



جامعة حمدان بن محمد الذكية
Hamdan Bin Mohammed Smart University

POSTGRADUATE PROGRAM CATALOGUE

2018-2019





جامعة حمدان بن محمد الذكية
Hamdan Bin Mohammed Smart University



H. H. Sheikh Hamdan Bin Mohammed Bin Rashid Al Maktoum

Crown Prince of Dubai
and University President



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Deputy Chairman of Police and General Security

Chairman of University Board of Governors

Board of Governors



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CEO and Managing Director of Emirates Global Aluminum

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Message from the Chancellor



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 HBMSU, HBMSU has been able to move from one success to another as a national and regional leader of Smart Learning and a catalyst of the culture of quality and excellence.

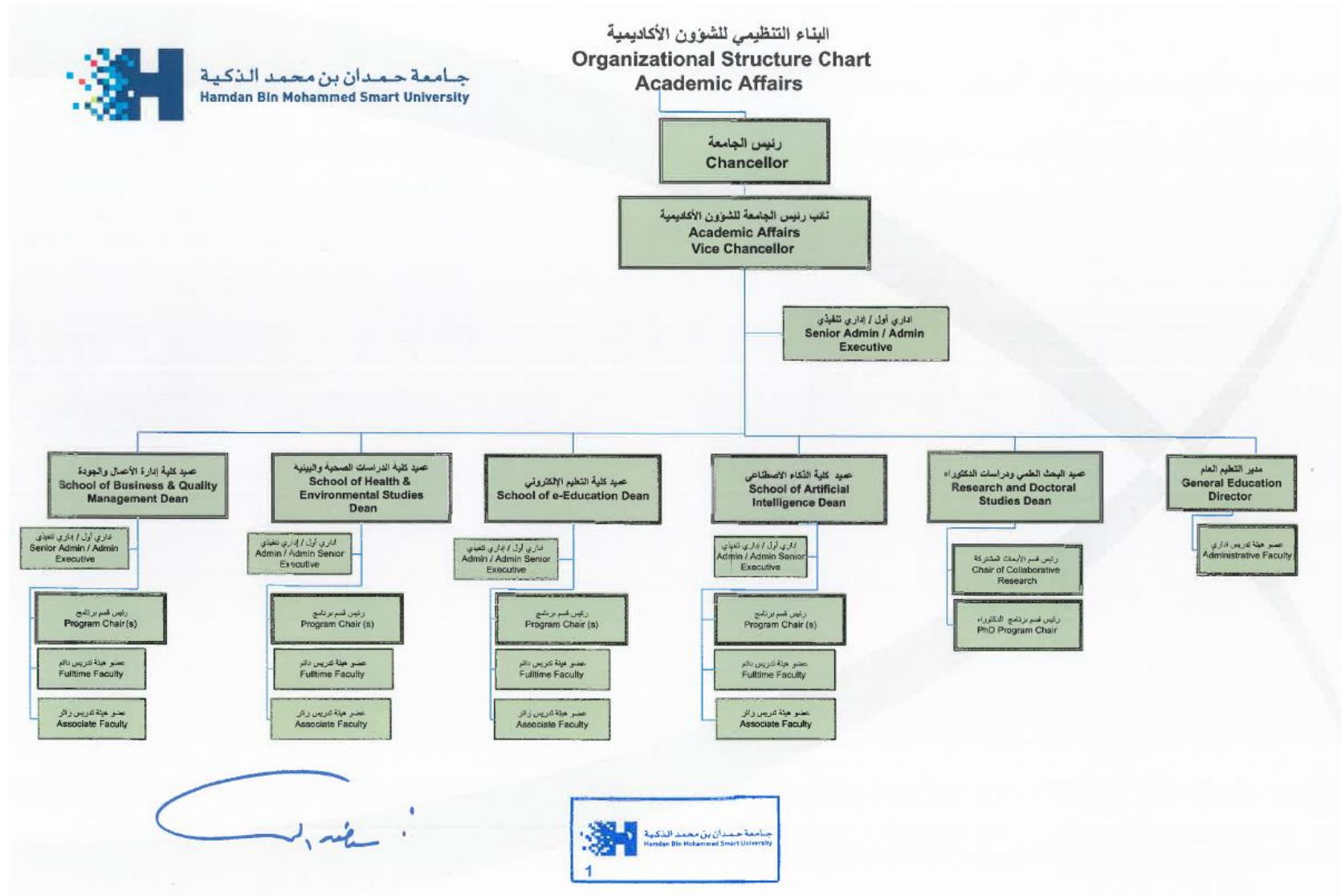
Such leadership is clearly reflected in its portfolio of accredited academic programs and professional certification programs. What makes these programs unique is that they are designed and delivered according to the principle of learner-centered education, and that they focus on innovation, promote 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.

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

Dr. Mansoor Al Awar
Chancellor
Hamdan Bin Mohammed Smart University

Organizational Structure

Academic Affairs Division



Postgraduate Studies Academic Calendar 2018/2019

* All Islamic holidays are subjected to change

Fall Semester (2018-2019)				
Month	Date	Semester Week	Day	Event/ Activity
September	02	1	Sunday	First day of semester; First day of classes
	11		Tuesday	Al-Hijri Islamic New Year*
	13	2	Thursday	Last day to add section(s); Last day to drop section(s) with 100% refund of tuition
	16	3	Sunday	First day of 70% refund of tuition for dropped section(s)
	29	4	Saturday	Last day of 70% refund of tuition for dropped section(s)
	30	5	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)
November	17	11	Saturday	Last day to drop section(s) with a grade of Withdraw (W)
	18		Sunday	First day to drop section(s) with a grade of Withdrawal Failure (WF)
	19		Monday	Prophet Mohammed's Birthday*
	30		Friday	Martyrs' Day
December	02 -03		Sunday	UAE National Day
	15	15	Saturday	Last day of classes; Last day to drop section(s) with a grade of Withdrawal Failure (WF)
	16		Sunday	First day of final assessment
	24		Monday	Last day of final assessment
	27		Thursday	Declaration of final grade(s)
	30		Sunday	First day of Semester Break
January	01		Tuesday	New Year*
	17		Thursday	Last day of Semester Break

Spring Semester (2018-2019)

Month	Date	Semester Week	Day	Event/ Activity
January	20	1	Sunday	First day of semester; First day of classes
	31	2	Thursday	Last day to add section(s); Last day to drop section(s) with 100% refund of tuition
February	03	3	Sunday	First day of 70% refund of tuition for dropped section(s)
	10 - 12		Sunday	Innovation Arabia 12 - IA12
	16		Saturday	Last day of 70% refund of tuition for dropped section(s)
	17	5	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)
March	24		Sunday	First day of Mid-Semester Break
April	03		Wednesday	Israa & Miiraj Night
	04		Thursday	Last day of Mid-Semester Break
	20	10	Saturday	Last day to drop section(s) with a grade of Withdraw (W)
	21		Sunday	First day to drop section(s) with a grade of Withdrawal Failure (WF)
May	06		Monday	First Day of Ramadan*
	18		Saturday	Last day of classes; Last day to drop section(s) with a grade of Withdrawal Failure (WF)
	20		Monday	First day of final assessment
	30		Thursday	Last day of final assessment
June	09		Sunday	Declaration of final grade(s)

Summer Semester (2018-2019)

Month	Date	Semester Week	Day	Event/ Activity
June	04		Tuesday	Eid Al-Fitr Holiday*
	16	1	Sunday	First day of classes; First day of grade of Withdraw (W) for cancelled registration in section(s)
	22		Saturday	Last day for grade of Withdraw (W) for cancelled registration in section(s)
	23	2	Sunday	First day of grade of Withdraw Failure (WF) for cancelled registration in section(s)
July	27		Saturday	Last day of classes; Last day to drop section(s) with a grade of Withdrawal Failure (WF)
	29		Monday	First day of final assessment
	31		Wednesday	Last day of final assessment
August	05		Monday	Declaration of final grade(s)

An Overview of Hamdan Bin Mohammed Smart University

Hamdan Bin Mohammed Smart University Institutional Licensure

Hamdan Bin Mohamed Smart University (HBMSU) 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 a Smart Learning platform in the UAE.

HBMSU 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, Smart Learning, healthcare and environment. HBMSU provides learning opportunities for all through the principle of click-to-learn as well as enjoys international credibility, recognition and affiliation.

HBMSU programs are not only demand-driven, but are customized to meet the growing needs of businesses in the UAE and in the Arab world. HBMSU 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.

Vision

“To lead the smart learning innovation for re-engineering the future of education aimed at the advancement of individuals, organizations, and society.”

Mission

“We are an academic enterprise which enables knowledge creation and application through innovation, disruption, and transformation. We provide unique life-long learning opportunities, intellectually stimulating learning experiences and diverse community of faculty, staff, learners, and alumni”

Values

Learner-Centric:

We position our learners at the heart of our operations. Our learners are in the driving seat and involved in decision making. We strive to provide individualized, internationalized, and intellectually stimulating learners experiences. We are keen to provide superior value and achieve higher levels of satisfaction.

Game Changer:

We think differently about education and learning. We are committed to push smart pedagogy to redefine the four pillars of education: faculty, curriculum, pedagogy, and learners. HBMSU’s smart learning ecosystem

offers challenging opportunities for learners to broaden their horizons, foster unconventional thinking and competency-based education.

Together We Grow:

We achieve more together; we are an inclusive, collegial community which appreciates diversity, builds tolerance and respect. We leverage our partnership with industry and global community of researchers and scholars to build capacity emphasizing mutual success.

Passionate for Results:

The hallmark of our distinct value is the sharp emphasis on results. Each member of the university community is driven with passion to contribute to the achievement of the university vision within a transparent and well-defined excellence and governance system that reflects high standards of accountability and integrity.

Fueling Innovation:

We are innovative in all our endeavours. Our faculty staff, and learners work together with the local and international community to develop top caliber research and to deploy creativity, innovation, and entrepreneurship for the sustainable development of UAE and worldwide.

Tutoring and Teaching

Hamdan Bin Mohammed Smart 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 Smart Learning

Before starting your journey with us, you may want to know more about Smart Learning. This section answers this question and some of the most frequent questions one may have about Smart Learning.

Starting with its definition, Smart 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 Smart Learning is often used to describe a range of learning situations that include either directed learning or self-learning conducted through the internet.

HBMSU Delivery Approach

Blended learning refers to a learning situation where different delivery methods are combined together to deliver a particular program or course. For example, a course can be delivered through the use of face-to-face classrooms, online collaboration (synchronous and asynchronous learning), and self-paced learning. Hamdan Bin Mohammed Smart University adopts a blended learning approach in the delivery of its various programs and courses. The blend combines the benefits of face-to-face learning, online synchronous Learning and self-paced learning.

- **Face to Face Learning:** Learners and faculty members meet on campus or in physical setting to engage with learning.
- **Synchronous Learning:** Synchronous learning is conducted in real time using the virtual classroom (wimba) where learners, instructors, peers participate through interaction and engagement with the disciplinary content using such tools as file sharing, Chat, Instant messaging and shared whiteboard, etc. Synchronous classes are scheduled with a start and end time as per the published schedule.
- **Self-paced Learning:** is a delivery approach requiring the direction of the course faculty member, facilitation, feedback, and interaction in order to guide the learner towards meeting particular learning outcomes. Faculty members will make learning materials available to learners and will assign relevant activities and assessments both formal and informal to ensure learning has taken place and the intended objectives of that component of learning have been met.

Asynchronous communication: occurs when faculty members and learners, or learners and their peers interact with each other in different times and places. Asynchronous communication is not bound within a

specific time. Examples of tools supporting asynchronous communication include emails, discussion forums, blogs, etc. Asynchronous learning can support any component of the blend distribution.

Online+: Online+ is a unique interactive online delivery format will allow learners to pursue excellent academic qualifications with minimal disruption to their professional and personal commitments. Online+ offers the benefits of learning online - with online classes broadcast in real-time, live interactions with faculty, and active online Q/A sessions with faculty. On weekly basis, 1.5 hours of the class will be delivered by an instructor in a synchronous virtual mode. In addition, other activities are required to be undertaken in the learner's own time (self-paced). Synchronous online collaboration fosters interaction between faculty members and learners through the use of the virtual classroom. The virtual lectures are conducted in real-time and are recorded to be made available for review in the future. During the self-paced sessions, learners can access digitized learning resources, review learning materials, and conduct activities and assessments allocated for that session.

Skills for becoming Successful in Smart 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 Smart 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.

2. 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 HBMSU is valid only to this institution. An IELTS score of 6.0 or the equivalent of another standardized test approved by the Ministry of Education (MOHESR) is also considered. TOEFL and IELTS scores are only valid for two years.

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.

3. 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 School of Health and Environmental Studies as well as specific programs within the 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:

- Fill in the online application.
- Baccalaureate degree earned from a recognized institution, attested by the MOHESR (for international students, the Ministry of Foreign Affairs and the consulate).
- Original transcript of the undergraduate study.
- Certificate of English Proficiency Test (TOEFL, IELTS or Equivalent)
- Two recent photographs.
- Passport copy
- Emirates ID
- CV if required
- 300 AED Application fee
- 1000 AED Admission fee (after receiving and accepting the offer letter)

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 pay the admission fee of AED 1000 (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.

Conditional Admission

Hamdan Bin Mohammed Smart 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. 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 (CGPA):

Applicant with CGPA 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. Mature Entry Admission:

Applicant with CGPA 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 CGPA below 2.00 and a TOEFL score of 550 or its equivalent using standardized test approved by MOHESR can be admitted under this category.

Admission Postponement

The offer of admission is valid for two semesters. 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 Smart 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 Smart University are accepted at two points during the year; the Fall and Spring semesters.

Learner's Resident Visa Sponsorship

Hamdan Bin Mohammed Smart University provides "visa sponsorship" for non-resident learners seeking to study at the University. HBMSU visa sponsorship enables this category of learners to study at HBMSU 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 4241040 or admission@HBMSU.ac.ae

Academic Terms, Regulations and Course Registration

Semesters

Courses in Hamdan Bin Mohammed Smart 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. A retained learner may register for 12 credits in a regular semester if he/she has a CGPA of 3.5 or higher. The maximum study load for the summer is 6 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 Enrolment

Hamdan Bin Mohammed Smart University Learners may consider taking courses at other accredited institutions, inside or outside the UAE or concurrently enrolling at HBMSU and another accredited institution giving that learner maintains the minimum credit hours at HBMSU 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 Smart 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 (CGPA 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.

HBMSU allows learners to add or drop their courses during the first week of a regular semester (add/drop period) and the fees for courses will be refunded to learner. Learners may withdraw from their courses/whole program within two weeks after the add/drop period and 70% of the course fees will be refunded. There is no refund if the courses are withdrawn after this period unless the cancellation of the classes is initiated by HBMSU for any reason.

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 CGPA.

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	CGPA
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 a CGPA 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 a CGPA 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 Smart 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

Attendance at HBMSU is compulsory for physical, virtual and online 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.

Attendance Warning/ Notification	Number of sessions missed after the add & drop period for:		
	PHYSICAL courses	BLENDED courses	FULLY ONLINE courses
1st warning	2 Physical lectures	1 Physical or synchronous lecture	2 Synchronous lectures
2nd warning	3 Physical lectures	2 Physical or synchronous lectures	3 Synchronous lectures
Dismissal	4 Physical lectures	3 Physical or synchronous lectures	4 Synchronous lectures

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 Smart 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 Smart 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 CGPA 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 Smart 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's Rights, Responsibilities, Code of Conduct and Problem Resolution

Learners' Rights, Responsibilities and Code of Conduct

Hamdan Bin Mohammed Smart University has established a code of conduct to which it expects its learners to adhere. The Code of Conduct at Hamdan Bin Mohammed Smart 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 Smart 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 Smart 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 Smart 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 Smart 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 enroll 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 Smart 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 bridge of the university' 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 Smart 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 Smart 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.

You can also contact Learners' Council on the following email: LearnersCouncil@HBMSU.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 2018 - 2019 are depicted in the following tables:

Program Name	Fees
School of Business and Quality Management - Postgraduate Program	
Master of Science in Organizational Excellence	84,960
Master of Science in Innovation & Change Management	84,960
Master of Management in Entrepreneurial Leadership	72,000
Master of Project Management	84,960
Master of Human Resource Management	72,000
Master of Islamic Banking and Finance	72,000
Executive MBA in Islamic Banking and Finance	42,000
School of Health & Environmental Studies - Postgraduate Programs	
Master of Science in Public Health	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
Doctoral Programs	
Doctor of Philosophy Total Quality Management	252,800
Doctor of Philosophy Healthcare Management	252,800
Doctor of Philosophy Educational Leadership	252,800

English Language Programs

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

Program	Number of hours	Fees
Program 1	180	10,800
Program 2	150	9,000
Program 3	120	7,200
Program 4	90	5,400
Program 5	60	3,600

Please note that the above fees cover tuition and course material. Each level includes a 30 hours of IE LTS Exam Preparatory course.

Academic Program Related Fees

Fees type	Fee (AED)	Notes
Admission Application	300	Non-Refundable
Admission Fees – Bachelor	500	Non-Refundable
Admission Fees – Master	1000	Non-Refundable
Admission Fees – Doctoral	2000	Non-Refundable
IELTS Test Fee	950	Non-Refundable
Math Placement Test Fee	100	Non-Refundable
Transfer Credit Evaluation Fee	300	Non-Refundable
Change of Major Fee	200	Non-Refundable
Late Registration Fee	200 Per Day for 3 Days	Non-Refundable
Incomplete Application Fee	100/Course	Non-Refundable
Grade Appeal Application Fee	100/Course	Non-Refundable
Post-dated Cheques Charges for Installment Plans	100	Non-Refundable per Cheque
Penalty for Returned Cheques	200	Non-Refundable
Official Transcript	50	Non-Refundable per copy
Attestation	200	Non-Refundable per each extra copy
Degree/Certificate	200	Non-Refundable per each extra copy
Services Fees for standard semesters (eBooks, Letters, Graduation Fee etc)	700	Non-Refundable
Services Fees for Summer semester (eBooks, Letters, Graduation Fee etc)	350	Non-Refundable
TOEFL Test Fee	450	Non-Refundable

Scholarship and Financial Aid

Hamdan Bin Mohammed Smart University administers various and scholarship schemes and programs. These schemes and programs are offered on merit and competitive bases to applicants to the university programs.

Scholarships

➤ **H.H. Sheikh Hamdan Bin Mohammed Bin Rashid Al Maktoum Scholarship**

H.H. Sheikh Hamdan Bin Mohammed Scholarship offered on merit and competitive bases to applicants who recently graduated from high school and wishes to enrol in any undergraduate program at HBMSU in the same academic year of high school graduation.

The scholarship covers 100% of tuition fees and accommodates 20 applicants only; 16 of which are UAE nationals. Fresh high school graduates or fresh graduates from the UAE National Service program with a minimum of 90% marks in high school average.

➤ **Sheikha Shamsa Bint Suheil Chair in Business and Financial Studies**

Qualified Female Arab applicants to undergraduate and postgraduate programs (Master degrees) within the School of Business and Quality Management.

➤ **University Semester Based Scholarships (summer semester not included)**

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, 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.

➤ **Staff Scholarship**

All full-time staff member of HBMSU, who has successfully completed one-year full time contract of employment with HBMSU, shall be entitled to 20% scholarship, as long as the full-time member of staff is employed at HBMSU.

