigms, like environmental epidemiology, environmental toxicology, environmental justice, environmental health ethics and environmental policy & regulation. The course also examines the health

		<p>effects of various environmental hazards (physical, chemical and biological), with emphasis on the environmental and health impacts of climate change. Moreover, the principles of environmental health management related to air and water quality, as well as solid and liquid waste management are presented. In addition, the course highlights the practice of environmental health in emergencies and in the realization of healthy communities.</p>
312FHP206	<p>Foundation of Public Health Promotion and Behavioral Sciences</p>	<p>This course provides the learner with a comprehensive and in-depth review of the social and behavioral science theories that serve as a core area of preparation and practice in public health. Each of the dominant theories and the evidence that supports it will be examined and discussed in considerable detail. Attention will be balanced between individual-level, system-level, and multilevel perspectives on health behavior.</p>
312DMS307	<p>Data Management and Statistical Computing in Public Health</p>	<p>This course provides an opportunity for learners to enhance their capacity in data management and manipulation techniques and biostatistical methods to be able to complete some advanced analysis techniques commonly used in public health research and practice. These analyses include univariate analyses such as T-test, Chi-Squared, ANOVA, and simple linear regression, as well as multivariate analyses such as multiple linear regression, Logistic regression, survival analysis, and factor analysis. A prerequisite to this course is the successful completion of a basic Biostatistics course.</p>
312PHS308	<p>Public Health Seminar</p>	<p>This course is designed to provide a framework for students to integrate a variety of public health topics, issues, and skills into a culminating experience for the MPH program. Learners will complete this course in their final semester. The faculty will assist learners in selection of topics to be researched and reported and will guide learners to the resources available, including guest speakers specialized in delivery of public health services in the region, for accomplishing their responsibilities.</p>
312FPH401	<p>Field Practicum in Public Health</p>	<p>This field practicum course consists of placement of learners within one of the priority public health program or public health division within local health authorities. The practicum will be conducted under the supervision of an assigned and recognized preceptor at the facility and supported by a faculty member from the university. During this course period, learners will be given the opportunity to have hands-on training and tackling of public health issues through participation in the day to day operations of the program or department. Learners will be required to present and defend the assignments specified during the practicum.</p>

e-School of Health and Environmental Studies Faculty Roaster

Dr. Samer Hamidi- Acting e-School of Health & Environmental Studies, Dean



Dr. Samer Hamidi is an Associate Professor and Acting Dean of e-School of Health and Environmental Studies at Hamdan Bin Mohammed e-University. He has over 15 years of academic and professional experience in the field of health management, health care systems, health policy and planning, health care finance, and health economics. His academic and professional experience involves designing and teaching undergraduate and graduate courses and consulting assignments in the area of health management, and conducting research. His research papers have been published in refereed scholarly journals. Dr. Hamidi has shown outstanding contribution to the

university in many areas including accreditation; program reviews, supervising dissertations, and academic advising. His practices in areas related to assessment and academic advising has been used and referred to as best practices that can be adopted across the university. Dr. Hamidi has also been selected by the international external jury as the winner of the Chancellor s' Award for Innovation in Teaching and Learning in 2010 and the Chancellor's Award for Excellence in Research in 2011.

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Professor Awoniyi Awofeso, Full Professor



Prof. Awoniyi Awofeso is a Professor at the e-School of Health and Environmental Studies at Hamdan Bin Mohammed e-University. He has over 23 years of experience in universities of Nigeria and Australia in the fields of public health Projects' management, public health surveillance, health sociology, correctional health care, and hospital administration. Prof. Awoniyi has extensive work experience, at both middle and senior management levels. He also authored four books, one book chapter and 104 peer-reviewed academic papers published in well-regarded journals and book serials. Prof. Awoniyi

worked closely and productively with reputable Non-Governmental Organizations such as Medecins Sans Frontieres and Netherlands Leprosy Relief. In the past three years, Prof. Awoniyi reviewed at least 60 manuscripts on behalf of leading journals such as the British Medical Journal and Australian Medical Journal Social Science an. In addition since 2005 he attended and presented at over 15 international conferences in Africa, Asia, Europe North America, Turkey and Australia.