➤ **University Partner**

Hamdan Bin Mohammed Smart University has numerous agreements and MOUs with government, semi government and private departments, civil and business organizations within UAE and the region. 2.4.2. University partners are entitled to a tuition remission of 10% of the tuition. A list of those partners is approved by the VCLD and maintained by the University Registrar. 2.4.3. Learners whom one of their parents are working in government sectors shall be entitled to 10% discount.

➤ **Sponsored Learners**

Learners can also be sponsored by government bodies, public and private organizations, or individuals. The sponsored learners shall pay all fees not related to their tuition as per the sponsorship letter. In case the sponsor wishes to regret the sponsorship, the learner shall be responsible for any outstanding payment.

➤ **Casual and Committed Learners Discount:**

Discount may apply to Casual and Committed Learners according to the following terms:

- If a minimum of 3 learners from the same organization register for a given course, a 10% discount will be given on the course fee, where more than 8 learners from the same organization register for a given course, a 30% discount will be given on course fee.
- Employees from the Government sector are entitled to 10% discount. If a minimum of 4 and up to 7 learners from the same organization register for a given course, a 20% discount will be given on the course fee.

General Conditions

- All required documentation, if any, must be presented prior to the scholarship or grant being awarded as per the published deadlines.
- Close monitoring of the learner's academic performance must be carried out between Registration and the Learner's advisor.
- Learners who have received any scholarship or grant prior to this policy release date will be allowed to maintain their scholarships or grants as long as they continue to meet the stated requirements related to their scholarship as per relevant policy or apply to the new policy as per the new requirements.

For more information please contact the Registration Unit at: +971 4 4241030 or

registration@HBMSU.ac.ae

Payment Channels

Payment for each semester is due immediately and fully upon courses enrolment, 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 and all other fees can be made via the following Payment Channels:

1. Online (e-Payment):

Via the use of credit or debit cards through **Hamdan Bin Mohammed Smart University** secure payment gateways.

2. e-Wallet:

Learner can pay their tuition fees using their e-Wallet account through smart campus, to top up the e-Wallet account; kindly use one of the following channels:

(a) e-Wallet top-up using 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 e-Wallet account will be updated at the same moment of payment.

(b) e-Wallet top-up using Emirates NBD Online Banking:

- Only available for Emirates NBD account holders.
- Learner to access Emirates NBD Online Banking through (www.emiratesnbd.com) and select **Hamdan Bin Mohamed Smart University**.
- Learner to enter his/her learner ID and deposit the required amount.
- Minimum payment limit through this service is AED 100.
- Learner e-Wallet account will be updated at the same moment of payment.

* For more information, please refer to:

Smart Campus → Support → Knowledge Base → Manuals → Smart Campus → Finance →
How to top-up eWallet using ENBD cash deposit machine / How to top-up eWallet using
ENBD Online Banking

3. Current Dated Cheque:

Cheque to be issued in favor of "**Hamdan Bin Mohammed Smart University**" and should be deposited in the CHQ deposit machine placed within HBMSU premises immediately upon courses enrollment.

Penalty charges of AED 210 (VAT inclusive) will be added to the learner account in case of returned cheque for any reason.

* For more information, please refer to:

Smart Campus → Support → Knowledge Base → Manuals → Smart Campus → Finance →
How to successfully write a cheque / How to use HBMSU Cheque Deposit Machine

4. Instalment plan:

Hamdan Bin Mohammed Smart University offers the learner to pay each semester fees in installments through providing postdated cheques.

Please note the following:

- Finance Department at **HBMSU** will announce the payment and installment schedule via Smart Campus, before the registration.
- **1st** installment is due immediately upon courses enrolment and can be paid online through learner e-Wallet account, via credit card or by current dated cheque.
- **2nd** and **3rd** installments via postdated cheques as per the dates provided in the payment and installment schedule of each semester.
- All instalments should be completed together at the same time upon courses enrolment.
- Administration charges of AED 105 (VAT inclusive) will be charged to the learner account for each postdated cheque.
- Learner shall hold the full responsibility of addressing the bank CHQs and its entire contents.
- Penalty of AED 210 (VAT inclusive) will be charged in case of returned cheques for any reason.
- Late Registration Fees of AED 500 will be charged to learners who register courses after the add/drop period and upon registration approval.
- Cheques can't be replaced with Cash or any other payment method for any reason.
- Learners with any outstanding balances will have a Financial HOLD placed on their account.

- 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.
- Installment plan option is not applicable and not allowed in summer semesters.
- All terms and conditions of **HBMSU** are applied.

* For more information, please refer to:

Smart Campus → Support → Knowledge Base → Manuals → Smart Campus → Finance →
How to successfully write a cheque / How to use HBMSU Cheque Deposit Machine

5. Bank Transfer (ONLY for overseas Learners):

Overseas learners can pay their fees online by credit card, or transfer fund to HBMSU bank account as per the following details:

Bank name:	Emirates NBD
Branch:	Main branch, Dubai – United Arab Emirates.
Account name:	Hamdan Bin Mohammed Smart University
Account Number:	101-22607463-01
IBAN Number:	AE170260001012260746301
SWIFT Code:	EBILAEAD
Currency	AED

Please email copy of the bank advice mentioning your name, ID, contact no & payment details to the email address: Finance@HBMSU.ac.ae

6. Demand Draft/ Manager Cheque (ONLY for overseas Learners):

Manager Cheque to be issued in favor of “**Hamdan Bin Mohammed Smart University**” and to be cleared within Dubai - United Arab Emirates, and to be sent to finance division at Hamdan Bin Mohammed Smart University site address:

Address:

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

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

Telephone: +971 4 4241155

Important Instruction:

Please notify us upon sending the manager cheque mentioning your name, ID, contact no & payment details to the below email address:

- Email: Finance@hbmsu.ac.ae

Learners' Services and Facilities

HBMSU 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.

HBMSU 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 HBMSU to support the learners:

Academic Advising

Advising services at HBMSU are available through the Smart Advising system. Smart Advising facilitates learners' course selection and approves courses for registration while taking into account every learner's individual academic history, program completion and graduation requirements. Learners who wish to discuss their academic progress or career path have the option to contact an academic advisor in their school through different communication modes that are available to them in Smart Campus.

HBMSU Smart Library Services

The HBMSU Smart Library put in the hands of learners, alumni, faculty members and admin staff an enriched collection of learning resources and research materials that can be accessible on the go 24/7 with live chat support. In a blink, the HBMSU Smart Library Portal can return to online users with millions of OAR and subscribed electronic and digital resources, including books, journals, articles, and case studies, in addition to corporate documents that cover their reports and profiles. Also, The Smart Library provides the following smart services: Reference Service, Current Awareness, Inter-Library Loans, ...etc. The Smart library regularly conducts information literacy sessions for learners on a multitude of topics on how to avoid plagiarism, how to use reference tools, and how to use different research techniques. Plus, offering orientation sessions for the new comers.

Learning Delivery Support

The Learning Delivery Support unit is dedicated to providing computer-related technical support to all HBMSU 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 ITSupport@hbmsu.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.

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 Smart 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 6 months.

HBMSU 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 Smart Learning Infrastructure

HBMSU has developed and deployed a state-of-art Smart 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, Smart Library, mobile services, social networking, etc. Furthermore, HBMSU 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 Smart Learning environment. Technical support and training is available both face to face and virtually online.

Furthermore, HBMSU has 4 fully equipped computer laboratories for learners, three of which are Windows based, and the fourth 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 Smart 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.

HBMSU Smart Campus

HBMSU Smart 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.

Career Advising

The LRM is managing the career advising role by providing the learners with the following:

- Job opportunities
- CV writing support
- Internship opportunities
- Interviews guidelines (when needed)

HBMSU Campus

The HBMSU 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.

Schools & Academic Programs

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 Smart 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 approved by the Commission for Academic Accreditation of the UAE Ministry of Education. This program prepares learners to undertake graduate studies in any of the Management related Program offered by the HBMSU. 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:

- **Management:** Fundamentals of Management, Marketing, Human Resources and Operations Management.
- **Economics & Finance:** Economics, Accounting and Finance
- **IT and Quantitative Analysis:** Information management & Enterprise Systems and Quantitative Analysis to support decision making.

MAP introduces learners to the principles and current issues in each of the above areas, focusing on helping them to appreciate the contribution each one makes in managing different operations in a business, while developing an understanding of the range of subject areas they are likely to cover in depth in their postgraduate studies. As a standalone course in the School's lifelong learning (4C's) portfolio, the MAP also acts as an introductory certificate course in Business management.

MAP goals:

- PG.1 Provide learners with basic and contemporary knowledge of Management, Human Resources, Marketing and Operations Management and the contribution they make in synergy in achieving organizational strategic objectives.
- PG.2 Provide learners with an understanding of the fundamentals of economics, accounting and finance and its impact on businesses.
- PG.3 Provide learners with an appreciation of the critical role information management play in business decision making, and the pervasive role of Information Technology in businesses.
- PG.4 Provide learners with an understanding of quantitative methods and data analysis to support managerial decision making

Master of Science in Organizational Excellence

Total credit hours (36)

Program Description

The Master of Science in Organizational Excellence program provides graduates with a broad-based knowledge of Quality Management and Organizational Excellence at the macro and micro levels. Learners will be provided with a range of specialist management knowledge and skills to lead organizations where quality management plays a key role in business strategy. Inspired by different Quality Management frameworks such as European Foundation for Quality Management (EFQM) and Malcolm Baldrige National Quality Award (MBNQA), this unique and pioneering program provides learners with a solid foundation to understand key business operations and functions and their underlying linking processes.

Upon completion of the MSc in Organizational Excellence, you will be able to develop a holistic perspective of business excellence. Learners can introduce and implement quality management tools and systems in the

organization and will be able to lead their organizations to compete for various regional and international quality and excellence awards.

Accreditation: This program has received full accreditation from the Ministry of Education in the UAE.

Program Goals

- PG1: To develop learners' managerial skills, research abilities and decision making supported by technology driven applications.
- PG2: To allow learners to develop and understanding of the theoretical contributions of the various quality gurus, models of implementation of quality initiatives, and to appraise Organizational Excellence strategies and performance measurement methodologies.
- PG3: To develop competence in Organizational Excellence Assessment using European Excellence Model and the application of various measurement methodologies.
- PG4: To examine how value-driven and customer-centered organizations are created, and how their operations can be optimized.
- PG5: To foster and understanding of how organizational excellence and sustainability can be pursued through leadership and human resource development strategies.

Program Outcomes

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

- PO.1 Differentiate amongst and critically evaluate the various TQM approaches and philosophies.
- PO.2 Identify and assess which critical factors impact on successful implementation of quality and organizational excellence.
- PO.3 Appraise various models of TQM implementation and business excellence by studying best practices in public, private and social sectors.
- PO.4 Evaluate holistic organizational systems that can achieve excellence and discuss their merits and limitations.
- PO.5 Design and implement research plans to address organizational problems and opportunities
- PO.6 Devise leadership strategies and demonstrate information synthesis and problem solving skills related to a business situation.

Program Study Plan

Pre-Program			
Course code	Course Name	Credit hours	Pre-Requisites
GMAP500	Management Appreciation Program (MAP)	0	-

Semester 1			
Course code	Course Name	Credit hours	Pre-requisites
QLTY621	TQM Fundamentals	3	None
OPER620	Business Process Management Fundamentals	3	None
RESM610	Research Methods	3	None
QLTY623	Principles of Business Excellence	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-requisites
QLTY645	Performance Management Fundamentals	3	None
QLTY640	Quality Tools and Techniques	3	None
OPER610	Operations Management	3	None
BUSS698	Dissertation 1, OR	3	12 Cr/ Hrs and, RESM610
	Elective 1		
		Select One	

Semester 3			
Course code	Course Name	Credit hours	Pre-requisites
MGMT670	Strategic Management	3	None
QLTY622	TQM Sustainability	3	None
MISM610	Information Technology Management	3	None
BUSS699	Dissertation 2, OR	3	BUSS698
	Elective 2		
		Select One	

Program Electives			
Course code	Course Name	Credit hours	Pre-requisites
QLTY624	Benchmarking for Best Practices	3	QLTY623
QLTY625	Quality Policy Deployment	3	QLTY622
QLTY650	Service Quality	3	QLTY622
MKTG620	Customer Centricity	3	None
FINC610	Financial Management	3	None
MGMT610	Change Management	3	None
MISM615	Enterprise Resource Management	3	None
ENTR612	Innovation and Entrepreneurship	3	None

Learners are required to take either two Elective from the list of Electives OR to take the Dissertation option. The Dissertation will take two regular semesters to complete

Master of Science in Innovation and Change Management

Total credit hours (36)

Program Description

The Master of Science in Innovation and Change Management focuses on the strategies for managing modern organizations, and setting and maintaining the course of change. It provides learners with specialist knowledge and skills on how to overcome resistance during the change process, and enhance learning and innovative thinking for anticipating and coping with the repercussions of change. This unique postgraduate program on innovation from HBMSU, Dubai allows creative thinkers and those interested to gain rich knowledge to develop their ability to keep businesses competitive and adaptable in a constantly changing economic and social environment. After successful completion of this program, learners will be equipped with concepts and methods that will help them become successful managers and leaders of change.

The program prepares learners to develop innovation and manage change strategies and to create an innovation culture within their organizations. The complex issue of managing change is addressed using case studies adapted to the local and regional contexts. Learners will learn how to create and maintain a workplace culture that facilitates and sustains change including a creative and innovative environment.

This postgraduate degree program specializing in change management and innovation draws on the latest psychological research and managerial studies on processes of thinking, dynamics of groups, teams, and organizations, corporate culture and leadership practices. The program is generically designed to attract graduates from various disciplines including social sciences, physical sciences, engineering, computing, and law.

Online: At HBMSU, our unique interactive online delivery format will allow you to pursue excellent academic qualifications with minimal disruption to your professional and personal commitments. In contrast to a traditional online degree, HBMSU offers you the benefits of on-campus learning online - with online classes broadcast in real-time, live interactions with faculty, and active online Q/A sessions with faculty. On weekly basis, 1.5 hours of the class session will be delivered by an instructor in a synchronous virtual mode. In addition, other activities are required to be undertaken in your own time (self-paced). Synchronous online collaboration fosters interaction between faculty members and learners through the use of the virtual classroom. The virtual lectures are conducted in real-time and are recorded to be made available for review in the future. During the self-paced sessions, you can access digitized learning resources, review learning materials, and conduct activities and assessments allocated for that session.

Accreditation: This program has been accredited by the UAE Ministry of Education's Commission for Academic Accreditation.

Program Goals

PG1: To develop learners' comprehension and synthesizing skills to examine principles of total quality management to achieve excellence.

PG2: To develop learners' knowledge, abilities and skills in developing and maintaining effective innovation strategies in organizations.

PG3: To develop learners' knowledge and competencies in developing and maintaining effective change strategies in organizations.

PG4: To provide learners with contemporary knowledge and skills to develop effective leadership strategies and systematic approaches to negotiations and decision-making.

PG5: To equip learners with the knowledge and skills to evaluate different research methods, to conduct literature review, to perform data analysis, and write academic report.

Program Outcomes

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

- LO.1 Appraise the concepts and principles of Excellence model and its relationship with total quality management principles.
- LO.2 Appraise leadership models for nurturing and maintaining creativity and innovation culture in organizations.
- LO.3 Devise effective innovation strategies and change management plans for an organization through information technology and decision support systems
- LO.4 Appraise the impact of values, ethics and culture on change in an organizational context.
- LO.5 Apply qualitative and quantitative research methods and demonstrate data analysis and reporting competencies.

Program Study Plan

Pre-Program			
Course code	Course Name	Credit hours	Pre-Requisites
GMAP500	Management Appreciation Program (MAP)	0	-

Semester 1			
Course code	Course Name	Credit hours	Pre-requisites
ENTR610	Entrepreneurship and Innovation	3	None
QLTY621	TQM Fundamentals	3	None
QLTY623	Principles of Business Excellence	3	None
RESM610	Research Methods	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-requisites
ENTR640	Innovation Strategies	3	None
MGMT610	Change Management	3	None
QLTY645	Performance Management Fundamentals	3	None
BUSS698	Dissertation 1, OR	3	12 Cr/ Hrs AND, RESM610
-	Select One Elective 1		

Semester 3			
Course code	Course Name	Credit hours	Pre-requisites
MGMT695	CAPSTONE: Strategic Management of Innovation and Technological Change	3	MGMT610 AND ENTR610
MISM610	Information Technology Management	3	None
OPER620	Business Process Management Fundamentals	3	None
BUSS699	Dissertation 2, OR	3	BUSS698
-	Select One Elective 2		-

Program Electives			
Course code	Course Name	Credit hours	Pre-requisites
MGMT670	Strategic Management	3	None
MGMT650	Negotiation and Decision Making Strategies	3	12 Cr/ Hrs
FINC610	Financial Management	3	None
OPER610	Operations Management	3	None
MGMT680	Special Topics in Management	3	None
ENTR660	New Product/Service Innovation	3	None

Master of Project Management

Total credit hours (36)

Program Description

In today global marketplace, people having distinctive project management skills and competencies are key to achieving their organizational objectives and competitiveness.

The Master in Project Management program (MPM) at Hamdan Bin Mohammed Smart University (HBMSU) Dubai provides:

- Unique opportunity in meeting the specific demands of future business leaders, wishing to progress their professional competencies in a highly competitive field of Project Management
- Covers public, private and social sector organizations involved in managing new initiatives, products, services and results.

- Enables you to develop a comprehensive understanding of the 10 areas of project management body of knowledge (PMBOK) by applying modern knowledge, skills, tools and techniques.
- Flexible online tutorial, personalized learning schedules, suited for busy professionals who want to develop the cutting-edge skills required to be successful in a globalized environment.
- Focuses on assigning and managing project resources; scheduling project activities, controlling project finances, managing risks, managing people and facilitating organizational change.
- Emphasizes the optimization of the key project management dimensions of quality, cost and time using decision support systems in public, private and social sector organizations.

Accreditation: This program is accredited by the UAE Ministry of Education's Commission_

Program Goals

The Program aims to:

- PG.1 Understand and explain concepts, principles, models and techniques of project management and its strategic nature and importance in overall business strategy.
- PG.2 Demonstrate knowledge, abilities and skills to effectively evaluate, plan and execute project across various sectors
- PG.3 Learn contemporary knowledge and skills required by a project manager for involving various stakeholders throughout the life-cycle (planning and execution) of a project to ensure its success.
- PG.4 Make informed decisions as a project manager in complex projects by taking into account technical, economic, quality, environmental and risk exposure aspects.
- PG.5 Learn and acquire the soft management skills to effectively lead and motivate project teams to optimally manage a project
- PG.6 Understand models and principles of business excellence which are necessary to effectively manage projects across public and private sectors

Program Outcomes

At the end of the Program, learners will be able to:

- K.1 Demonstrate a deep knowledge of project management issues and activities within organizations
- K.2 Explain fundamental concepts and precepts of project management with a focus on triple constraints of projects (scope, time and cost) and issues related to project life cycle (Starting the project, organizing and Preparing, carrying out the work, and closing the project)
- K.3 Understand and evaluate appropriate tools and techniques to solve project problems
- S.1 Exhibit leadership skills and ability to effectively manage project teams through considering ethical and legal dimensions of projects during the course of a project life cycle
- S.2 Demonstrate skills pertinent to the core business functions of an organization as a project manager
- S.3 Master soft/interpersonal skills such as team building, problem solving, negotiation and collaboration which are necessary to lead projects effectively and utilize them in project management decision making under different circumstances
- S.4 Demonstrate autonomy, judgment and responsibility in project planning and execution through both independent work as well as part of a project team.
- AR.1 Demonstrate critical thinking skills with regard to assessing critically the relevant and important data, providing a solution and defend it with evidence, and resolve any outstanding conflicts within and between projects
- SD.1 Demonstrate self-development through taking responsibility for own future learning needs under different situations
- RIC.1 Demonstrate role in context by undertaking and successfully completing projects that require liaising effectively with individual team members from different functional areas
- RIC2 Demonstrate autonomy, judgment and responsibility in project planning and execution through both independent work as well as part of a project team

Program Study Plan

Pre-Program			
Course code	Course Name	Credit hours	Pre-Requisites
GMAP500	Management Appreciation Program (MAP)	0	-

Semester 1			
Course code	Course Name	Credit hours	Pre-requisites
PROJ610	Project Management Fundamentals	3	None
PROJ672	Project Planning and Scheduling	3	None
PROJ633	Project Cost and Finance	3	None
RESM610	Research Methods	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-requisites
PROJ682	Project Risk Management and Decision Making	3	None
PROJ640	Program and Portfolio Management	3	None
OPER612	Operations and Supply Chain Management	3	None
BUSS698	Dissertation 1, OR	3	RESM610
	Elective 1		None
		Select One	

Semester 3			
Course code	Course Name	Credit hours	Pre-requisites
PROJ696	Project Management Application	3	24 Credit Hrs
QLTY620	TQM and Business Excellence	3	None
RESM625	Data Analysis for Managers	3	None
BUSS699	Dissertation 2, OR	3	BUSS698
	Elective 2		None
		Select One	

Program Electives			
Course code	Course Name	Credit hours	Pre-requisites
BUSS698	Dissertation 1	3	RESM610
BUSS699	Dissertation 2	3	BUSS698
MISM610	Information Technology Management	3	None
MGMT670	Strategic Management	3	None
ENTR640	Innovation Strategies	3	None
MGMT625	Organizational Behavior & Leadership	3	None

Master of Management in Entrepreneurial Leadership

Total credit hours (36)

Program Description

The program equips its graduates with all the skills and knowledge required to confidently operate as an entrepreneurial leader in the global economy. Recognizing that Innovation and Entrepreneurship have become critical strategic considerations supporting success in an increasingly competitive business environment, graduates will be able to assess, explore, critique, and celebrate the phenomenon of entrepreneurial leadership and management in small to large public, private and social sector organizations. The focus will be on the role entrepreneurial leadership play over the life cycles of institutions.

The Master of Management in Entrepreneurial Leadership program is accredited by the Ministry of Education. Graduates of this program will achieve a mastery of leadership literature, develop new business insights and strategic problem-solving skills. The Program uses contemporary theories and concepts of Innovation and Entrepreneurship to develop the competencies of the new generation of leaders who wish to grow their institutions in new directions by offering value propositions that exceed consumer expectations. For an overview of core units and electives you can study in this course, please see the study plan below.

Accreditation: This program is accredited by the UAE Ministry of Education's Commission for Academic Accreditation.

Program Goals

The Program aims to:

- PG.1 Develop a new generation of entrepreneurs in the UAE;
- PG.2 Contribute to the development of the Middle East and North Africa ((MENA) region by encouraging entrepreneurship and innovation;
- PG.3 Give learners the knowledge and skills that they need to plan and manage start-ups
- PG.4 Provide those working in existing businesses, government agencies, and other entities concepts relevant for corporate entrepreneurship.

Program Outcomes

At the end of the Program, learners will be able to:

- K1. Demonstrate a critical awareness of issues affecting individuals and organizations seeking to create new ventures in MENA region and beyond.
- K2. Appraise what is necessary for entrepreneurial leaders to create an ethical internal environment conducive to facilitating creativity and innovation that results in new ideas for products and services.
- K3. Develop a comprehension of the financial knowledge needed to start, maintain, and evaluate the performance of entrepreneurial ventures.
- K4. Identify effective and efficient marketing strategies and integrated communications plans targeted to internal and external constituencies of entrepreneurial ventures.
- S1. Demonstrate problem-solving skills through the use of appropriate metrics, statistics, and other analytics to identify market opportunities and to develop strategies for new entrepreneurial ventures.
- S2. Synthesize knowledge from different fields to prepare a business plan for a new venture.
- S3. Enhance professional written and oral communication skills.
- AR1. Display autonomy and responsibility through the capacity to work at a high level independently as well as in teams to develop and grow entrepreneurial ventures.
- RC1. Adapt to ambiguous situations in complex environments to formulate novel solutions to unstructured problems.
- RC2. Develop business plans for entrepreneurial projects that involve teams with a diverse membership.
- SD1. Demonstrate self-development through sensitively managing complex ethical issues in enterprise set up and growth leading to fair and valid decisions.

Program Study Plan

Pre-Program			
Course code	Course Name	Credit hours	Pre-Requisites
GMAP500	Management Appreciation Program (MAP)	0	-

Semester 1			
Course code	Course Name	Credit hours	Pre-requisites
ENTR605	Entrepreneurship Fundamentals	3	None
MGMT620	Organizational Behavior and Leadership	3	None
RESM610	Research Methods	3	None
ENTR640	Innovation Strategies	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-requisites
MKTG610	Entrepreneurial Marketing	3	None
ENTR630	Entrepreneurial Leadership	3	None
FINC610	Financial Management	3	None
BUSS698	Dissertation 1 OR	3	RESM610 & 18 Credit Hrs
	Elective 1		-

Semester 3			
Course code	Course Name	Credit hours	Pre-requisites
ENTR675	Corporate Entrepreneurship	3	None
ENTR620	Entrepreneurial Planning	3	18 Credit Hrs
MISM610	Information Technology Management	3	None
BUSS699	Dissertation 2 OR	3	BUSS698
	Elective 2		-

Program Electives			
Course code	Course Name	Credit hours	Pre-requisites
BUSS698	Dissertation 1	3	RESM610
BUSS699	Dissertation 2	3	BUSS698
HRMT610	Human Resource Management in a Dynamic Environment	3	None
RESM625	Data Analysis for Managers	3	None
PROJ620	Project Management Fundamentals	3	None
MGMT670	Strategic Management	3	None

Master of Human Resource Management

Total credit hours (36)

Program Description

In today's knowledge-driven society, the main assets of any organization are its human resource capital. The skills and competencies of employees play a central role in the success of any organization in the global competitive environment. The Master in Human Resource Management (HRM) offered by Hamdan Bin Mohammed Smart University Dubai provides graduates with an opportunity to develop expert knowledge and skills in the field of human resources. The program provides insights into the way businesses operate, including organizational change, training and development, new employment relationships and strategic staffing.

This accredited HR management graduate program prepares professionals in the specialized HRM discipline, making graduates well-acquainted with contemporary HRM practices and the strategic importance of people management. The program also emphasizes on HRM as a strategic function of the organization. Graduates of this Master's degree in Human Resources will have the capacity to critically engage and expand awareness of ethical issues in HRM, and particular questions of social responsibility and professional practice.

Program Goals

At the end of the Program, learners will be able to

- 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 strategic objectives and achieve high performance organizations

Program Outcomes

At the end of the Program, learners will be able to

- K1. Develop understanding of HRM strategic HRM functions and their and their contribution to organizations operating within the socio-economic environment of MENA region.
- K2. Formulate strategies for effective management of people by undertaking thorough business analyses and their implications to HRM functions for organizations operating in MENA region.
- K3. Critically appraise opportunities to implement activities that foster constructive organizational change.
- S1. Exhibit technical, analytical and decision making capabilities by producing Human Resource plans and policies appropriate for organizations operating in the MENA region.
- S2. Demonstrate problem-solving skills through the use of appropriate, function-driven metrics, statistics, or other analytics.
- S3. Display a range of effective communication skills appropriate for various workplace settings through oral presentations, research and technical report writing.
- AR1. Demonstrate autonomy and responsibility through independent work as well as part of a team in a range of contexts.
- RC1. Demonstrate role in context by undertaking and successfully completing projects in HRM functional areas that require planning, organizing, delegating and controlling team activities from a diverse membership.
- SD1. Demonstrate role in context by consistently and sensitively managing ethical issues.

Program Study Plan

Pre-Program			
Course code	Course Name	Credit hours	Pre-Requisites
GMAP500	Management Appreciation Program (MAP)	0	-

Semester 1			
Course code	Course Name	Credit hours	Pre-requisites
HRMT612	Human Resource Management in a Dynamic Environment	3	None
RESM610	Research Methods	3	None
HRMT625	Organizational Behavior & Leadership	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-requisites
MGMT610	Change Management	3	None
HRMT642	Staffing Organizations	3	None
HRMT662	Building Human Capital	3	None

Semester 3			
Course code	Course Name	Credit hours	Pre-requisites
HRMT652	Performance and Talent Management	3	None
MGMT670	Strategic Management	3	None
BUSS698	Dissertation 1, OR	3	RESM610
-	Elective 1		-

Semester 4			
Course code	Course Name	Credit hours	Pre-requisites
HRMT620	International Human Resource Management	3	None
HRMT680	Strategic Human Resource Management	3	None
BUSS699	Dissertation 2, OR	3	BUSS698
-	Elective 2		-

Program Electives			
Course code	Course Name	Credit hours	Pre-requisites
RESM625	Data Analysis for Managers	3	None
PROJ610	Project Management Fundamentals	3	None
FINC610	Financial Management	3	None
MISM610	Information Technology Management	3	None
ENTR612	Innovation and Entrepreneurship	3	None

Master of Islamic Banking and Finance

Total credit hours (36)

Program Description

Islamic banking is considered to be one of the most notable innovations in the banking sector in recent years. At present, more than 350 Islamic banks and financial institutions are operating in over 60 countries in different regions including the Middle East, Europe, America, South Asia, Far East, Africa and Australia. The current size of global Islamic finance industry assets is approaching USD \$1 trillion and is expected to reach US\$4 trillion by 2020.

Within this setting, the Master of Islamic Banking and Finance program can provide you with a detailed understanding in the specialist areas of Islamic banking, Islamic Finance, Shari`ah, Islamic Economics, Islamic Financial Contracts, and Products Development, Risk Management in Islamic Financial Markets and Institutions, Islamic Corporate Governance and Legal and Regulatory issues in Islamic Banking and Finance. This accredited degree explores the theoretical concepts and shares regional best practices using case studies. For an overview of core units and electives you can study in this course, please see study plan.

Accreditation: This program is accredited by the UAE Ministry of Education's Commission for Academic Accreditation and Finance Accreditation Agency (FAA)

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:

K1 Will be well conversant with the basic principles of Islamic jurisprudence that are relevant to business and financial transactions

K2 Will be acquainted with contours of Islamic economics and the distinguishing characteristics of an Islamic economy that is supported by an Islamic banking and financial system

K3 Will have proper understanding of relevant literature on Islamic banking and finance as well as the working of different Islamic financial institutions

K4 Will comprehend different kind of risks faced by Islamic financial institutions as well as the implications of global competitive environments in financial industries.

K5 Will comprehend the contemporary legal and regulatory environment faced by the Islamic banking and finance industry

S1 Can compose clear, consistent and effective written forms of communication and present effective oral presentations

S2 Can integrate theory and practice for the purpose of strategic analysis in the field of Islamic banking and finance

RC1 Will be able to assess the aspirations of different stakeholders in Islamic financial industry and suggest innovative and widely acceptable solutions

RC2 Can critically evaluate the performance of an Islamic financial institution in accordance with expectations of different stakeholders

AR1 Can contribute in developing or improving Islamic financial products needed by the Islamic banking and finance industry

SD1 Can identify and analyze the ethical obligations and responsibilities of business from an Islamic perspective

SD2 Will be able to review new literature on Islamic banking and finance and understand its relevance for the industry

Program Study Plan

Semester 1			
Course code	Course Name	Credit hours	Pre-requisites
BUSS635	Usul Fiqh and Qawaid Fiqhiyyah	3	None
ECON630	Islamic Economics	3	None
FINC630	Principles of Islamic Finance	3	None
RESM610	Research Methods	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-requisites
ACCT630	Accounting for Islamic Financial Transactions	3	None
FINC631	Islamic Banking	3	None
FINC632	Islamic Financial Contracts and Products Development	3	None
BUSS698	Dissertation 1, OR	3	12 Cr/ Hrs. AND, RESM610
-	Elective 1		
		Select One	-

Semester 3			
Course code	Course Name	Credit hours	Pre-requisites
FINC633	Risk Management in Islamic Financial Institutions	3	12 Cr/ Hrs.
FINC634	Legal and Regulatory Issue in Islamic Banking and Finance	3	12 Cr/ Hrs.
FINC635	Islamic Financial Markets and Institutions	3	FINC630
BUSS699	Dissertation 2, OR	3	BUSS698
-	Elective 2		
		Select One	-

Program Electives			
Course code	Course Name	Credit hours	Pre-requisites
BUSS698	Dissertation 1	3	12 Cr/ Hrs. AND, RESM610
BUSS699	Dissertation 2	3	BUSS698
FINC636	Strategic Management of Zakah and Awqaf	3	12 Cr/ Hrs.
FINC637	Islamic Corporate Governance	3	12 Cr/ Hrs.

Executive MBA in Islamic Banking and Finance

Total credit hours (30)

Program Description

Jointly delivered by **HBMSU & Universitat Oberta de Catalunya**, the Executive MBA in Islamic Banking and Finance delivers unique insights into the Islamic Banking industry, offering an opportunity to study the structure of the industry, including its products, performance, financial instruments, and risk management issues.

This joint-degree provides learners with a solid foundation in the specialized area of Islamic Banking and Finance, equipping them with the necessary core knowledge of functional business areas and their practical applications.

The program offers rigorous training in specialized areas of Islamic finance, banking, economics, law, and their relevant conventional counterparts. In addition to this, an in-depth understanding of general management knowledge is provided covering several areas including strategic management, leadership, international business, and marketing.

Unique to the region, the Executive MBA in Islamic Banking and Finance integrates the global learning experience of HBMSU (Dubai) and UOC (Barcelona).

Accreditation: The Executive MBA in Islamic Banking and Finance is accredited by the UAE Ministry of Education's Commission for Academic Accreditation

Program Goals

- PG.1 Acquire the necessary core knowledge of functional business areas and their practical applications
- PG.2 Understand the strategic nature of innovation and technology and to develop the ability to use them as effective management tools.

- PG.3 Develop an advanced understanding of Islamic Banking and Finance from both practical and conceptual points of view.
- PG.4 Develop strategic thinking and integrate it in Islamic Banking and finance.
- PG.5 Improve the ability to operate effectively in a diverse and global business environment.
- PG.6 Develop the skills and responsibilities needed to undertake independent research in the field of Islamic Banking and Finance.
- PG.7 Gain practical knowledge of the practice of Islamic Banking and Finance.

Program Outcomes

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

- K1. Demonstrate an extensive understanding of established theories and emerging concepts and best practices related to business and management
- K2. Understand how global competitive environments are changing business practices
- K3. Be critically conversant with the principles of Islamic jurisprudence that provide the basis of Islamic economics, banking and finance
- K4. Explain the nature of Islamic financial risk management and regulation and be able to compare it with conventional practices
- K5. Demonstrate understanding of the nature of corporate governance in an Islamic system and be able to compare it with traditional/conventional systems
- K6. Demonstrate a comprehensive knowledge of relevant literature on Islamic economics, banking and finance as well as the working of different Islamic financial institutions in a specific legal & regulatory environment.
- K7. Assess the merits and weaknesses of Islamic banking and finance.
- S1. Compose clear, consistent and effective written forms of communication and present highly effective. oral presentations related to complex business concepts.
- S2. Apply critical thinking skills to and critique managerial decisions.
- S3. Demonstrate leadership and team membership skills required for executive business roles.
- S4. Integrate theory and practice for the purpose of strategic analysis in the field of Islamic banking and finance.
- AR1. Develop and promote strategic and innovative thinking and integrate it in all the areas of a business enterprise.

AR2. Take responsibility for making data-driven decisions demonstrating the ability to identify alternatives, suggest criteria for assessing alternatives and evaluate possible results of choosing different alternatives.

AR3. Take responsibility for developing or improving innovative financial products needed by the Islamic banking and financial industry.

RC1. Integrate business knowledge and management techniques to aid organizational planning and control in a dynamic environment.

RC2. Assess the needs of different stakeholders in the Islamic financial industry and develop innovative and widely acceptable solutions.

SD1. Manage the ethical underpinnings of Islamic finance and analyze the ethical obligations and social responsibilities of business especially from an Islamic perspective.

Manage the ethical underpinnings of Islamic finance and analyze the ethical obligations and social responsibilities of business especially from an Islamic perspective.

SD2. Identify and critically review new literature on Islamic banking and finance, understand its relevance for the industry and propose possible responses.