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Dr. Allan McNaught, Associate Professor



Dr. Allan McNaught is an Associate Professor at the e-School of Health and Environmental Studies at Hamdan Bin Mohammed e-University. He has over 20 years of experience in teaching and education administration in UK universities. He has previously been a Faculty member of Keele University, the University of Greenwich, and London Southbank University.

Dr. McNaught has also worked as a senior manager and health planner in the UK health system. He has also worked on a variety of international health sector development projects, including the establishment and teaching of postgraduate programs in health management and public health at Universities

in Serbia, Bosnia, and Zimbabwe. Dr. McNaught has been a Managing Consultant in a Washington DC-based health economics consultancy, and has undertaken technical consultancy in a wide range of countries.

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Dr. Moetaz El Sergany, Assistant Professor



Dr. Moetaz ElSergany is an Assistant Professor at the e-School of Health and Environmental Studies at Hamdan Bin Mohammed e-University. He has over 20 years of technical and teaching experience in environmental health field. He taught and developed many environmental health courses (water and wastewater analysis, environmental legislation, water sanitation, integrated solid waste management, environmental aspects of pesticides, environmental impact assessment, industrial waste management, and hazardous waste management). Dr. Moetaz participated in many environmental studies in Egypt, Saudi Arabia and United Arab Emirates. He worked in a number of Middle East

Universities. He worked as coordinator and participated in the establishment of the new Environmental Health Program in Dammam University, Saudi Arabia and as Assistant Professor Environmental Health Department, University of Sharjah, UAE. He has participated in installation, calibration and training in many environmental health laboratories in Egypt, Saudi Arabia and UAE.

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Dr. Mayada Moussa, Assistant Professor



Dr. Mayada Moussa is an Assistant Professor at the e-School of Health and Environmental Studies at Hamdan Bin Mohammed e-University. She has MPH and PhD from the High Institute of Public Health (HIPH), Alexandria University in Environmental Health. She has been in the academic field of environmental health for over 8 years. Her experience involves designing and teaching graduate and undergraduate courses, training students and conducting research in the fields of public health, with emphasis on environmental and occupational health, epidemiology and health promotion. Dr. Mayada was serving on several committees at HIPH, such as Strategic Planning Committee

and Environmental Affairs Committee. She also participated in two projects related to impacts of environmental risk factors and in another two projects related to quality assurance & accreditation in higher education. Dr. Mayada is a reviewer and editor at the Journal of the Egyptian Public Health Association, and a reviewer for two other Egyptian scientific journals in the field of public health, as well as for several national and international conferences.

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PhD Programs

Overview

The Doctor of Philosophy (Ph.D.) program is a manifestation of Hamdan Bin Mohammed e-University's unflinching commitment to contribute positively to the process of knowledge creation and application, thereby feeding directly into the knowledge economies of the UAE and other Arab countries.

Vision

The vision of HBMeU's Ph.D. program is to nurture learners' intellectual creativity and inculcate in them a passion to make a difference in research in the Arab World.

Mission

The mission of HBMeU's Ph.D. program is to promote scholarship and build capability for basic and applied research in the Arab World.

Goals

The goals of HBMeU's Ph.D. program are as follows:

1. To generate a critical understanding of multiple paradigms in contemporary research;
2. To prepare learners to create knowledge in academic disciplines;
3. To prepare learners to become scholars in a chosen field of study;
4. To enable learners to analyze knowledge-creation issues under dynamic conditions of the environment;
5. To prepare learners to be proficient in applying knowledge and finding scientific solutions for socio-economic problems, and
6. To support learners in developing professional skills so that they can effectively communicate their research findings and engage in active international debates in their fields of study.

Learning Outcomes

The expected learning outcomes of the Ph.D. program are as follows:

1. To be able to create and apply knowledge within and across academic and professional domains;
2. To be able to construct and test relevant research questions or hypotheses in order to conduct problem-solving research;

3. To use research acumen to generate and test innovative ideas for conducting research anchored in the value system of the Arab World;
4. To apply quantitative and qualitative tools of inquiry and analysis in research;
5. To be able to construct and synthesize inter-disciplinary strands of knowledge ;
6. To use software packages in a creative manner in research endeavors, and
7. To create an impact on society through scientific research.