Program Study Plan

Semester 1		
Course code	Course Name	Credit hours
B2.110	Global Business Environment	1.5
B2.111	People Management	1.5
B2.113	Ethics and social responsibility	1.5
B2.112	Operations Management and logistics	1.5
B2.114	Financial Management	1.5

Semester 2		
Course code	Course Name	Credit hours
B2.115	Marketing Management	1.5
B2.116	Information Systems Management	1.5
B2.118	Innovation Management	1.5
B2.117	Decision-making Business Game	1.5
B2.119	Strategic Management	1.5

Semester 3		
Course code	Course Name	Credit hours
EMBA611	Islamic Economics	1.5
EMBA612	Islamic Financial Contracts	1.5
EMBA613	Principles of Islamic Accounting	1.5
EMBA614	Islamic Finance	1.5
EMBA615	Islamic Banking	1.5

Semester 4		
Course code	Course Name	Credit hours
EMBA616	Social Finance and Entrepreneurship	1.5
EMBA617	Legal and Regulatory Issues in Islamic Banking and Finance	1.5
EMBA618	Risk Management in Islamic Financial Institutions	1.5
EMBA619	MBA Project	3
EMBA620	Residential Business Week*	0

School of Business and Quality Management Course Descriptions

Course Code	Course Name	COURSE DESCRIPTION
ACCT630	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.
QLTY624	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.
OPER620	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.
ENTR695	CAPSTONE Entrepreneurship Project	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. 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. Recent development in behavioral

		<p>finance can now be applied to understand how entrepreneurs and Venture Capitalists perceive risk and uncertainty and how they decide and act accordingly. 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>
PROJ 696	Project Management Application	<p>This course integrates the knowledge accumulated in prior course-work as well as produce new derived information, learners will be able to demonstrate the ability to handle the project manager's role as an integrator. The course leads to project management application through applying project management 4 components (knowledge, skills, tools and techniques) to produce a project management plan; by analyzing, evaluating, and suggesting improvements in specific project environments. The course covers case study assessment, analyzing some good practices in project management (to determine the best); and by demonstrating project management sophistication by commenting critically about provided general plan that will be turned into a project.</p>
MGMT695	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. 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. 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>

MGMT610	Change Management	<p>Change is now a reality in a modern business context due to the turbulent and rapidly changing environment. Managers have to deal with uncertainty, ambiguity and complexity as part of shaping up a work environment that is based on flexibility, quality, responsiveness and an increasing emphasis on speed and innovativeness. This course is designed to provide learners with a conceptual framework addressing the strategic importance of managing sustainable change. This course also covers topics such as the macro and micro aspects of change management, and how change initiatives can be deployed in compatibility with strategic objectives. Furthermore, this course emphasizes the role of change leaders, in responding effectively to forces for change, managing the relationships associated with change and successfully overcoming potential obstacles and resistance within the organization. Moreover, the course explores critical success factors of change management and highlights models of best practice change management methodologies through the use of many case studies.</p>
MKTG620	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. 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>
RESM625	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>

BUSS699	Dissertation (2)	<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. The Dissertation should demonstrate original contribution to knowledge in a chosen area of related study. The dissertation should provide evidence of general knowledge of an area of research through a literature review. Detailed guidelines about the requirements of the dissertation are available to the learner at the beginning of the semester. The dissertation option (as opposed to the 2 Electives option) is particularly advised to those who plan to pursue postgraduate studies at the Ph.D. level. Each learner will be assigned a faculty member as supervisor to work with her/him throughout the semester. As per the MOHESR recommendations to standardize the Master's dissertation policy across all schools of Hamdan Bin Mohammed e-University, Dissertation 1 & 2 is a 6 credits course required to graduate. Dissertation 1 & 2 runs across two semesters as a two-step process whose final outcome is a written dissertation and an oral presentation. The dissertation will carry 70 percent of the total marks and oral defence will carry the remaining 30 percent.</p>
BUSS698	Dissertation (1)	<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 writing process is completed over in two sequential semesters namely Dissertation 1 and Dissertation 2, with each allowing learners to concentrate on key areas. As such Dissertation 1 has been conceptualized to develop learners' abilities to locate, analyze and summarize prior research related to an identified field relating broadly to the learner's major, with specific emphasis on topics which will lead to statement of research problem and questions. Further Dissertation 1 aims to develop learners' abilities to critically review appropriate literature to support the creation of a theoretical and conceptual framework, as well as analyze studies to ensure robust methodological understanding to support identified research objectives for learner's research, and finally to develop learners' abilities to propose a research design, select appropriate sample and sampling techniques (if appropriate), determine data analysis methods and create appropriate research instruments (or sources of secondary data) to support the identified research questions.</p>

MISM615	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>
ENTR650	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>
ENTR 630	Entrepreneurial Leadership	<p>Entrepreneurial firms need entrepreneurial leadership for success. This course is about the identification and development of innovative solutions to the most common leadership and personal challenges faced by entrepreneurs when starting new ventures and through the immediately following stages of organizational growth. The course highlights the leadership traits, skills and tools necessary to start a new business and explores how to avoid common pitfalls. It promotes a deeper understanding of what is required to be a successful entrepreneur and pursue an entrepreneurial vision. Learners will discover that entrepreneurial leadership is applicable to public, private, and social sector organizations, as well as to small, medium or large organizations, and across different industry sectors. The course is structured around the study of leadership in practice through readings of the text and examples of entrepreneurial leadership in case studies and real life.</p>

MKTG 610	Entrepreneurial Marketing	<p>Early stage entrepreneurs and start-ups face unique marketing challenges. These relate to limited financial resources, understaffing, time constraints, and a lack of understanding of the strategic role of marketing. These factors are compounded by the early stage of the product life cycles which require more resources to be devoted to the product/service. At the same time, net income is low or even negative at the launch stage of a new product/service. 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 focus on understanding the marketing function and the key role it plays in supporting the achievement of organizational objectives within an early stage entrepreneurship (for example micro enterprises), a start-up (with relatively intensive intellectual and financial capital investment), or within a unit/department in an existing organization using cost-effective techniques such as guerilla marketing, social media and viral marketing.</p>
ENTR620	Entrepreneurial Planning	<p>Pursuit of an entrepreneurial vision requires a planned approach in order to make best use of scarce resources, reduce the risks of failure and increase the chances of success. This course empowers learners to research and critically analyze the feasibility of an innovative idea and to create a successful venture. It takes learners through a comprehensive business planning and development process, involving identification of an innovative idea, environmental scanning, formulating business strategies and implementing a business plan. The course supports the strategic management and leadership of new ventures. It explores various contexts such as that of the startup and corporate venturing through critical discussion, real life examples and case studies. The course considers important legal and ethical issues in the MENA region.</p>
ENTR675	Corporate Entrepreneurship	<p>This course focuses on innovation and entrepreneurship in a larger organizations. It covers a range of topics related to corporate entrepreneurship. These include how corporate entrepreneurship differs from startups and smaller companies, how entrepreneurship takes different forms in large organizations, how it differs between for profit and not for profit organizations, how to imbed entrepreneurship in large organizations, how to design entrepreneurial organizations and how to ensure continuous entrepreneurial performance in organizations.</p>
FINC610	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. 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</p>

		techniques used in analyzing financial statements and evaluating alternative investment opportunities.
HRMT 612	Human Resource Management in dynamic environment	This 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. 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.
MISM610	Information Technology Management	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. Subjects covered within this course include the effect of the Internet on competitiveness, types of information systems, aligning business and technology strategy, implementing and managing technological changes within an organization
ENTR640	Innovation Strategies	The innovation process has been defined as the development and implementation of new ideas. This occurs at many levels in a society. Policy makers are interested in the role innovation plays in regional and economic development while managers attempt to craft the most effective strategies to facilitate innovations in their organizations. Individuals also seek to identify new ways to increase their own levels of innovativeness through continuous self-improvement. This course will provide with an overview of important innovations throughout history, introduce key innovation theories and frameworks, national innovation policies and systems, and a strong foundation for understanding what constitutes actual innovation in different contextual settings. The link between entrepreneurship and innovation, importance of technology, business models, and the commercialization process will also be discussed.
HRMT620	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.

FINC631	Islamic Banking	The Islamic banking industry is today no longer a marginal industry, but an inseparable element of the global financial architecture. This course provides a sound background of the principles of Islamic banking leading to its theoretical underpinnings. It explains the fixed and variable return assets currently used by Islamic banks in different markets. The course analyzes the differences in theory and practices of Islamic banks, and the challenges and prospects it faces in an increasingly competitive and integrating global banking industry.
FINC637	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.
ECON630	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.
FINC632	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
FINC635	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.
ECON640	Labor Economics	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. 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. Throughout the course, practical examples are used to highlight the applicability of labor

		economics to current issues and policies in the MENA region.
FINC634	Legal and Regulatory Issue in Islamic Banking and Finance	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.
HRMT 652	Performance and Talent Management	This course explores the role of performance management in organizations as a vital part of the employer-employee relationship and organizational strategy. It analyses HR performance management from both individual and team perspectives. It emphasize the strategic human resource management processes in particular with regard to employee development, compensation and rewards. Overall the course aims to assist learners as future HR and operational professionals and managers in giving effective performance appraisals that help motivate employees to achieve a desirable level of productivity. Topics such as defining performance criteria, use of various appraisal formats, preparing employees for performance discussion and well as conducting effective and meaningful performance discussion will be covered in the course.
MGMT650	Negotiation and Decision Making Strategies	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. 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. 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.
ENTR660	New Product / Service Innovation	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.
HRMT630	Occupational Health & Safety	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.
OPER 612	Operations and Supply Chain Management	The course instructs learners on how to effectively and efficiently manage the primary functions of operations, and supply chain management in manufacturing and service organizations. In the light of the globalization and availability of overseas low-cost resources (e.g. labor, raw material) the course familiarizes learners with the perspectives of customer value, management of operations, both locally and internationally, and collaborative value creation and supply chains. Specifically, topics such as operations strategy and performance objectives, manufacturing and service processes, supply chain processes, and operations improvement practices will be covered.
MGMT 625	Organization Behavior & Leadership	This course entails the study of human behavior in organizations. It covers theoretical concepts, practical methods, and modern approaches to understand, analyze, and predict individual and group behavior in organizations. Topics that will be covered include but not limited to diversity, employee attitudes and values, personality, motivation, communication, work-groups and work-teams, conflict and negotiations, leadership, power and politics, and organizational structure and change. We will particularly focus on how various individual factors (e.g., personality) and situational factors (e.g., organizational structure) affects employee behavior and performance.
BUSS640	Organizational Values and Ethics	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.
QLTY645	Performance Management Fundamentals	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. 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.
QLTY 620	TQM and Business Excellence	The course focuses on the basics, theories and practical aspects of total quality management (TQM) and its various models which are often called 'business excellence' models. The course specifically places emphasis on adopting a process orientation (as opposed to result orientation) based on customer-supplier interfaces (quality chains). It offers insights into both soft (e.g. management commitment to quality, customer orientation, employee empowerment, communication of the quality message, and recognition of the need to change the traditional culture to a TQM culture) and hard management necessities (e.g. quality system, Tools, benchmarking) which are mandatory if an organization is to achieve a state of long-term sustained competitive success. To enable learners to design an effective excellence strategy for long-term organizational performance improvement, the course also discusses international, regional and national business excellence models and their associated prestigious quality awards (ISO 9000 Quality management systems, EFQM in Europe, MBNQA in the USA, Deming Prize in Japan, The Emirates Government Excellence Award & Dubai Quality Award in UAE) and the manner in which these TQM models drive, enable and foster a sustained excellence culture within the organization.
FINC630	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

PROJ 633	Project Cost and Finance	<p>Project managers must have a solid knowledge and awareness of the processes, tools and techniques of cost management and finance in order to manage project costs effectively. The project Cost and Finance course encompasses the main processes of project cost management: estimating, budgeting and controlling project costs. 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. In addition to the full coverage of the main process of project cost management, this course covers the fundamentals of project finance. It discusses the financial management in projects: principles of financing projects; types and sources of finance.</p>
PROJ 610	Project Management Fundamentals	<p>This course provides an overview of the project management discipline. It is designed as an introductory course and provides a general overview of all the aspects involved in organizing, planning and executing projects. It focuses on project management essentials that can be applied to any project. The subject follows the project management life cycle. This life cycle comprises five phases: initiation, planning, execution, monitoring and controlling, and closing phase. Additionally, the course covers in high level the project management knowledge areas (PMBOK).</p>
PROJ 682	Project Risk Management and Decision Making	<p>Project manager is the person bearing full responsibility of the project. Decision making is an art and science, especially in risky environment. This course – project risk management and decision making - is combining these two major subjects in the roles of the project manager. 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. Project decision making management equip the learner with all the skills used in formulating decisions, from data gathering and analysis, to tools and techniques utilized. The project manager is the project integrator, integration means to manage many areas of the PMBOK concurrently. The project manager is bearing the full responsibility for everything related to his/her project, accordingly all the decisions made. Decisions are more difficult in complex and risky environment. From here comes the bidirectional relation between risk and decision making</p>

PROJ 672	Project Planning and Scheduling	Project planning and scheduling is focusing on two major areas of project management body of knowledge within the context of integration management. These two areas are the project scope and time management. Project scope management focuses on all the measurable tasks and logical phases that are required to complete a project successfully. Project time management covers schedule planning including work breakdown structure techniques.
QLTY625	Quality Policy Deployment	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.
QLTY640	Quality Tools and Techniques	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.
HRMT 642	Staffing Organizations	Staffing 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 strategic staffing, particularly in recruitment, placement, selection, and retention strategies which can benefit the organization as a whole. Throughout the course practical examples are examined alongside with the theoretical principles underlying strategic staffing practices.

RESM610	Research Methods	This course is designed to provide learners a clear guide on research process with the necessary knowledge and skills to undertake a piece of research from thinking of a research topic to writing a research proposal. The course introduces and guides learners to explore a range of approaches, strategies, techniques and procedures with which learners can then make informed and justifiable decisions on how best to conduct research.
FINC633	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 in different Islamic financial institutions (IFIs). These include, credit, operational, market and liquidity risks together with the risk of noncompliance with the Shari`ah. The availability and use of Islamically permissible financial derivatives in mitigating different types of risks faced by IFIs are also discussed in detail.
QLTY650	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.
MGMT680	Special Topics in Management	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: Entrepreneurship and Innovation, Change Management, Innovation Strategies, Information Management, New Product/Service innovation Knowledge Management, Community of Practices, Organizational Learning, Core Competence
HRMT680	Strategic Human Resource Management	This course focuses on the link between HRM and business strategies and operations. The subject examines fundamental concepts and application of Strategic Human Resource Management including the planning, development, implementation and evaluation of HR activities. Various typologies of HR Strategy are discussed to provide evaluation of fit between HR and business strategy
MGMT670	Strategic Management	This course introduces the concepts, frameworks and tools of strategic management which are required for the success of organizations of all types in the current rapidly changing environment. It discusses the steps of strategy formulation, strategy analysis and effective implementation. It provides learners

		with a strategic planning framework emphasizing analysis of stakeholder needs, the internal and the external environments of the organization, competitors, strategy formulation and implementation, issues of ethics and sustainability, and monitoring and evaluation of results. The emphasis is on a critical approach towards use of evidence-based approaches and of the most recent research into management practice wherever possible. The course integrates much of the lessons that learners will have been exposed to in courses. The approach is deliberately practical and experiential, making use of case studies and real life examples.
FINC636	Strategic Management of Zakah and Awqaf	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.
OPER640	Supply Chain & Procurement Management	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.
QLTY621	TQM Fundamentals	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.
QLTY622	TQM Sustainability	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.
HRMT 662	Building Human Capital	This course is designed to help students gain both a theoretical and practical understanding of the principles of the training and development function. This course will explore the various aspects of training and development providing the learner with the essentials to understand and design their own training and development program. An in-depth review and explanation of the steps used in the Instructional Design process will also be identified in order to examine the process of developing training programs to meet the knowledge and skills needs of a learner. Adult Learning theory and principles will also be examined, specifically, as they relate to the development of training programs.
BUSS635	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.
ENTR605	Entrepreneurship Fundamentals	This introductory course covers the process of planning for, launching and managing a small business in the context of the Gulf region. Students assess the value of an idea/concept, appreciate the need of a supporting environment for innovation and entrepreneurship, evaluate venture opportunities, understand the legal and regulatory environment, evaluate the options for entering into a small business and selecting an appropriate location, develop financial planning and monitoring skills, appreciate the components of a marketing plan, learn how to build and lead effective teams, are introduced to GCC family business, and finally understand what is social entrepreneurship.
PROJ 640	Program and Portfolio Management	Program and Portfolio Management has been developed to develop the skills and performance of professionals who manage multiple related projects (programs).

School of Business & Quality Management Faculty Roster



Professor Khaled Sartawi

Dean of School of Business & Quality Management

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.

Khaled Sartawi is Professor of Management and Dean of School of Business and Quality Management at Hamdan Bin Mohammed Smart 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



Professor Ebrahim Soltani,

Professor

Postgraduate Certificate in Higher Education (PGCHE), University of Kent (2005-2007)
ESRC Postdoctoral Fellow – University of Strathclyde (2004- 2005)
PhD in Quality/Operations Management (University of Strathclyde, 2000-2003)

Prof Ebrahim Soltani is Professor of Quality Management at Hamdan Bin Mohammed Smart University in the School of Business and Quality Management. Before joining HBMSU 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).



Professor Syed Aziz Anwar

Professor

Ph.D. (University of Delhi)

His specialty areas include International Business, Marketing Management, Service Quality and Research Methodology. He has held academic positions in eminent universities such as University of Delhi, India; University of Otago, New Zealand; University of Brunei Darussalm, Brunei Darussalam; International Islamic University, Malaysia; Aalen University of Applied Sciences, Germany; Arab Open University, Kuwait, and University of Sharjah, UAE.

Professor Anwar has been a recipient of a younger social scientist fellowship from the British Council, London. His research papers, case studies and books have been published in several countries including USA, UK and Singapore. He has edited scholarly journals, conference proceedings and roundtable reports. He is a Vice-President of MAG Scholar, New Zealand.

Professor Anwar has been a trainer and consultant for a large number of organizations including United Nations' International Trade Center, Geneva, Toyota Brunei, HSBC Brunei, Singapore Seaport and Abu Dhabi Retirement and Pensions Fund.



Professor Kanishka Bedi

Professor

Ph.D.; PGDBA; B.Tech

Professor Bedi has more than two decades of academic and professional experience. He previously held teaching and leadership positions in Singapore, Malaysia, India and the United States. He received several awards for research and innovation in online education.

Research Focus: Entrepreneurship; TQM; Operations Management; Comparative Online Education

Professor Syeda-Masooda Mukhtar

Professor

PH.D Manchester Business School, University of Manchester, U.K

M.PHIL University of Newcastle upon Tyne, U.K

P.DIP Manchester Metropolitan University, U.K

B.SC University of London, Imperial, U.K

Professor Syeda-Masooda Mukhtar earned her PhD from Manchester Business School, U.K. She has held a number of positions in industry including as Director PricewaterhouseCoopers Strategy Practice, CEO of an international entrepreneurial venture, and as the Non-Executive Board Member and the Regional Chairman of NCHA, U.K. She has engaged with high profile policy initiatives with multilateral organizations such as the United Nations ILO, as well as the local and national government institutions in several countries.

Research Focus: Entrepreneurial technology and innovation based enterprise development and policy; cross-cultural management



Dr. Sanjai Kumar Parahoo,

Associate Professor

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. Shamim Ahmad Siddiqui,

Associate 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

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. Ying-Ying Liao,

Associate Professor



PhD, University of Kent, UK

MSc, Shih-Chien University, Taiwan

Dr. Ying Ying Liao is an Associate Professor at Hamdan Bin Mohammed Smart University and a fellow of the Higher Education Academy (HEA) UK. Prior to her current appointment, she was an assistant professor and acted as programme director at the University of Liverpool (China Campus). She received her PhD degree and served as post-doctoral researcher in the University of Kent, UK. She has been actively involved in several research activities internationally including joint PhD supervision, EMBA external examiner, committee member of international conferences, and ad hoc reviewer for several high quality international journals (e.g. JBE, TQM&BE, etc) and conferences (e.g. AMA, AoM, etc). She has currently published 12 journal articles (some in 2 & 3 - star refereed journals –ABS ranking, UK), 24 international refereed conference papers and 4 book chapters. Prior to joining academia, she gained extensive industry experience in various capacities in service sectors (i.e. hospitality, healthcare) where she contributed significantly to the enhancement of quality of service offerings. Her current research interests focus on service management (e.g. service quality, service failure & recovery, managing human resources in services and supply chain quality management).



Dr. Mounir Elkhatib,
Associate Professor

PhD in IS project management and technology - Special emphasis on organizational e-transformation and e-government (2005) - School of Advanced Technology - University of Glamorgan – Cardiff – UK

Dr. Mounir El Khatib is an expert (academic and practitioner) with 22 years of varied experience in Europe and Middle East, in program and project management, covering engineering, business and management, and IT fields. He is an e-government and e-transformation expert, heavily involved in Dubai, Abu Dhabi, and UAE Federal E-Government, covering the management & technical perspectives

Dr El Khatib holds a PhD in Project and IT Management from UK. He is a certified project management professional (PMP).

Worked as Oracle, IBM-BCS as advisor, consultant, project manager, partner or agent for a variety of government and private projects. Trained many outstanding organizations. He published many papers, participated in many conferences and TV interviews.



Dr. Mohammed Ghadi
Associate Professor

PhD of Business Administration, HR, University of Wollongong, Australia, Dec, 2012

Master of Business Administration (MBA), Mutah University, Jordan, Jan, 2008

Dr Mohammed Yasin Ghadi is an Associate Professor in the School of Business and Quality Management at Hamdan Bin Mohammed Smart University. Prior to his appointment, Dr. Ghadi, worked for more than six years at Mutah University in Jordan and as a Chairman of department of Business at Mutah University. He also taught some Management courses at University of Wollongong in Australia.

Dr. Ghadi's teaching experience includes Human Resource Management, Staffing, Compensation Management, Strategic Human Resource Management, Training & Development and Organizational Behaviour.

Dr. Ghadi's research interests include Happiness in work, meaning in work, work engagement, loneliness in work, transformational leadership, turnover intention, workplace envy, job crafting, work spirituality, strategic human resources management.



Dr. Riham Rizk

Associate Professor

PhD Corporate Social Disclosures, Durham University, 2006

MBA, Arab Academy for Science & Technology, Egypt, 1998

BA Accounting, Simmons College, USA, 1993

Current research focus: Corporate Social Responsibility and Disclosure, Corporate Governance, The Influence of Culture and Religion on Accounting, Islamic Business Ethics, Threshold Concepts in Accounting Education.



Dr. Ahmed Al-Nakeeb,

Assistant Professor

Ph.D. in Quality Management from University of Glamorgan (University of South Wales) U.K. 2001

MBA from University of Glamorgan (University of South Wales) U.K. 1993

Dr. Ahmed Al-Nakeeb is an Assistant Professor of Management at the School of Quality and Business Management at Hamdan Bin Mohammed Smart 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. Mohamed El Baradie,

Assistant Professor

Ph.D. University of Durham. UK 2008

MBA Wayne State University. USA 1997

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

Before joining HBMSU 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.



Dr. Shaima AlHarmoodi

Assistant Professor

PhD in Project Management from BUiD, UAE and The University of Manchester, UK

Masters in Urban Planning from the American University of Sharjah, UAE

Dr. Shaima AlHarmoodi is an Assistant Professor at Hamdan Bin Mohammed Smart University. Prior to her appointment, Dr. Shaima completed her PhD degree at the British University in Dubai partnered with The University of Manchester investigating the effect of stakeholder integration on innovation effectiveness in megaprojects. Her interest in Megaprojects stemmed from her specialization in her Masters degree as an urban planner. She believes that planning at a large-scale necessitates proper management and innovation to achieve a competitive advantage.

Dr. Shaima's research experience in the field of Innovation and Project Management allowed her to lecture in different areas such as innovation management, project management, stakeholder management and urban planning.



Dr. Hanan Faour

Assistant Professor

PhD in Human Resource Management, University of Salford, Manchester, UK

MSc in Human Resource Management and Development, University of Wolverhampton, UK

Dr. Hanan Faour is an Assistant Professor and Human Resource Management Program Chair at Hamdan Bin Mohammed Smart University. She is also an Associate Member of the Chartered Institute of Personnel and Development (Assoc CIPD). Prior to her appointment, Dr. Hanan completed a PhD degree at the University of Salford investigating the attraction of young talent into organizations.

Dr. Hanan's teaching experience is in the field of Human Resource Management, teaching courses such as Staffing, Strategic HRM, Performance Management, and Compensation and Rewards.

Her research interest is mainly in investigating contemporary HRM challenges and the use of digital technologies in HRM.

Dr. Meera Alreyaysa

Assistant Professor

PhD in Project Management

Dr. Meera Al-Reyaysa is part of the Deanship of Research and Doctoral Studies. She graduated with a PhD in Project Management from the British University in Dubai via the University of Manchester, UK. Her research interests include project management, sustainability, and corporate social responsibility in the MENA region.

Research Interests: Project Management – Sustainability – Corporate Social Responsibility.



Dr. Shatha Hawarna

Assistant Professor

Ph.D. (Quality Management & Human Resource), International Islamic University in Malaysia-IIUM (2017).

Professional Experience:

- Computer teacher - Pvt. And Gov. Schools (1992-1988).
- Working in development curriculum project for secondary schools – Minister Office-Ministry of Education (1998-2003).
- Taught courses in Education principles and IT introduction at the university of Ajman, Al Quds Open University in Dubai (2002-2006).
- Head of Student Services in Dubai University (2003-2006).
- Manager of Excellence in education center - Hamdan Bin Mohammed Smart University-HBMSU (eTQM College) (2006-2009).
- Manager of learner's accessibility in Hamdan Bin Mohammed Smart University (2009-2013).
- Scholarship to complete my PhD offered by Hamadan Bin Mohammed Smart University and Ministry of Higher Education (2013-2016).
- School relations Manager in Hamdan Bin Mohammed Smart University (HBMSU) (2016-2018).

School of e-Education

School 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)

Total credit hours (36)

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.

Accreditation: This program has received initial accreditation from the Ministry of Education in the UAE.

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:

- PG.1 Demonstrate a sound understanding of technology operations and concepts, and of various strategies of creation online communities. School of e-Education – (SEED)
- PG.2 Plan and design effective learning environments and experiences supported by technology.
- PG.3 Implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- PG.4 Apply technology to facilitate a variety of effective assessment and evaluation strategies.
- PG.5 Use technology to enhance their productivity and professional practice.
- PG.6 Understand the social, ethical, legal, and human issues surrounding the use of technology in schools and apply those principles in practice.
- PG.7 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:

K1: Demonstrate knowledge of different learning theories and educational technologies in relation to educational contexts.

K2: Relate a range of globally accepted design principles, standards and theoretical knowledge to the development, implementation, deployment and maintenance of educational technology platforms.

K3: Outline the role of cutting-edge digital and social media, gaming, and simulation technologies for the development of learning resources relevant to different contexts.

S1: Select, adapt and deploy a range of educational technology based designs and techniques to enhance learning

S2: Communicate orally and in writing and deploy a range of presentation techniques and strategies within educational settings.

S3: Conduct research and perform evaluations to gauge the effectiveness and impact of contemporary educational technologies on different learning styles to meet institutional and community needs.

AR1: Independently develop and implement appropriate organizational learning and redesign initiatives to assure continual improvements in learning technologies.

AR2: Work independently as well as part of a team in a range of educational projects/contexts.

RC1: Contribute to the transformation of creative learning technologies and online pedagogy through strategic leadership, intellectual rigor and professional ethical values.

RC2: Demonstrate professional attributes relevant to role undertaken within educational contexts.

SD1: Be self-critical and can self-evaluate and take responsibility for his/ her own learning needs in new situations including relevant research activities in the area of digital media, social networking, gaming, simulations, mobile and other interactive educational technologies.

SD2: Learn from experiences gained in different contexts and assimilate new knowledge and skills in his/her practice.

Program Study Plan

Semester 1			
Course No	Course Name	C/H	Pre-Requisites
CISD600	Learning Theories for Online Education	3	None
TECH600	Introduction to Educational Technologies	3	None
CISD610	Principles of Instructional Design	3	None

Semester 2			
Course No	Course Name	C/H	Pre-Requisites
LEAD600	Research Methods in e-Education	3	None
CISD601	Adult Development & Collaborative Learning	3	None
TECH610	Virtual Learning Environments	3	None

Semester 3					
Course No	Course Name		C/H	Pre-Requisites	
TECH611	Developing Multimedia Material		3	None	
LEAD791	Dissertation 1 AND	Dissertation	2 x 3 Crd.	LEAD600	
-	Elective 1	Track		None	
-	Elective 1 AND	Capstone Track		One Track	None
-	Elective 2			None	

Semester 4					
Course No	Course Name		C/H	Pre-Requisites	
TECH612	Introduction to Educational Gaming & Simulation		3	None	
LEAD792	Dissertation 2 AND	Dissertation	2 x 3 Crd.	LEAD 791	
-	Elective 2	Track		Complete Semester 3 Track	-
LEAD790	Capstone Project AND	Capstone		Track	None
-	Elective 3	Track			-

Program Electives			
Course No	Course Name	C/H	Pre-Requisites
LEAD791	Dissertation 1	3	LEAD600
LEAD792	Dissertation 2	3	LEAD791

TECH613	Contemporary Issues in e-Learning	3	None
TECH620	Digital Libraries & Learning Object Repositories	3	None
TECH621	m-Learning	3	None
TECH622	Web Accessibility	3	None
TECH623	Planning & Evaluating of Educational Technologies	3	None
LEAD622	Planning & Evaluating of Educational Programs	3	None
ENTR612	Innovation and Entrepreneurship	3	None

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

Total credit hours (36)

Program Description

The MA OCI program is designed for learners who are interested in distance education and the integration and usage of Smart 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 Smart Learning content.

Accreditation: This program has received initial accreditation from the Ministry of Education in the UAE.

Program Goals

- PG.1 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.
- PG.2 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.
- PG.3 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.

PG.4 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.

PG.5 Provide learners with advanced principles of instructional design enabling them to effectively use web/multimedia Smart Learning authoring tools.

PG.6 Prepare learners to develop, enhance/add-value to methodologies for planning, managing, developing and accessing online educational scenarios and activities.

PG.7 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:

K1: Acquire a comprehensive and highly specialized knowledge in curriculum and learning design, aligned with smart learning principles.

K2: Acquire advanced knowledge of principles of research methods to excel in the design, development, delivery and assessment of curriculum and instruction in emerging technological paradigms.

K3: Master the processes of inquiry and knowledge production in the design, development, delivery and assessment of online content within smart learning systems.

S1: Demonstrate advanced skills of research, analysis, synthesis and evaluation in the design, development, delivery and assessment of innovative online curricula.

S2: Develop new knowledge and procedures supporting the design, development, delivery and assessment of online courses, using highly developed cognitive and creative skills and intellectual independence.

S3: Demonstrate planning skills to develop, execute and manage diverse online curricula scenarios using appropriate methodologies.

S4: Demonstrate specialized communication and information technology skills to present, explain and/or critique complex issues related to the design, development, delivery and assessment of online curricula.

AR1: Function autonomously and/or take responsibility for managing professional practices, work, processes, or complex, unpredictable, and unfamiliar technology-enhanced systems requiring new strategic approaches, interventions, or conceptual abstract solutions.

AR2: Analyze, reflect and take self-responsibility for improving curricula and learning designs in accordance to the emerging socio-cultural norms within traditional cultures.

RC1: Reflect on current practices and propose practical solutions for future practices to improve ineffective curricula.

RIC2: Lead the strategic development and implementation of professional teams and self in the design, development, delivery and assessment of online curricula.

SD1: Self-evaluation/contribution to professional knowledge and practice in innovative e-learning and technology-enhanced education contexts.

SD2: Be consistently responsible when managing highly professional and ethical issues, leading to informed, fair and valid decisions in this evolving domain.

Program Study Plan

Semester 1			
Course No	Course Name	C/H	Pre-Requisites
CISD600	Learning Theories for Online Education	3	None
TECH600	Introduction to Educational Technologies	3	None
CISD610	Principles of Instructional Design	3	None
CISD601	Adult Development & Collaborative Learning	3	None
LEAD600	Research Methods in e-Education	3	None

Semester 2			
Course No	Course Name	C/H	Pre-Requisites
LEAD 600	Research Methods in e-Education	3	None
CISD 601	Adult Development & Collaborative Learning	3	None
CISD 612	Principles of Testing & Assessment	3	None

Semester 3			
Course No	Course Name	C/H	Pre-Requisites
CISD611	Effective Design & Delivery for Online Courses	3	None
LEAD791	Dissertation 1 AND	2 x 3 Crd.	LEAD600
-	Elective 1		-
-	Elective 1 AND		-
-	Elective 2		-

Semester 4					
Course No	Course Name			C/H	Pre-Requisites
TECH613	Contemporary Issues in e-Learning			3	None
LEAD792	Dissertation 2 AND	Dissertation Track	Complete Semester 3 Track	2 x 3 Crd.	LEAD 791
-	Elective 2				-
LEAD790	Capstone Project AND	Capstone Track			None
-	Elective 3	Track			-

Program Electives			
Course No	Course Name	C/H	Pre-Requisites
LEAD791	Dissertation 1	3	LEAD600
LEAD792	Dissertation 2	3	LEAD791
CISD621	Quality Assurance Strategies for e-Learning Materials	3	None
LEAD610	Strategic Planning and Policy Making	3	None
LEAD612	Innovation and Change Management in e-Education	3	None
LEAD622	Planning & Evaluating Educational Programs	3	None
ENTR612	Innovation and Entrepreneurship	3	None

Master of Arts in Online Education Leadership and Management (MA OELM)

Total credit hours (36)

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.

Accreditation: This program has received full accreditation from the Ministry of Education in the UAE.

Program Goals

PG.1 Develop learner's knowledge and expertise in organizational management, ensuring accountability for performance measures and KPI development for e-learning at both strategic and operational level.

PG.2 Develop learners' ability to assess and evaluate educational technologies with regards to quality and ROI for educational settings.

PG.3 Prepare learners to become effective leaders, aware of the latest advancements in educational technologies and able to make informed decisions.

PG.4 Equip learners with critical understanding of the frameworks involved in the implementation and deployment of effective and innovative e-learning strategies.

Program Outcomes

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

K1. Learners will acquire a comprehensive and highly specialized knowledge in leadership and management in e-learning and technology-enhanced education, at the interface between education and technology.

K2. Learners will acquire advanced knowledge of applicable research principles and methods in technology-enhanced education, particularly with regard to leadership and management in this evolving field.

K3. Learners will master the processes of enquiry and knowledge production in the field of management and leadership of technology-enhanced educational settings.

K4. Learners will acquire a detailed body of knowledge of recent developments in strategic planning, policy making, finance and budgeting in educational and training contexts enhanced by technology.

S1. Learners will be able to demonstrate advanced skills required by research, analysis, evaluation and/or innovation in the transition process towards e-learning and technology-enhanced education, so as to exercise leadership in this transition.

S2 - Learners will be able to develop new knowledge and procedures supporting the integration of technologies in education, using highly developed cognitive and creative skills and intellectual independence.

S3. Learners will be able to demonstrate advanced problem-solving skills to analyze complex issues related to the transition process towards e-learning and technology-enhanced education, so as to manage the change, and develop innovative solutions and relevant proposals.

S4. Learners will be able to demonstrate planning skills to develop, execute and manage a major project in e-learning and technology-enhanced education using appropriate research methodologies producing sound conclusions.

S5. Learners will be able to demonstrate specialized communication and information technology skills to present, explain and/or critique complex issues related to e-learning and technology enhanced education.

AR1. Learners can function autonomously and/or take responsibility for managing professional practices, work, processes, or complex, unpredictable, and unfamiliar technology-enhanced systems requiring new strategic approaches, interventions, or conceptual abstract solutions.

AR2. Learners can account for high level governance of processes and systems in e-learning and technology-enhanced education.

AR3. Learners can analyze and reflect on sociocultural norms and relationships in e-learning and technology-enhanced education and act to build and transform them.

RC1 - Learners can initiate and manage professional activities in highly complex technology enhanced educational environments.

RC2. Learners can take responsibility for leading the strategic performance and development of professional teams and self in the transition process towards e-learning and technology-enhanced education.

SD1. Learners can self-evaluate and take responsibility for contributing to professional knowledge and practice including unfamiliar e-learning and technology-enhanced education contexts.

SD2. Learners can develop and implement further learning consistently and sensitively in this quickly evolving domain.

SD3. Learners can consistently and sensitively manage highly complex ethical issues leading to informed, fair and valid decisions in this quickly evolving domain.

Program Study Plan

Semester 1			
Course No	Course Name	C/H	Pre-Requisites
CISD600	Learning Theories for Online Education	3	None
TECH600	Introduction to Educational Technologies	3	None
LEAD610	Strategic Planning and Policy Making	3	None

Semester 2			
Course No	Course Name	C/H	Pre-Requisites
LEAD600	Research Methods in e-Education	3	None
CISD601	Adult Development & Collaborative Learning	3	None
LEAD611	Principles for Educational Administration & Leadership	3	None

Semester 3			
Course No	Course Name	C/H	Pre-Requisites
LEAD612	Innovation and Change Management in e-Education	3	None
LEAD 791	Dissertation I AND	2 x 3 Crd.	LEAD600
-	Elective 1		-
-	Elective 1 AND		-
-	Elective 2		-

Semester 4			
Course No	Course Name	C/H	Pre-Requisites
LEAD613	Educational Finance and Budgeting	3	None
LEAD792	Dissertation 2 AND	2 x 3 Crd.	LEAD 791
-	Elective 2		-
LEAD790	Capstone Project AND		None
-	Elective 3		-

Program Electives			
Course No	Course Name	C/H	Pre-Requisites
LEAD791	Dissertation 1	3	LEAD600
LEAD792	Dissertation 2	3	LEAD791
LEAD790	Capstone Project	3	LEAD600
LEAD621	Human Resource Management	3	None
CISD612	Principles of Testing & Assessment	3	None
LEAD622	Planning and Evaluating Educational Programs	3	None
CISD610	Principles of Instructional Design	3	None
CISD611	Effective Design and Delivery for Online Courses	3	None
TECH613	Contemporary Issues in e-Learning	3	None
ENTR612	Innovation and Entrepreneurship	3	None

School of e-Education Course Descriptions

Course code	Title	Description
CISD600	Learning Theories for Online Education	<p>This course: Learning Theories for Online Education presents an overview of learning and instructional theories designed to provide learners with a better understanding of what works best when, how, and why, in the teaching-learning process. The aim of this course is to engage learners, through study, dialogue, and discourse, to an understanding of how people learn and what variables influence and impact learning in an online environment. The course focuses on four main learning paradigms: (1) behavioral, which focuses on observable changes in behavior; (2) cognitive, which focuses on thought processes underlying behavior; (3) social, which focuses on learning through social observation and constructivist ideals (4) connectivist and collaborativist which is based on the idea of collaborative discourse and emerging technology network connections. 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 traditional systems of education. It proposes a unified view of learning, teaching, and technology, so as to open a creative space where learning, innovation and work can be integrated, looking into how people learn using relevant instructional technologies as mediating tools in a smart environment. This course will also emphasize how learners can capitalize on these learning theories and the corresponding examples to further create and influence the development of new ideas involving gamification which capitalize on artificial intelligence and augmented reality to impact various learning ideals such as personalization, seamless learning, emerging assessment strategies and learner generated content.</p>
CISD601	Adult Development & Collaborative Learning	<p>The course on 'Adult Development & Collaborative Learning' addresses a specific audience of mature learners. It emphasizes the orientation of the program towards the emerging adult education based on an original theory of andragogy (the art and science of helping adults learn) as distinguished from pedagogy (teaching children and youth). In the context of e-Education, Adult Development & Collaborative Learning tackles specific issues such as knowledge-building, building learning communities, or creating motivation. e-Andragogy refers not only to strategies or styles of instruction, but also to the facilitation and management of sustainable transformations be it individual, social, structural or institutional, in order to answer the increasing heterogeneity of globalised societies. After a general introduction to some principles of andragogy, the course will show how technology has transformed adult learning by promoting computer supported collaborative learning (CSCL). Meaning and the practices of meaning-making in the context of joint activity is the object of CSCL, along with the ways in which these practices are mediated through designed artifacts (Koschmann, 2002). The process and practices of</p>