HBMeU expects that its Ph.D. degree holders will acquire leadership positions in teaching, consulting, research, and practice. They will be employed in universities and colleges, and in professional organizations in the Arab World and beyond. The program, hopefully, would lead to the development of an intellectual community that values critical and creative thinking.

Learners may exit the program after completing the course work with a **Master of Philosophy (M.Phil)** degree as shown in the program structure.

The expected learning outcomes of the **M.Phil** program are as follows:

1. To be able to apply the knowledge and research skills to identify and solve problems through the process of analysis, synthesis and evaluation;
2. To be able to pursue doctoral research;
3. To contribute innovative ideas for knowledge development ;
4. To be able to carry out independent research using sophisticated analytical tools, and
5. To demonstrate professionalism and positive attitudes in a wide range of employment contexts.

Admissions and Fees

Applications for HBMeU Ph.D. Program should be submitted along with all supporting documents by the closing date, **March 15th, 2013**. Applicants are therefore advised to submit their applications without delay. In case the HBMeU registrar advises an applicant to send missing document(s), he/she should do so before **March 30th, 2013**.

These deadlines apply to applicants for admission in the Fall (September) 2013 semester.

Given that there would be limited seats every year in the Ph.D. program, admissions to the doctoral program will be done on a competitive basis as outlined in the PhD Program Admissions Policy.

Academic Requirements

- Completion of a Master's degree, from an accredited university, in a discipline appropriate for the doctoral degree.
- A minimum cumulative grade point average of 3.00 on a 4.0 scale, or its established equivalent, in the applicant's Master's degree program.
- A minimum TOEFL score of 550 on the Paper-Based, 213 on the Computer-Based, or 79 on the Internet-Based test, or its equivalent in a standardized English language test, such as 6.0 IELTS or another standardized, internationally recognized test approved by the Commission, with the exception of applicants who have studied Master's degree programs taught in English that required for admission a TOEFL score of 550 or equivalent.

A candidate who meets the general admission requirements is required to complete the following conditions.

- **Evaluation Interview:** A candidate for the PhD program will be required to sit for a formal interview to evaluate his/her fitness for the PhD program and specialisations he/she intends to undertake. The results of the interview will be one of the criteria for admission.
- **Academic Writing Skills Assessment:** All PhD candidates will be required to sit for a test to assess their academic writing skills. The results of the assessment will also determine what further support is needed to improve the candidates' academic writing. The candidates may be required to successfully complete an additional preparatory course to enhance their skills in writing for research in their first semester.

Required Documents Checklist

- A PhD program application form duly completed by the applicant
- A certified copy of the Master's Degree (and any other certified copies of academic records and evidence of completion of all qualifications as appropriate)
- Certified copies of academic transcripts including English translations
- English language test results
- A valid passport copy with a valid visa
- Copy of Curriculum Vitae

Documents in any language other than English must be officially translated. All documents must be certified. Admission dates are specified in accordance with published academic program catalogues and HBMeU's portal.

Transferred learners from other institutions

HBMeU may consider transferring credits for courses completed at other accredited universities, colleges, or institutions to its Ph.D. program only if the learner meets the general admission requirements of the university.

Fee Structure

Ph.D. Program Fee Structure	
Full-time & Part-time	
Course (6,600 * 9)	59,400.00 AED
Seminar (6,600 * 2)	13,200.00 AED
Seminar in Doctoral Proposal Development	13,200.00 AED
Dissertation	112,000.00 AED
Total Program Fee	197,800.00 AED

Dissertation extension per semester: 12,500.00 AED

Program Concentrations

Ph.D. in Management (Concentration: Total Quality Management)

The candidates can pursue the Ph.D. program either on full-time or part-time basis. The program carries a total of 79 credit hours including 39 credit hours of course work and 40 credit hours for Ph.D. dissertation as shown in the study plans.

The Ph.D. program requires students to choose areas of research concentration. The area of research concentration available for doctoral students at the e-School of Business and Quality Management is Total Quality Management.

A student's mastery of the concentration area is normally demonstrated by (a) successful completion of area-specific courses, (b) passing the qualifying examination, and (c) successful completion of a dissertation.