		<p>meaning-making focuses on the social practices of joint meaning-making, rather than individuals' practices in social settings. Stahl (2002a) include the study of 'the ways in which these [meaning-making] practices are mediated through designed artifacts.' Building on CSCL as a foundation principle, the course investigates the concepts of learning communities, communities of practice and communities of networked expertise.</p>
CISD610	Principles of Instructional Design	<p>This course covers the fundamentals of instructional design, including the principles of learning theory and instructional design models, with an emphasis on the recent contributions from cognitive psychology and the related fields. The course walks learners into the different phases of the instructional design process with a special focus on the “analysis” phase (conducting a detailed Front End Analysis (FEA)) and on the “design” and “development” phases. Learners will be equipped with the knowledge and skills sets needed to design and develop education and training materials spanning a wide range of knowledge domains and instructional technologies. Additionally, the course focuses on instructional design from a project management perspective highlighting the full life-span of the project and what it takes to effectively manage any instructional design project regardless of its scope and scale.</p>
CISD611	Effective Design & Delivery of Online Courses	<p>This course: Effective Design and Delivery of Online Courses presents major processes, techniques and models of designing and delivering online courses to provide learners with better understanding and competencies of what works best when, how, and why, when designing online courses. The aim of this course is to engage learners through practical study, dialogue, and discourse, to an understanding of how to select, use, utilize and evaluate online pedagogical models and approaches that support learners' engagement in an online environment or course. The course focuses on seven main learning aspects in the design and delivery of online courses: (1) Principles and foundations of online course design and delivery; (2) Models and processes of designing and delivering online courses; (3) Designing and evaluating online learning environments and communities; (4) Create Open and Distance Learning (ODL) materials, activities and feedback; (5) E--moderators' roles and responsibilities in engaging online learners; (6) Standards and quality considerations in online design and delivery; and (7) Future trends and issues in online design and delivery. This course will also emphasize how learners can capitalize on these main topics and the corresponding examples to further create and develop new ideas and solutions involving smart technologies and pedagogy that support learner-centric paradigm.</p>
CISD612	Principles of Testing & Assessment	<p>In this course, learners will develop a basic understanding of the main evaluation methods and theories and their application to online learning. Main topics include 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>

CISD621	Quality Assurance Strategies for Smart Learning Material	This course discusses basic strategies and instruments in order to ensure the quality of Smart Learning materials. The learner will examine the material development life-cycle, from the conception to publication to “the use and re-use”, and what type of strategies and instruments are important to take into account in each phase. In the design or authoring phase, the learner will be introduced to pedagogical, technological, cultural and ergonomical accessibility factors that influence the quality of Smart Learning materials. The publication phase deals with interoperability issues and tools, whereas the Use and re-use phase deals with three major reusability issues, namely pedagogical, technological and socio-cultural. The learner will also be familiar with the concepts of learning objects and learning repositories as well as different academic opinions attached to these
CISD790	Capstone Project	This course represents the capstone project for the Master of Arts in Online Curriculum and Instruction. The capstone is a comprehensive, synthesizing project applying the knowledge and skills learned in the courses that comprise a learner’s degree program. Projects must have theoretical/academic and applied components.
TECH600	Introduction to Educational Technologies	This course provides an overview of the field of educational technology, as well as major scientific theories, disciplines and technical advances that have influenced its evolution. These technologies include web 2.0 (or later versions) tools, the use of gaming and simulation, mobile devices and social media. The course will show how various technological tools for the design and delivery of e-learning, can be adapted to different learning strategies. The course also addresses social and human as well as ethical and legal aspects of using technology in education.
TECH610	Virtual Learning Environments	This course is designed to enable learners to select, plan, install and deploy integrated virtual learning environments which incorporate various tools such as LMS, authoring tools, assessment tools, collaboration tools, etc. It presents learners with 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.
TECH611	Developing Multimedia Material	In this course, learners will be introduced to concepts and current technologies of multimedia systems, and gain hands-on experience and essential skills required for the development of multimedia elements. Issues in effectively representing, processing, and retrieving multimedia data such as sound and music, graphics, image and video will be addressed. This course deals with different technology components found in multimedia, such as: Audio, Image Compression, Optical storage, etc. The course shows learners how to use text, images, sound, and video to deliver compelling messages and content in meaningful ways. They will learn to design, organize, and produce multimedia projects such as CD-ROMs, DVDs, and professional web sites.

TECH612	Introduction to Educational Gaming & Simulation	<p>This course covers various aspects of simulation and gaming for teaching and learning. In this course, learners will have the opportunity to explore the theories of educational gaming, and the practical aspects of evaluating and implementing digital games and simulations for teaching and learning. The course will examine how educators can arouse learners' interests in digital culture to extend their learning and keep them engaged. During the course, participants will explore the field of instructional gaming through a survey of readings, existing products, and case studies. WQuestions asked will include: What is the emerging nature of this field? What are the elements of an effective game? What makes for "good" instructional design within a gaming environment? For what kinds of learning needs are digital games and simulations appropriate? What techniques exist for the assessment of learning within a gaming environment? Finally, in this course we will explore the design and use of games and simulations in educational contexts, and how they have been and can be tailored to learning, including technical, practical and pedagogical advantages and limitations.</p>
TECH613	Contemporary Issues in Smart 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 ethical issues. This core course for future IET developers addresses 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 (sometimes called e-learning 2.0). Topics include the impact of emerging technologies on e-learning, communication and collaboration strategies in the context of participative environments, quality assurance, broadening participation, web access for the educationally disadvantaged, and cost effectiveness of different models of participative e-learning. Course participants will create, develop or install and customize contemporary techno-pedagogical designs through four different approaches: 1. Social computing refers to the use of social software, which provides tools and services to enhance social interaction and production. (E.g. social bookmarking, citation systems, social networking software, shareable on-line office tools, digital artifact repositories, weblogs and wikis). 2. Personal learning environments such as e-portfolios provide the learner with a set of knowledge and communication tools and hand over control to select, combine and use them in an appropriate way, supporting learner's long term progress in regular training or life-long learning. 3. Virtual Learning Environments for Knowledge-building Communities aiming at advancing the knowledge of the members collectively. 4. Virtual habitats such as 3D many-user interactive environments attempt to create virtual environments entirely built and owned by its residents. In education, they can be used for socializing, virtual exhibits or even virtual campuses.</p>

TECH620	Digital Libraries & Learning Object Repositories	The course addresses the perspective and stakeholders of digital libraries and repositories evolution. Namely the standardization process, the interoperability stakes, and the reusability and copyrights issues. Learners will discover the transformation of the digital librarian's job according to evolution of the technology. This include the use of different types of search systems and build different requests, constructing a documentation on interoperability strategies, evaluating contribution of some other learners in the forum and proposing a set of metadata facilitating the finding process of a learning resource.
TECH621	m-Learning	This course investigates the pedagogy and practice of m-Learning as an extended and essential dimension of Smart Learning. The course will develop knowledge and skills in producing technology-enhanced learning environments for educational institutions, particularly the use of mobile devices for teaching and learning. Dimensions of m-Learning will be explored from K-adult, distance learning, web-based training, constructivist and flexible approaches to learning. Topics will include a focus on learning design, wireless technologies, multimedia for m-learning, standards, assessment and evaluation of m-Learning, including the integration m-Learning into blended learning environments.
TECH622	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. Classroom presentation, readings, forum discussions and a personal blog will support reflexive practice and collaborative knowledge construction.
TECH623	Planning & Evaluating of 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. To close the planning loop, evaluation strategies will be used both formatively and summative. Different evaluation instruments will be discussed and explored.
TECH790	Capstone Project	This course represents the capstone project for the Master of Science in Interactive Educational Technologies. Generally, The Capstone project must include the principled analysis, design, development, implementation, test and maintenance in real learning situations of VLEs or a set of learning artifacts, adapted to a specific learning context and involving a mastery and fluent practical usage of dedicated software tools such as: •Graphic Design & Visual Communication Tools (Adobe Creative Suite: Photoshop, Illustrator, In Design), (QuarkXpress) •Web Development Tools (Adobe Creative Suite: Dreamweaver, Fireworks). •Video Editing Tools(Final Cut Studio: Final Cut Pro, Motion, Soundtrack Pro, Compressor, DVD Studio Pro, and Color for professional color grading), (Adobe: Premiere)

		<p>•Graphic Animation Tools (Macromedia: Director, Flash) (Apple: QuickTime Pro)</p> <p>Alternatively, the Capstone project can demonstrate the principled production of specialized educational media (video, sound, animation, simulation, game, etc). In this case, the development process will show the mastery and fluent practical usage of dedicated edition and production tools to create, edit and publish a variety of media types and integrate media into a course of study or training appropriately, along with a practical knowledge of simulation theory and design advancements in educational games and simulations.</p>
LEAD600	Research Methods in e-Education	<p>The course introduces three big strands of research methodology: Theory-driven designs (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. They will learn observation techniques like experimental testing, survey design, observation and interviews, log file analysis and then learn some basic qualitative and quantitative data analysis methods. We also will address more practical questions regarding the research process, e.g. how to formulate good objectives and research questions, how to conduct a literature review and how to plan.</p>
LEAD610	Strategic Planning & 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 emphasized 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.</p>
LEAD611	Principles for Educational Administration & Leadership	<p>This course focuses on preparing educational leaders with the knowledge sets and skills needed to (formally or informally) play a key role in leading educational transformation related to the development, deployment, and maintenance of e-learning. The course starts with exploring the historical evolution of leadership theories, principles, and styles and translates those into actual administrative processes and practices. Then it looks at different organizational and governance structures and applies those to the deployment of technology in different contexts. A major focus of the course is conceptualizing effective and efficient educational institutions in the 21st century as “open systems” that need to constantly adapt to complex and changing social, political, economic, and legal environments while maintaining focus on meeting established targets and goals centered on facilitating learning to the population they serve. This course does not focus on a specific educational/learning setting (K-12, higher education, organizational learning, or even community-based learning); rather it approaches educational administration and</p>

		leadership from a setting-free perspective allowing room to tailor the course's content to the professional needs of individual learners.
LEAD612	Innovation and Change Management in e-Education	The course introduces learners to concepts and foundations of innovation, change management and e-education. It proceeds to present major models of innovation and change management applicable to education in general and specifically to e-education. These models and activities support their critical analysis based on a field application to an educational context. In e-education, innovation is constantly bringing changes to educational institutions due to the phenomenal growth in the educational applications of technology. As such, it is important that educational leaders, administrators and educators at all levels (k-12 and Higher Education) learn the techniques of how to manage these constant changes due to innovations. The course demonstrates that change is constant and all academic stakeholders within the education institution should have a say in changing and improving the quality of education
LEAD613	Financial Management of Smart Learning Programs	This course focuses on tools and techniques used in modern budgeting and resource management of e-Learning projects development and maintenance. Material in the course is designed to provide learners with the knowledge and skills required for understanding, exploring and analyzing issues related to budgeting and resource management of e-Learning projects development and maintenance. The course draws upon topical material in order to contextualize theoretical discussion, and present learners with examples in practice. Learners will gain the necessary knowledge of the principles and techniques used in analyzing financial statements and evaluating alternative investment and resource allocation opportunities.
LEAD621	Human Resource Management	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. 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.
LEAD622	Planning & Evaluating Educational Programs	This course introduces learners to strategies and frameworks for planning, developing, delivering and evaluating educational programs. In the course, learners would develop knowledge to plan and conduct needs assessment being an important phase for effective educational program development. Skills for effective delivery and evaluation of educational programs drawing on evidence-based practices and credible data would also be developed. Challenges to effective program planning, delivery and evaluation, and means for ameliorating the challenges would be explored drawing on real life scenarios. Lastly,

		learners would develop an understanding of knowledge and skills for ensuring the sustainability of educational programs.
LEAD790	Capstone Project	This course represents the capstone project for the Master of Art in Online Educational Leadership & Administration. The Capstone is a comprehensive, synthesizing project applying the knowledge and skills learned in the courses that comprise a learner's degree program. Projects must have theoretical/academic and applied components.
ENTR 612	Innovation & Entrepreneurship	Entrepreneurship is a wide-ranging process starting from innovation, and incorporating opportunity recognition, change management, and value co-creation. It culminates in a new venture that exploits new products or services, using a combination of new technologies, efficient and effective manufacturing or service processes, innovative business models, branding, and networking. Entrepreneurship further supports the service economy, and 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 including ideation, opportunity recognition, comprehensive business planning to foster innovation and new business formations in primarily independent environments, although many of the concepts will be transferrable to corporate contexts as well.
LEAD791	Dissertation 1	Dissertation 1 requires a learner to complete the initial part of her/his supervised research on a subject approved by the supervisor in a field of research emerging from and relevant to the program of study. Successful completion of the following items is required in Dissertation 1: <ul style="list-style-type: none"> • Introduction / Research proposal • Literature review • Research methodology • Initiation of field work (when applicable).
LEAD792	Dissertation 2	Dissertation 2 requires a learner to complete the final part of her/his research, to produce the written dissertation and make an oral presentation for its defense. Successful completion of the following items is required in Dissertation 2: <ul style="list-style-type: none"> • Completion of field work (when applicable) • Data collection, analysis and conclusions • Comprehensive write up • Convincing oral presentation (viva)

School of e-Education Faculty Roster



Professor. Abtar Singh

Dean of School of e-Education

PhD (2001). PhD, Web-Based Learning, University Malaya, Kuala Lumpur, Malaysia Post-Doctoral (Fulbright): Indiana University, Indiana, USA

MSc (1985). Master of Science, Instructional Design, Development and Evaluation, Syracuse University, New York, U.S.A.

Prof. Abtar Singh is the Dean, School of E-Education. She brings with her 32 years of experience as an educator. Her expertise is in Instructional Design and Technology. Her research areas cover pedagogical interactions related to Smart Learning, web-based learning, mobile learning and blended learning. Prof Abtar is the President of Fulbright Alumni Association Malaysia and also editor for 3 International Journals and Committee Member of numerous International Conferences. She has trained and consulted widely internationally and she has worked very closely with the Commonwealth of Learning in Vancouver, the World Bank and Association of Asian Open Universities. Her major projects are assisting The Kingdom of Saudi Arabia set up the National Smart Learning Centre, design and development of e-content for Indonesian teachers and Smart Learning at the University of South Pacific, Fiji.



Professor. Hamdy Abdelaziz

Professor

PhD, Curriculum and Instruction, University of Arkansas, USA, 2004

MSc, Curriculum and Instruction, Tanta University, Egypt, 1997

The winner of Khalifa Award for Education (Cycle # 7, 2014); Distinguished University Professor in the Field of Teaching in the Arab World. Professor of Curriculum and Instructional Design, Tanta University, Egypt. Professor of Distance Learning, School of e-Education, Hamdan Bin Mohamed Smart University, UAE. Prof. Abdelaziz holds a Ph.D. from University of Arkansas, USA, 2004, with first class honors (4 out of 4). Former supervisor of the National Smart Learning Center in Egypt. Former director of the Distance Teaching and Training Program, Arabian Gulf University. Prof. Abdelaziz translated and published 15 books in the field of Teacher Preparation, Brain-based Learning and Teaching, Smart Learning and e-Training, and Creative Culture. Mr. Abdelaziz published more than 40 research papers in regional and international journals. Many of his models of online pedagogy and assessment are applied at the international level. Won numerous awards of excellence for the best scientific papers presented at international conferences.

Dr. Khadeegha Alzouebi

Associate Professor

2008, PhD Educational Research University of Sheffield, UK

2003, MA Educational Research University of Sheffield, UK



Khadeegha Alzouebi has worked extensively on school reform and school effectiveness both in the UK and in the United Arab United. She has worked in the Education field in many capacities from classroom teaching at both undergraduate and postgraduate level, to project directorship, to leading school reform, and postgraduate research supervision. Khadeegha has developed a research interest that is particularly concerned with enhancing the effectiveness of leaders and managers through the use of innovative technological practices while looking at factors that influence organisational learning and the different leadership styles reflected in schools with a strongly international perspective.

School of Health and Environmental Studies

School Mission

The 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

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

Master of Science in Public Health

Total credit hours (45)

Program Description

In the dynamic world of healthcare, demand is growing for highly skilled people who are able to collect, organize, and interpret scientific data related to the distribution of disease among populations, disease risk factors, and the interrelation between healthcare delivery processes and health outcomes.

This accredited postgraduate degree provides you with a range of knowledge, subject-specific expertise, specialized skills within a powerful global network. Offered by the School of Health and Environmental Studies, the degree prepares health professionals to design, develop, implement, and evaluate programs that have an impact on the health of the community as well as global health.

Open to healthcare professionals, the Master of Science in Public Health provides an academically challenging and stimulating study of public health. It covers the five core areas of public health, which are epidemiology, biostatistics, behavioral sciences, environmental health and healthcare management interpreted within a local context.

Accreditation: The Master of Science in Public Health is accredited from Ministry of Education in the United Arab Emirates and from the Agency for Public Health Education Accreditation (APEHA), the European accreditation agency for public health programs and schools

Program Goals

- PG.1 Develop learners to be exemplary professionals who are able to integrate and apply public health knowledge and perform its functions.
- PG.2 Develop an innovative program that integrates five core areas of public health with elective courses and research skills to match learner's interests in public health.
- PG.3 Improve cultural competences, analytic skills and abilities of the learners to help them to face challenging issues in public health practice.
- PG.4 Provide learners with opportunities for integration and practical application of the learned competencies through practicum, seminars, and other innovative educational, research and service activities.

Program Outcomes

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

Knowledge (K):

- K1: Integrate acquired comprehensive, up-to-date, and highly specialized knowledge in hospital and health services management practices to critically appraise the interfaces between hospital and health services management theories and practices.
- K2: Demonstrate advanced knowledge of applicable research principles and methods in hospital and health services management practices.
- K3: Appraise advanced knowledge of issues, as the basis for original thinking in hospital and health services management; encompassing appropriate processes of enquiry and current processes of knowledge production.
- K4: Evaluate, adapt, and implement contemporary concepts of continual quality improvement programs and practices in hospital and health services settings.

Skill (S):

- S1: Apply advanced research, analysis, and evaluation skills to identify and manage problems and promote best practices and innovations in hospital and health services management.
- S2: Demonstrate skills to develop new knowledge and procedures and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence to the field of hospital and health services management.
- S3: Apply advanced problem-solving skills to analyze highly complex issues with incomplete data and develop innovative solutions and proposals relevant to hospital and health services management.
- S4: Display planning skills to develop and execute a major project or comparable activities with appropriately selected research methodologies producing sound conclusions.
- S5: Show highly developed specialist communication and information technology skills to present, explain and critique highly complex matters relevant to hospital and health services management.

Autonomy and Responsibility (AR):

- AR1: Independently develop and implement appropriate organizational and clinical services and redesign initiatives to assure continual improvements in patient outcomes.
- AR2: Show high level governance of processes and systems relevant to hospital and health services management.
- AR3: Critically analyze and competently reflect on the economic, demographic, epidemiological and socio-political influences on hospital management and align hospitals' strengths and opportunities accordingly.