Study Plan for Full-time Students (Minimum 3 Years; Maximum 5 Years)

Year 1, Semester 1 (9 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD702	Philosophy of Doctoral Research	3		0
112PHD703	Quantitative Analysis	3	312PBI105 (Principles of Biostatistics) or 112PHD510 (Introduction to Quantitative Analysis) ¹	0
112PHD707	Seminar in Management	3		0

1 This prerequisite Master's course is meant for those who have not had any formal course in the Master's program. This is a zero credit preparatory course.

Year 1, Semester 2 (12 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD704	Inferential Statistics	3		
112PHD705	Applied Multivariate Analysis	3	112PHD703	3
112PHD706	Qualitative Research	3	112PHD703	3
112PHD735	Seminar in Total Quality Management	3	112PHD707	3

Year 2, Semester 3 (12 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD701	Research Methodology	3		0
	3 Electives	9	Completion of 21 credit hours	

Year 2, Semester 4 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD912	Seminar in Doctoral Proposal Development	6	Successful completion of course work	33 credit hours

EXIT POINT WITH MASTER OF PHILOSOPHY (M.Phil)

Year 3, Semesters 5 and 6 (40 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD950	Ph.D. Dissertation	40	Successful completion of course work and PHD912	39

Study Plan for Part-time Students (Minimum 4 Years; Maximum 6 Years)

Year 1, Semester 1 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD702	Philosophy of Doctoral Research	3		
112PHD707	Seminar in Management	3		

Year 1, Semester 2 (9 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD704	Inferential Statistics	3		0
112PHD703	Quantitative Analysis	3	Principles of Biostatistics(312PBI105) / Introduction to Quantitative Analysis(112PHD510)1	0
112PHD735	Seminar in Total Quality Management	3	112PHD707	3

(1) This prerequisite Master's course is required for those who have not had any formal course in quantitative analysis in the Master's program. This is a zero credit preparatory course

Year 2, Semester 3 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD705	Applied Multivariate Analysis	3	PHD703	3
112PHD706	Qualitative Research	3	PHD703	3

Year 2 Semester 4 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD 701	Research Methodology	3		0
	1 Elective	3	Completion of 18 credit hours	-

Year 3 Semester 5 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
	2 Electives	6		

Year 3 Semester 6 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD912	Seminar in Doctoral Proposal Development	6	Successful completion of course work	33 credit hours

EXIT POINT WITH MASTER OF PHILOSOPHY (M.Phil)

Year 4, Semester 7 through 10 (40 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD 950	Ph.D. Dissertation	40	Successful completion of course work and PHD912	39

Elective courses (3 from the following)

- 112PHD 913 Total Quality Management Applications
- 112PHD 914 Operations Management
- 112PHD 915 Strategic Management
- 112PHD 916 Corporate Social Responsibility
- 112PHD917 Service Quality Excellence
- 112PHD918 TQM Literature

PhD in e-Education (Concentration: Educational Leadership)

The candidates can pursue the Ph.D. program either on full-time or part-time basis. The program carries a total of 79 credit hours including 39 credit hours of course work and 40 credit hours for Ph.D. dissertation as shown in the study plans.

The Ph.D. program requires students to choose areas of research concentration. The area of research concentration available for doctoral students at the School of e-Education is Educational Leadership.

A student's mastery of the concentration area is normally demonstrated by (a) successful completion of area-specific courses, (b) passing the qualifying examination, and (c) successful completion of a dissertation.

Study Plan for Full-time Students (Minimum 3 Years; Maximum 5 Years)

Year 1, Semester 1 (9 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD702	Philosophy of Doctoral Research	3		
112PHD703	Quantitative Analysis	3	Principles of Biostatistics (312PBI105) / Introduction to Quantitative Analysis (112PHD510) ¹	
112PHD708	Seminar in e-Education	3		

(1) This prerequisite Master's course is required for those who have not had any formal course in quantitative analysis in the Master's program. This is a zero credit preparatory course

Year 1, Semester 2 (12 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD704	Inferential Statistics	3		
112PHD705	Applied Multivariate Analysis	3	112PHD703	3
112PHD706	Qualitative Research	3	112PHD703	3
112PHD736	Seminar in Educational Leadership	3	112PHD708	3

Year 2, Semester 3 (12 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD701	Research Methodology	3		
	3 Electives	9	Completion of 21 credit hours	

Year 2, Semester 4 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD912	Seminar in Doctoral Proposal Development	6	Successful completion of course work	33 credit hours

EXIT POINT WITH MASTER OF PHILOSOPHY (M.Phil)

Year 3, Semesters 5 and 6 (40 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD 950	Ph.D. Dissertation	40	Successful completion of course work and PHD912	39

Study Plan for Part-time Students (Minimum 4 Years; Maximum 6 Years)

Year 1, Semester 1 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD702	Philosophy of Doctoral Research	3		
112PHD708	Seminar in e-Education	3		

Year 1, Semester 2 (9 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD704	Inferential Statistics	3		
112PHD703	Quantitative Analysis	3	Principles of Biostatistics (312PBI105) / Introduction to Quantitative Analysis (112PHD510)	
112PHD736	Seminar in Educational Leadership	3	112PHD708	3

(1) This prerequisite Master's course is required for those students who have not had any formal course in quantitative analysis in the Master's program. This is a zero credit preparatory course

Year 2, Semester 3 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD705	Applied Multivariate Analysis	3	PHD703	3
112PHD706	Qualitative Research	3	PHD703	3

Year 2 Semester 4 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD 701	Research Methodology	3		0
	1 Elective	3	Completion of 18 credit hours	-

Year 3 Semester 5 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
	2 Electives	6		

Year 3 Semester 6 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD912	Seminar in Doctoral Proposal Development	6	Successful completion of course work	33 credit hours

EXIT POINT WITH MASTER OF PHILOSOPHY (M.Phil)

Year 4, Semester 7 through 10 (40 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD 950	Ph.D. Dissertation	40	Successful completion of course work and PHD912	39

Elective courses (3 from the following)

- 112PHD 920 Research Issues in e-Learning
- 112PHD921 Advances in e-Learning Technology
- 112PHD922 Instructional Design Strategy
- 112PHD923 Structure and Relationships in e-Learning Institutions
- 112PHD924 Quality Assurance of e-Learning

Ph.D. in Health and Environmental Studies (Concentration: Healthcare Management)

The candidates can pursue the Ph.D. program either on full-time or part-time basis. The program carries a total of 79 credit hours including 39 credit hours of course work and 40 credit hours for Ph.D. dissertation as shown in the study plans.

The Ph.D. program requires students to choose areas of research concentration. The area of research concentration available for doctoral students at the School of e-Health and Environmental Studies is Healthcare Management.

A student's mastery of the concentration area is normally demonstrated by (a) successful completion of area-specific courses, (b) passing the qualifying examination, and (c) successful completion of a dissertation.

Study Plan for Full-time Students (Minimum 3 Years; Maximum 5 Years)

Year 1, Semester 1 (9 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD702	Philosophy of Doctoral Research	3		
112PHD703	Quantitative Analysis	3	Principles of Biostatistics(312PBI105) / Introduction to Quantitative Analysis(112PHD510)1	
112PHD709	Seminar in Health and Environmental Studies	3		

(1) This prerequisite Master's course is required for those who have not had any formal course in quantitative analysis in the Master's program. This is a zero credit preparatory course

Year 1, Semester 2 (12 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD704	Inferential Statistics	3		
112PHD705	Applied Multivariate Analysis	3	112PHD703	3
112PHD706	Qualitative Research	3	112PHD703	3
112PHD737	Seminar in Healthcare Management	3	112PHD709	3

Year 2, Semester 3 (12 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD701	Research Methodology	3		

	3 Electives	9	Completion of 21 credit hours	
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Year 2, Semester 4 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD912	Seminar in Doctoral Proposal Development	6	Successful completion of course work	33 credit hours

EXIT POINT WITH MASTER OF PHILOSOPHY (M.Phil)

Year 3, Semesters 5 and 6 (40 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD950	Ph.D. Dissertation	40	Successful completion of course work and PHD912	39

Study Plan for Part-time Students (Minimum 4 Years; Maximum 6 Years)

Year 1, Semester 1 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD702	Philosophy of Doctoral Research	3		
112PHD709	Seminar in Health and Environmental Studies	3		

Year 1, Semester 2 (9 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD704	Inferential Statistics	3		
112PHD703	Quantitative Analysis	3	Principles of Biostatistics (312PBI105) / Introduction to Quantitative Analysis (112PHD510)	
112PHD737	Seminar in Health and Environmental Studies	3	112PHD709	3