Role in Context (RIC):

- RIC1: Contribute to the transformation of health organizations through strategic leadership, intellectual rigor and professional ethical values.
- RIC2: Demonstrate leadership competence and communication skills for working effectively, individually as well within teams and anticipate the impact of hospital and health services management reforms on managerial effectiveness

Self-development (SD):

- SD1: Self-assess and plan self-development and take responsibility for contributing to professional knowledge and practice including unfamiliar learning contexts.

- SD2: Demonstrate commitment to life-long learning, self-evaluation, reflective practice, and application of professional ethics hospital and health services management
- SD3: Consistently and sensitively manage highly complex ethical issues leading to informed, fair and valid decisions.

Program Study Plan

Semester 1			
Course code	Course Name	Credit hours	Pre-Requisites
PUBH601	Health Care Systems	3	None
PUBH602	Health Care Management	3	None
PUBH603	Principles of Biostatistics	3	None
PUBH604	Epidemiology and Global Health	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-Requisites
PUBH605	Environmental Health	3	None
PUBH606	Epidemiology of Infectious and non-Infectious Diseases	3	PUBH604
PUBH607	Foundation of Public Health Promotion and Behavioral Sciences	3	None
RESM610	Research Methods	3	None

Semester 3			
Course code	Course Name	Credit hours	Pre-Requisites
PUBH608	Introduction to Quality and International Accreditation in Health Care	3	None
PUBH609	Economics and Financial Management in Health Sciences	3	None
PUBH610	Data Management and Statistical Computing in Public Health	3	PUBH603
HLTH791	Dissertation 1, OR	3	RESM610
	Select One Elective 1		-

Semester 4			
Course code	Course Name	Credit hours	Pre-Requisites
PUBH692	Public Health Seminar	3	Special Permission
PUBH695	Field Practicum in Public Health	3	Special Permission
HLTH792	Dissertation 2, OR	3	HLTH791
	Elective 2		Select One

Electives			
Course code	Course Name	Credit hours	Pre-Requisites
PUBH611	Health Information Systems	3	None
HOSP604	Health Determinants	3	None
HOSP605	Health Education and Promotion	3	None
HOSP608	Risk Management and Patient Safety	3	None
HOSP609	Customer Services and Healthcare Marketing	3	None
HOSP610	Principles of Healthcare Ethics	3	None
HOSP611	Facility Structure and Environmental Safety	3	None
ENVM610	Environmental Communications	3	None
HOSP612	Applied Safety and Pollution Protection	3	None
ENTR612	Innovation and Entrepreneurship	3	None

Master of Science in Hospital Management

Total credit hours (36)

Program Description

Hospital Management is one of the most significant career to look after. The globalization effect, and the continuous investments in the healthcare industry have led to significant changes and challenges in the healthcare profession that healthcare organizations are facing nowadays. With the new trends of disease patterns, and the rapid development of the health sector, new concepts have been developed to tackle these issues and improve hospital services. In this dynamic environment of healthcare, demand is growing for highly skilled people who are able to collect, organize, and interpret data related to hospital management.

The curriculum focuses on the operations and applications of the hospital management concepts to improve hospital services. The program aims to provide knowledge, skills, and competencies that learners need to master effectively in various health management settings, to improve hospital services, and lead the region in addressing the challenges relevant to health through a blended learning model which concentrates on research, field practice, community services and lifelong learning

Accreditation: The Master of Science in Hospital Management program is accredited from the Ministry of Education in the United Arab Emirates.

Program Goals

- PG.1 Endow learners with skills and talents necessary for addressing the challenging issues relevant to hospital and health services management.
- PG.2 Introduce learners to the fundamentals and contemporary concepts of continual quality improvement programs and practices in hospital and health services settings.
- PG.3 Encourage learners to pursue their interests in the fields of hospital and health services management using acquired reflection, analysis, research, and evaluation skills.
- PG.4 Develop a comprehensive capstone to reinforce the learners' abilities and skills in implementing the hospital and health services management methodologies.

Program Outcomes

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

Knowledge (K):

- K1: Integrate acquired comprehensive, up-to-date, and highly specialized knowledge in hospital and health services management practices to critically appraise the interfaces between hospital and health services management theories and practices
- K2: Demonstrate advanced knowledge of applicable research principles and methods in hospital and health services management practices
- K3: Appraise advanced knowledge of issues, as the basis for original thinking in hospital and health services management; encompassing appropriate processes of enquiry and current processes of knowledge production
- K4: Evaluate, adapt, and implement contemporary concepts of continual quality improvement programs and practices in hospital and health services settings

Skill (S):

- S1: Apply advanced research, analysis, and evaluation skills to identify and manage problems and promote best practices and innovations in hospital and health services management
- S2: Demonstrate skills to develop new knowledge and procedures and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence to the field of hospital and health services management
- S3: Apply advanced problem-solving skills to analyze highly complex issues with incomplete data and develop innovative solutions and proposals relevant to hospital and health services management
- S4: Display planning skills to develop and execute a major project or comparable activities with appropriately selected research methodologies producing sound conclusions.
- S5: Show highly developed specialist communication and information technology skills to present, explain and critique highly complex matters relevant to hospital and health services management

Autonomy and Responsibility (AR):

- AR1: Independently develop and implement appropriate organizational and clinical services and redesign initiatives to assure continual improvements in patient outcomes
- AR2: Show high level governance of processes and systems relevant to hospital and health services management
- AR3: Critically analyze and competently reflect on the economic, demographic, epidemiological and socio-political influences on hospital management and align hospitals' strengths and opportunities accordingly

Role in Context (RIC)

- RIC1: Contribute to the transformation of health organizations through strategic leadership, intellectual rigor and professional ethical values.
- RIC2: Demonstrate leadership competence and communication skills for working effectively, individually as well within teams and anticipate the impact of hospital and health services management reforms on managerial effectiveness

Self-development (SD):

- SD1: Self-assess and plan self-development and take responsibility for contributing to professional knowledge and practice including unfamiliar learning contexts.

- SD2: Demonstrate commitment to life-long learning, self-evaluation, reflective practice, and application of professional ethics hospital and health services management
- SD3: Consistently and sensitively manage highly complex ethical issues leading to informed, fair and valid decisions.

Program Study Plan

Pre-Program			
Course code	Course Name	Credit hours	Pre-Requisites
GMAP500	Management Appreciation Program (MAP)	0	-

Semester 1			
Course code	Course Name	Credit hours	Pre-Requisites
HOSP601	Principles of Hospital Management	3	None
HOSP602	Hospital Information Systems and Statistics	3	None
RESM610	Research Methods	3	None
QLTY621	TQM Fundamentals	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-Requisites
PUBH608	Introduction to Quality and International Accreditation in Health Care	3	None
HOSP603	Operations Management in Health Care	3	None
MGMT625	Organizational Behavior & Leadership	3	None
HLTH791	Dissertation 1, OR	3	RESM610
-	Elective 1		-

Semester 3			
Course code	Course Name	Credit hours	Pre-Requisites
PUBH609	Economics and Financial Management in Health Sciences	3	None
HOSP695	Field Practicum	3	Special Permission
HOSP690	Capstone: Hospital Strategic Management and Planning	3	Special Permission
HLTH792	Dissertation 2, OR	3	HLTH791
-	Elective 2		-
		Select One	

Program Electives			
Course code	Course Name	Credit hours	Pre-Requisites
HRMT612	HRM in a Dynamic Environment	3	None
HOSP604	Health Determinants	3	None
HOSP605	Health Education and Promotion	3	None
HOSP606	Digital Medical Records	3	HOSP602
HOSP607	Hospital Based Healthcare	3	HOSP601
HOSP608	Risk Management and Patient Safety	3	None
HOSP609	Customer Services and Healthcare Marketing	3	None
HOSP610	Principles of Healthcare Ethics	3	None
HOSP611	Facility Structure and Environmental Safety	3	None
ENVM610	Environmental Communications	3	None
HOSP612	Applied Safety and Pollution Protection	3	None
ENVM609	Waste Management Systems	3	None
HOSP613	Environmental Health and Epidemiology	3	None
HOSP614	Hospital Waste Management Systems	3	None
ENVM607	Energy Resources Management	3	None
ENVM608	Water Resources Management	3	None
ENTR612	Innovation and Entrepreneurship	3	None

Master of Science: Excellence in Environmental Management

Total credit hours (36)

Program Description

Environmental Management can be defined as a set of plans, approaches and practices that enable different projects, activities, and industries to reduce their environmental footprint while maintaining or even increasing their production efficiency. 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. With a Master of Science: Excellence in Environmental Management program, you will have the opportunity to gain and enhance knowledge, skills and competencies related to the different environmental management approaches. These different outcomes are achieved through a well-designed accredited environmental management curriculum that meets the local and international needs. This MSc program covers various environmental management related topics such as sustainability, environmental research, environmental laws and regulation, environmental economics, and waste management. Learners will have the chance to be trained and get their hands on the latest in environmental practices in different organizations in UAE and GCC. By the end of the program, you will be able to understand, suggest, and recommend different strategies to deal with local, regional and global environmental issues including but not limited to climatic change, water scarcity, hazardous waste problems, and resources conservation. Furthermore, you will also be able to link the international environmental agreements with the local environmental practices. For an overview of core units and electives you can study in this course, please see study plan.

Accreditation: This program is accredited by the UAE Ministry of Education's Commission for Academic Accreditation.

Program Goals

- PG.1 Endow learners with skill and talents necessary for addressing the challenging issues relevant to Environmental Management
- PG.2 Prepare learners with the fundamentals and contemporary concepts of Principles of Business Excellence and their applications in achieving excellence in the environmental management
- PG.3 Understand the different concepts of excellence in the environmental management
- PG.4 Develop a comprehensive field practicum to enforce the learners' abilities and skills in implementing the concept of excellence in the environmental management

Program Outcomes

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

- LO.1 Identify and analyze the contemporary concepts of environmental management to address the relevant challenges
- LO.2 Critically analyze the organizational structure, policies and processes that affect the functioning and performance of the manager
- LO.3 Analyze the contemporary concepts and principles of organizational excellence and their implications in the environmental management
- LO.4 Use analytical, conceptual and communications skills to develop and implement strategies addressing issues in the environmental management
- LO.5 Implement a comprehensive and integrated strategic plan to achieve excellence in the environmental management

Program Study Plan

Pre-Program			
Course code	Course Name	Credit hours	Pre-Requisites
GMAP500	Management Appreciation Program (MAP)	0	

Semester 1			
Course code	Course Name	Credit hours	Pre-Requisites
ENVM601	Environmental Sciences	3	None
ENVM602	Environmental Analysis	3	None
RESM610	Research Methods	3	None
QLTY623	Principles of Business Excellence	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-Requisites
ENVM603	Environmental Management Systems	3	None
ENVM604	Environmental Risk Management	3	None
ENVM605	Environmental Economics	3	None
HLTH791	Dissertation 1, OR	3	RESM610
-	Elective 1		-

Semester 3			
Course code	Course Name	Credit hours	Pre-Requisites
ENVM606	Environmental Laws and Regulations	3	None
ENVM690	Capstone: Environmental Strategic Management and Planning	3	None
HOSP695	Field Practicum	3	None
HLTH792	Dissertation 2, OR	3	HLTH791
-	Select One Elective 2		-

Program Electives			
Course code	Course Name	Credit hours	Pre-Requisites
ENVM607	Energy Resources Management	3	None
ENVM608	Water Resources Management	3	None
ENVM609	Waste Management Systems	3	None
ENVM610	Environmental Communications	3	None
HOSP604	Health Determinants	3	None
HOSP605	Health Education and Promotion	3	None
HOSP606	Digital Medical Records	3	HOSP602
HOSP607	Hospital Based Healthcare	3	HOSP601
HOSP608	Risk Management and Patient Safety	3	None
HOSP609	Customer Services and Healthcare Marketing	3	None
HOSP610	Principles of Healthcare Ethics	3	None
HOSP611	Facility Structure and Environmental Safety	3	None
HOSP612	Applied Safety and Pollution Protection	3	None
HOSP613	Environmental Health and Epidemiology	3	None
HOSP614	Hospital Waste Management Systems	3	None
HRMT610	Human Resource Management	3	None
ENTR621	Innovation & Entrepreneurship	3	None
ENTR612	Innovation and Entrepreneurship	3	None

School of Health and Environmental Studies Course Descriptions

Course code	Title	Description
ENVM601	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.
ENVM602	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.
ENVM603	Environmental Management Systems	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.
ENVM604	Environmental Risk Management	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.
ENVM605	Environmental Economics	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 applications to environmental problems in air, water, land use, and natural environments.
ENVM606	Environmental Laws and Regulations	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.
ENVM607	Energy Resources Management (elective)	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.
ENVM608	Water Resources Management (elective)	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.
ENVM609	Waste Management Systems (elective)	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.
ENVM610	Environmental Communications (elective)	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.
ENVM690	Capstone: Environmental Strategic Management and Planning	The Capstone course is the culmination of the course work in the Excellence of in Environmental Management program. The learners are expected to use the major concepts and acquired skills from different courses taught through the program. This course is designed to allow learners to analyze significant environmental issues of local or regional significance using multidisciplinary approach. Learners can work collaboratively or independently on contemporary environmental issues by

		characterizing the issue, analyzing possible solutions, implementing and testing some solutions, and publicly communicating the results. The Capstone is problem-based and project-based course. The choice of the project topic and the implementation of all required steps to successfully achieve its objectives will be mentored and supervised by an assigned faculty member. The project topic will preferably be chosen to allow working cooperatively with and in support of government agencies, NGOs or private businesses.
HOSP695	Field Practicum	This field practicum course consists of placement of learners within an internationally accredited or in the process of accreditation health institution/environmental management organizations 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 health or environmental management issues through a comprehensive departmental orientation program and participate in the day to day operations of the health institution or environmental management activities 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.
HOSP601	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.
HOSP602	Hospital Information Systems and Statistics	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.
HOSP603	Operations Management in Health Care	Operations Management studies the design and management of the processes that transform inputs into finished services. This course covers how health service managers can use more advance methods to improve their processes. The course focuses on the use of operations management analytical methods and techniques to improve healthcare processes. In order to bring the concepts and tools of operations management to the healthcare industry, case studies will be used to illustrate the integration of these tools into healthcare processes. Healthcare operations management topics will be covered focusing on optimizing patient and process flow, healthcare capacity planning, improving productivity, and healthcare supply chain and inventory management and improving health management processes in general.
HOSP604	Health Determinants (elective)	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.
HOSP605	Health Education and Promotion (elective)	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.
HOSP606	Digital Medical Records (elective)	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.
HOSP607	Hospital Based Healthcare (elective)	The course will provide learners with the knowledge relevant to the various organized delivery systems; 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.
HOSP608	Risk Management and Patient Safety (elective)	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.
HOSP609	Customer Services and Healthcare Marketing (elective)	This Course introduces the concept of customers in healthcare services. It explores the processes required to meet the needs and exceeds the expectations of both the internal and external customers. The course sheds light on the concept of healthcare marketing.
HOSP610	Principles of Healthcare Ethics (elective)	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.
HOSP611	Facility Structure and Environmental Safety (elective)	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. The course also covers environmental protection and environmental management issues in the wider community, in recognition that environmental factors contribute about a fifth of the total burden of disease. Topics include developing a fire prevention and crisis response program; disaster and emergency response program; in-patients' and staff food management, hazardous materials and waste management program; medical equipment selection, maintenance, utility systems' maintenance and minimizing the risks of operating failures.
HOSP612	Applied Safety and Pollution Protection (elective)	The course provides learners with principles and application of applied safety and pollution protection. Topics include description of the safety compartment and emergency evacuation of buildings, structural safety design, system design, performance-based design, and safety investigation and reporting. This course enables learners to 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.
HOSP613	Environmental Health and Epidemiology	This course provides learners with knowledge on epidemiological study designs and methods, as well as the concepts of bias and confounding. The epidemiological

	(elective)	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.
HOSP614	Hospital Waste Management Systems (elective)	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 mechanisms that lead to waste generation, as well as contemporary techniques for its safe and reliable handling.
HOSP690	Capstone: Hospital Strategic Management and Planning	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. The capstone project involves a major commitment on the part of the learner and the instructor. Learners should choose projects that allow them to meet the requirements listed above as well as thoroughly engage their interests. They should be prepared to work from the beginning of the semester on their project and to complete all requirements by the end of the semester. A group of three learners will work together on the final project and will be jointly responsible for all of the outputs. The instructor is committed to ensuring that every learner will finish on time if they make the effort.
HOSP695	Field Practicum	This field practicum course consists of placement of learners within an internationally accredited or in the process of accreditation health institution/environmental management organizations 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 health or environmental management

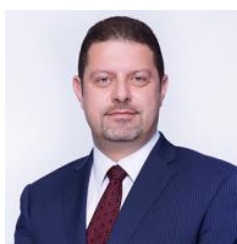
		issues through a comprehensive departmental orientation program and participate in the day to day operations of the health institution or environmental management activities where learners will implement the knowledge acquired during their study period. Learners will be required to present and defend the assignments specified during the practicum to the health care facility management.
PUBH601	Health Care Systems	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.
PUBH602	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.
PUBH603	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.
PUBH604	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.
PUBH605	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 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.
PUBH606	Epidemiology of Infectious and non-Infectious Diseases	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, 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.
PUBH607	Foundation of Public Health Promotion and Behavioral Sciences	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. The course is divided into four themes: Evolution of Health Promotion; Health Promotion-related Behavior Change Theories; Health Promotion Structural Change theories, and; Translating Health Promotion Theories into Practice.
PUBH608	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.

PUBH609	Economics and Financial Management in Health Sciences	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.
PUBH610	Data Management and Statistical Computing in Public Health	This course provides an opportunity for learners to enhance their capacity in data management and manipulation techniques and bio-statistical 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.
PUBH611	Health Information Systems (elective)	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.
PUBH692	Public Health Seminar	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.
PUBH695	Field Practicum in Public Health	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.
ENTR612	Innovation & Entrepreneurship	Entrepreneurship is a wide-ranging process incorporating innovation, opportunity recognition, change management, value co-creation. It culminates in a new venture

		<p>that exploits new products or services, using a combination of new technologies, efficient and effective manufacturing or service processes, innovative business models, branding, and networking. Entrepreneurship further supports the service economy, and 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 including ideation, opportunity recognition, comprehensive business planning to foster innovation and new business formations in primarily independent environments, although many of the concepts will be transferrable to corporate contexts as well.</p>
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School of Health and Environmental Studies Faculty Roster



Professor. Adi Arida

Dean of School of Health and Environmental Studies

Ph.D. in Pharmaceutical Technology from Cardiff University – United Kingdom in 1997

Professor Adi Arida had his Ph.D. in Pharmaceutical Technology from Cardiff University – United Kingdom in 1997. Professor Adi Arida has published during his career many international refereed and indexed and cited papers, and he was appointed by a decision from the Council of Ministers in Jordan as a member in the Higher Education Accreditation Commission (HEAC). Prior to joining Hamdan Bin Mohammed Smart University, as a Dean of School of Health and Environmental Studies, Professor Adi Arida was the Dean of Health Sciences and Dean of Science at the American University of Madaba (AUM). He has long experience as a Dean and academic instructor and a researcher as well; He worked for 9 years as Dean of Pharmacy, Dean of Scientific Research, Dean of Nursing, Dean of Smart Learning, Dean of Health Sciences, and Dean of Science. Prof. Adi worked since 2002 in the committees of Accreditation and Quality Assurance on national, regional and international levels, and he was the head of the joint committee of the Academic Accreditation and Pharmacy Teaching at the scientific Association of Colleges of Pharmacy in the Arab World, 2012-2013. Moreover, he is a member in many organizations and institutions.