(1) This prerequisite Master's course is required for those who have not had any formal course in quantitative analysis in the Master's program. This is a zero credit preparatory course

Year 2, Semester 3 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD705	Applied Multivariate Analysis	3	PHD703	3
112PHD706	Qualitative Research	3	PHD703	3

Year 2 Semester 4 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD 701	Research Methodology	3		
	1 Elective	3	Completion of 18 credit hours	

Year 3 Semester 5 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
	2 Electives	6		

Year 3 Semester 6 (6 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD912	Seminar in Doctoral Proposal Development	6	Successful completion of course work	33 credit hours

EXIT POINT WITH MASTER OF PHILOSOPHY (M.Phil)

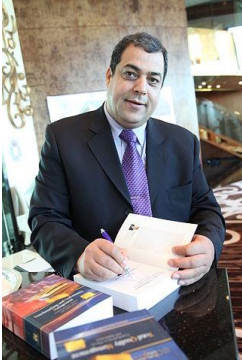
Year 4, Semester 7 through 10 (40 credit hours)

Course Code	Course Title	Cr/Hrs	Pre-Requisite Course	Pre-Requisite Cr/Hrs
112PHD950	Ph.D. Dissertation	40	Successful completion of course work and PHD912	39

Elective courses (3 from the following)

- 112PHD930 Healthcare Administration
- 112PHD931 Organizational Culture in Healthcare Sector
- 112PHD932 Research Issues in Hospital Management
- 112PHD 916 Corporate Social Responsibility
- 112PHD917 Service Quality Excellence

Full Time Faculty



Professor Mohamed Zairi

Assistant Chancellor, Corporate Strategy and Growth

Research Interests

- Total Quality Management,
- Operations Management,
- Business Process Improvement,
- Strategic Management, Operational Research



Professor Nabil Baydoun

Assistant Chancellor for Learners and Enterprise Development

Research Interests

- Accounting for Managers
- Financial Strategy
- Management Accounting
- Financial Statement Analysis
- Business Finance



Professor Moustafa Hassan

Assistant Chancellor for Learning & Academic Development

Research Interests

- Healthcare Management
- Healthcare Quality Management
- Information Management in Healthcare
- Operations Management in Healthcare



Professor Alain Senteni

Dean, School of e-Education

Research Interests

- Open Distance Learning (ODL), eLearning
- Computer-Mediated Communication
- Instructional Engineering
- Innovation & Change Management
- Knowledge Communities, ICT4D
- Developmental Work Research



Professor Khalid Hafeez

Dean, e-School of Business and Quality Management

Research Interests

- Creativity and Innovation
- Behavioral Finance
- Total Quality
- Management in higher Education



Professor Syed Aziz Anwar

Director of Institutional Research

Research Interests

- International Business
- Research Methods
- Customer Centricity
- Consumer Behaviour
- Service Quality Excellence



Professor Ebrahim Soltani

e-School of Business and Quality Management

Research Interests

- Total Quality Management.
- Operations Management.



Dr. Shamim Siddiqi

Associate Professor

Research Interests

- Financial Management
- Islamic Economics

Adjunct Faculty



Professor Kim Shyan-Fam

Professor

Head of School of Marketing and International Business, Victoria University of Wellington New Zealand

Research Interests

- Qualitative Research
- Marketing
- Cultural Advertising



Professor Angappa Gunasekaran

Chair, Department of Decision and Information Sciences

Director, Business Innovation Research Center

Charlton College of Business, University of Massachusettes-Dartmouth, USA

Research Interests

- Operations Management and Management Science



Professor Linda Smith

Professor

Florida State University, USA

Research Interests

- Educational Leadership and Policy Studies
- Qualitative Data Analysis
- Advanced Qualitative Methods
- Instructional Design for Distance Education and e-Learning
- Distance Education Systems



Professor Norman Wright

Dean, Woodbury Business School, USA

Research Interests

- Management
- Cross-Cultural Management and Entrepreneurship
- Organizational Behaviour and Leadership Development



Professor Anaam Hashmi

Minnesota State University, USA

Research Interests

- International Business
- Finance
- Management



Postgraduate Learner Handbook

2013-2014