Professor. Samer Hamidi



Professor

MPH, Dr. PH in Health Systems Management

Prof. Samer Hamidi is a professor at the School of Health and Environmental Studies at Hamdan Bin Mohammed Smart 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.



Professor Awoniyi Awofeso

Professor

MBChB, MPH, MBA, PhD in Health Administration

Prof. Awoniyi Awofeso is a Professor at the School of Health and Environmental Studies at Hamdan Bin Mohammed Smart University. He has over 25 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. Professor Awoniyi has extensive work experience, at both middle and senior management levels. He also authored five books, three book chapters and 115 peer-reviewed academic papers published in well-regarded journals and book serials. Professor Awoniyi worked closely and productively with reputable Non-Governmental Organizations such as Medecins Sans Frontieres and Netherlands Leprosy Relief. In the past three years, Professor Awoniyi reviewed at least 60 manuscripts on behalf of leading journals such as the British Medical Journal and BMC Public Health. In addition since 2005 he attended and presented at over 15 international conferences in Africa, Asia, Europe, North America, and Australia.



Dr. Moetaz El Sergany

Associate Professor

PhD in Public Health Sciences, Environmental Chemistry, High Institute of Public Health, Alexandria University.

Dr. Moetaz El Sergany is an Associate Professor at the School of Health and Environmental Studies at Hamdan Bin Mohammed Smart 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.

PhD Program

Overview

The Doctor of Philosophy (PhD) program, with three concentrations, Total Quality Management, Educational Leadership and Healthcare Management, is a product of Hamdan Bin Mohammed Smart University's (HBMSU) unfailing commitment to contribute positively to the process of knowledge creation and application, thereby feeding directly into the knowledge economies of the UAE, the region and the world.

Accreditation: The PhD Program has received initial accreditation from the Commission for Academic Accreditation (CAA) of the Ministry of Education in the United Arab Emirates.

Vision

The vision of HBMSU's PhD program is to nurture learners' intellectual creativity and inculcate in them a passion to make a difference through contextualized research

Mission

The mission of HBMSU's PhD program is to promote scholarship and build capability for basic and applied research.

Program Goals

The goals of HBMSU's PhD program are as follows:

- PG.1** To generate a critical understanding of multiple paradigms in contemporary research;
- PG.2** To prepare learners to create knowledge in academic disciplines;
- PG.3** To prepare learners to become scholars in a chosen field of study;
- PG.4** To enable learners to analyze knowledge-creation issues under dynamic conditions of the environment;
- PG.5** To prepare learners to be proficient in applying knowledge and finding scientific solutions for socio-economic problems; and,
- PG.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 competence.

Program Learning Outcomes

The expected learning outcomes of the PhD program are as follows:

- LO.1** To be able to create and apply knowledge within and across academic and professional domains;
- LO.2** To be able to construct and test relevant research questions or hypotheses in order to conduct problem-solving research;
- LO.3** To use research acumen to generate and test innovative ideas for conducting research anchored in the value system of the Arab World;
- LO.4** To apply quantitative and qualitative tools of inquiry and analysis in research;
- LO.5** To be able to construct and synthesize inter-disciplinary strands of knowledge;
- LO.6** To use software packages in a creative manner in research endeavors; and,
- LO.7** To create an impact on society through scientific research.

HBMSU expects that its PhD degree holders will acquire leadership positions in teaching, consulting, research, and practice. They will be employed in higher education institutions, governmental and non-governmental organizations, and in professional organizations across the region and beyond. The program intention is to 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 (MPhil)** degree as shown in the program structure.

The expected learning outcomes of the **MPhil** program are as follows:

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

Admission

Applications for HBMSU PhD Program should be submitted along with all supporting documents by the closing date, usually mid-**March of every year**. Applicants are therefore advised to submit their applications without delay. In case the HBMSU Registrar advises an applicant to send missing document(s), he/she should normally do so before the end of **March of the same year**.

These deadlines apply to applicants for admission to the Fall (September) semester of every academic year. Given that there would be limited seats every year in the PhD program, admission to the doctoral program will be done on a competitive merit basis as outlined in the PhD Program Admissions Policy.

Academic Requirements

- Completion of a Master's degree, from an accredited university in the UAE, in a discipline appropriate for the doctoral degree concentration.
- A minimum cumulative grade point average of 3.00 on a 4.0-point scale, or its established equivalent, from the applicant's Master's degree program. A minimum IBT TOEFL score of 80 with minimum writing score of 24 or IELTS score of 6.0 with a minimum writing band of 6.5, a minimum of TOEFL score of 550 on the paper-based test, 213 on the Computer-Based, or 79 on the Internet-Based test, or its overall 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. In addition, a minimum writing band score of 6.5 IELTS or equivalent is required.

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

Evaluation Interview:

A candidate for the PhD program will be required to attend a formal interview to evaluate his/her fitness for the PhD program and specializations anchored in HBMSU Research Priority-Focus Areas he/she intends to undertake. The results of the interview will be one of the criteria for admission.

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

Attested copy of Master's degree certificate by the Ministry of Education in UAE. Attested copy of official transcripts of all qualifications by the Ministry of Education in UAE

- Equivalency letter by the Ministry of Education in UAE if the Master's degree was obtained out of the UAE.
- Letter of Intention (explaining why the applicant is interested in the PhD program)
- Outline of a research interest linked to your professional/academic area of interest (see the guidelines attached)
- Proof of work experience (if available)
- A copy of valid passport with a valid visa

- A copy of valid Emirates ID card
- 4 passport size photographs
- A copy of updated curriculum vitae (CV)
- Two original letters of reference
- Letter of employment (if employed)
- Copy of English language Test results (An Overall Score of 80 in TOEFL- iBT / 6.0 Bands in IELTS AND a score of 24 in TOEFL- iBT / 6.5 Bands in IELTS in the writing component)
- A valid passport copy with a valid visa (as applicable and based on nationality)
- Statement of research interest and supporting PowerPoint slides
- Documents in any language other than English must be officially translated. All submitted documents must be certified. Admission dates are specified in accordance with published academic program catalogues and HBMSU’s portal.

Transferred learners from other institutions

HBMSU may consider transferring credits for equivalent courses completed at other accredited universities, colleges, or institutions into its PhD program, but only if the learner meets the general admission requirements of the university and is subsequently offered a place. Please contact HBMSU Admissions for further details of how to accredit prior learning upon admission into any program.

Fee Structure

PhD Program Fee Structure	
39 credits of Coursework and seminars	124,800 AED
40 credits of Dissertation	128,000.00 AED
Total Program Fee	252,800.00 AED

Dissertation extension per semester: 12,500.00 AED

When learners do not complete the dissertation in 4 semesters for full time and 6 semesters for part-time, they may extend their registration, up to the maximum study period of 10 and 12 semesters in total for part-time and full-time respectively.

Program Concentrations

The candidates can complete the PhD program within a minimum study period of 3 years and a maximum period of 6 years depending on the mode of study. For full time study plan applicants on scholarships or similar the minimum enrollment period is 3 years and maximum is 5 years. For part time study plan applicants in full time work or a similar context the minimum enrollment period is 4 years and maximum is 6 years. The program carries a total of 79 credit hours including 39 credit hours of course work and 40 credit hours for the final PhD dissertation as shown in the study plans.

The PhD program requires learners to choose from one of three areas of research concentration: Total Quality Management (TQM), Healthcare Management (HCM) and Educational Leadership.

A learner'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 research dissertation topic linked to the concentration of the program and aligned to the HBMSU Research Priority-Focus Areas.

Doctor of Philosophy (Total Quality Management)

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

Semester 1 (9 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN800	Philosophy of Doctoral Research	3	None
RSAN810	Quantitative Analysis	3	RSAN500 (Introduction to Quantitative Analysis)
PHDM800	Seminar in Management	3	None

Semester 2 (12 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN830	Applied Multivariate Analysis	3	RSAN810
RSAN840	Qualitative Research	3	None
PHDQ800	Seminar in Total Quality Management	3	PHDM800
-	1 Elective	3	None

Semester 3 (9 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN850	Research Methodology	3	None
RSAN820	Inferential Statistics	3	None
-	1 Elective	3	-

Semester 4 (9 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
-	1 Elective	3	-
PRDV902	Seminar in Doctoral Proposal Development	6	33 Cr/ Hrs. Successful completion of course work

EXIT POINT WITH MASTER OF PHILOSOPHY (MPhil)

Semester 5 (40 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
DSSN999	PhD Dissertation	40	39 Cr/ Hrs. Successful completion of course work, PRDV902 and PhD Qualifying Exam

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

Semester 1 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN800	Philosophy of Doctoral Research	3	None
PHDM800	Seminar in Management	3	None

Semester 2 (9 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN840	Qualitative Research	3	None
RSAN810	Quantitative Analysis	3	Introduction to Quantitative Analysis(RSAN500)
PHDQ800	Seminar in Total Quality Management	3	PHDM800

Semester 3 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN850	Research Methodology	3	None
-	1 Elective	3	-

Semester 4 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN830	Applied Multivariate Analysis	3	RSAN810
-	1 Elective	3	-

Semester 5 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN820	Inferential Statistics	3	None
-	1 Elective	3	-

Semester 6 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
PRDV902	Seminar in Doctoral Proposal Development	6	39 Cr/ Hrs Successful completion of course work

EXIT POINT WITH MASTER OF PHILOSOPHY (MPhil)

Semester 7 (40 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
DSSN999	PhD Dissertation	40	39 Cr/ Hrs. Successful completion of course work, PRDV902 and PhD Qualifying Exam

Elective Courses (3 from the following)	
Course code	Course Name
PHDQ820	Total Quality Management Applications
PHDO810	Operations Management
PHDM820	Strategic Management
PHDM810	Corporate Social Responsibility
PHDQ830	Service Quality Excellence
PHDQ810	TQM Literature

Doctor of Philosophy (Educational Leadership)

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

Semester 1 (9 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN800	Philosophy of Doctoral Research	3	None
RSAN810	Quantitative Analysis	3	RSAN500 (Introduction to Quantitative Analysis)
PHDT800	Seminar in e-Education	3	None

Semester 2 (12 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN830	Applied Multivariate Analysis	3	RSAN810
RSAN840	Qualitative Research	3	None
PHDL800	Seminar in Educational Leadership	3	PHDT800
-	1 Elective	3	-

Semester 3 (9 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN820	Inferential Statistics	3	None
RSAN850	Research Methodology	3	None
-	1 Elective	3	-

Semester 4 (9 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
	1 Elective	3	-
PRDV902	Seminar in Doctoral Proposal Development	6	33 Cr/ Hrs. Successful completion of course work

EXIT POINT WITH MASTER OF PHILOSOPHY (MPhil)

Semester 5 (40 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
DSSN999	PhD Dissertation	40	39 Cr/ Hrs. Successful completion of course work, PRDV902 and PhD Qualifying Exam

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

Semester 1 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN800	Philosophy of Doctoral Research	3	None
PHDT800	Seminar in e-Education	3	None

Semester 2 (9 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN840	Qualitative Research	3	None
RSAN810	Quantitative Analysis	3	RSAN500 (Introduction to Quantitative Analysis)
PHDL800	Seminar in Educational Leadership	3	PHDT800

Semester 3 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN850	Research Methodology	3	None
-	1 Elective	3	-

Semester 4 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN830	Applied Multivariate Analysis	3	RSAN810
-	1 Elective	3	-

Semester 5 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN820	Inferential Statistics	3	None
-	1 Elective	3	-

Semester 6 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
PRDV902	Seminar in Doctoral Proposal Development	6	39 Cr/ Hrs Successful completion of course work

EXIT POINT WITH MASTER OF PHILOSOPHY (MPhil)

Semester 7 (40 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
DSSN999	PhD Dissertation	40	39 Cr/ Hrs. Successful completion of course work, PRDV902 and PhD Qualifying Exam

Elective Courses (3 from the following)

Course code	Course Name
PHDT830	Research Issues in e-Learning
PHDT810	Advances in e-Learning Technology
PHDT820	Instructional Design Strategy
PHDL810	Structure and Relationships in e-Learning Institutions
PHDL820	Quality Assurance of e-Learning

Doctor of Philosophy (Healthcare Management)

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

Semester 1 (9 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN800	Philosophy of Doctoral Research	3	None
RSAN810	Quantitative Analysis	3	Principles of Biostatistics or RSAN500 (Introduction to Quantitative Analysis)
HCMG800	Seminar in Health and Environmental Studies	3	None

Semester 2 (12 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN830	Applied Multivariate Analysis	3	RSAN810
RSAN840	Qualitative Research	3	None
HCMG810	Seminar in Healthcare Management	3	HCMG800
	1 Elective	3	-

Semester 3 (9 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN850	Research Methodology	3	None
RSAN820	Inferential Statistics	3	None
-	1 Elective	3	-

Semester 4 (9 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
-	1 Elective	3	-
PRDV902	Seminar in Doctoral Proposal Development	6	33 Cr/ Hrs. Successful completion of course work

EXIT POINT WITH MASTER OF PHILOSOPHY (MPhil)

Semester 5 (40 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
DSSN999	PhD Dissertation	40	39 Cr/ Hrs. Successful completion of course work, PRDV902 and PhD Qualifying Exam

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

Semester 1 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN800	Philosophy of Doctoral Research	3	None
HCMG800	Seminar in Health and Environmental Studies	3	None

Semester 2 (9 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN840	Qualitative Research	3	None
RSAN810	Quantitative Analysis	3	Principles of Biostatistics or RSAN500 (Introduction to Quantitative Analysis)
HCMG810	Seminar in Healthcare Management	3	HCMG800

Semester 3 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN850	Research Methodology	3	None
-	1 Elective	3	-

Semester 4 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN830	Applied Multivariate Analysis	3	RSAN810
-	1 Elective	3	-

Semester 5 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
RSAN820	Inferential Statistics	3	None
-	1 Elective	3	-

Semester 6 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
PRDV902	Seminar in Doctoral Proposal Development	6	39 Cr/ Hrs Successful completion of course work

EXIT POINT WITH MASTER OF PHILOSOPHY (MPhil)

Semester 7 (40 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
DSSN999	PhD Dissertation	40	39 Cr/ Hrs. Successful completion of course work, PRDV902 and PhD Qualifying Exam

Elective Courses (3 from the following)

Course code	Course Name
HCMG820	Healthcare Administration
HCMG830	Organizational Culture in Healthcare Sector
HCMG840	Research Issues in Hospital Management
PHDM810	Corporate Social Responsibility
PHDQ830	Service Quality Excellence

Deanship of Research and Doctoral Studies Faculty Roster



Professor Ahmed Ankit

Dean of Research and Doctoral Studies

Prof. Ahmed Ankit is the Dean of Research and Doctoral Studies at Hamdan Bin Mohammed Smart University. Previously, he was the Vice President for External Relations and Cultural Affairs at Ajman University, UAE, where he supervised collaboration with international organizations and academic institutions chaired the Curricula and Study Plan Committee, and contributed greatly to the licensure and accreditation of academic programs. He has been active in academia with a focus on foresting a research culture. He has conducted consulting on a number of projects related to UNESCO and World Health Organization.



Professor Samer Hamidi

Acting PhD Program Chair

Prof. Samer Hamidi is a professor at the School of Health and Environmental Studies at Hamdan Bin Mohammed Smart University. He has over 20 years of academic and professional experience in the field of health management. Prof. Hamidi developed curriculum and taught courses at the bachelors, masters, and doctoral level programs. He is a regionally known scholar who published more than 100 papers in peer reviewed journals in several fields, notably health systems, burden of disease, health finance, global health, and quality and efficiency in the healthcare sector. Prof. 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. Prof. Hamidi has also been selected by the international external jury as the winner of the Chancellor s' Award for Innovation in Teaching and Learning and the Chancellor's Award for Excellence in Research.

Dr. Meera Alreyaysa

Acting Chair of Collaborative Research

Dr. Meera Al-Reyaysa is part of the Deanship of Research and Doctoral Studies. She graduated with a PhD in Project Management from the British University in Dubai via the University of Manchester, UK. Her research interests include project management, sustainability, and corporate social responsibility in the MENA region. Research Interests: Project Management, Sustainability, Corporate Social Responsibility.

PhD Faculty



Professor Nabil Baydoun

Vice Chancellor for Academic Affairs

[Research Interests](#)

Accounting for Managers

Financial Strategy

Management Accounting

Financial Statement Analysis

Business Finance



Professor Ahmed Ankit

Dean of Research and Doctoral Studies

[Research Interests](#)

Smart Learning, Education

Applied Linguistics and Communication



Professor Samer Hamidi

School of Health and Environmental Studies

[Research Interests](#)

Healthcare Management

Healthcare Systems

Health Policy and Planning

Health Care Finance

Health Economics



Professor Ebrahim Soltani

School of Business and Quality Management

[Research Interests](#)

Total Quality Management

Supply Chain Quality Management

Operations Management

HR Related Issues to TQM



Professor Awoniyi Awofeso

School of Health and Environmental Studies

[Research Interests](#)

Public Health Projects Management
Public Health Surveillance
Health Sociology
Health Care Ethics
Correctional Health Care
Hospital and Public Health Administration
Research in Open and Distance Learning



Professor Syed Anwar

School of Business and Quality Management

[Research Interests](#)

International Business
Service Marketing
Service Quality Innovation

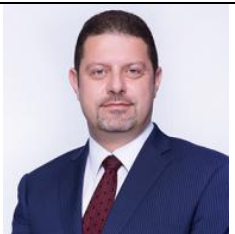


Professor Khaled Sartawi

Dean, School of Business and Quality Management

[Research Interests](#)

Creativity and Innovation
Behavioral Finance
Total Quality
Management in higher Education



Professor Adi Arida

Dean of School of Health and Environmental Studies

[Research Interests](#)

Formulation of Pharmaceutical Dosage Forms
Pharmaceutical Excipients
Pharmaceutical Technology



Professor Abtar Singh

Dean of School of e-Education

[Research Interests](#)

Personalised Learning

Gamification

Emerging technologies

Agent technology

Learning Design

Open Educational Resources

Online Learning

Mobile Learning

Ubiquitous Learning

Innovative Learning Spaces



Professor Kanishka Bedi

School of Business and Quality Management

[Research Interests](#)

Entrepreneurship

TQM

Operations Management

Comparative Online Education

Professor Syeda-Masooda Mukhtar

School of Business and Quality Management

[Research Interests](#)

Entrepreneurial Technology

Innovation Based Enterprise Development and Polciy

Cross-Cultural Mangement



Professor Hamdy Abdelaziz

School of e-Education

[Research Interests](#)

Effective design and delivery of online courses and programs

Online assessment models and strategies

Design automated pedagogical agent

Online coaching techniques

Online cognitive apprenticeship design

eLearning by modeling

Pedagogical design of personalized learning

Online programs design and evaluation

Design Creative interactive online activities

Quality of online and smart learning

Brain-based teaching paradigm



Dr. Sanjay Parahoo

School of Business and Quality Management

[Research Interests](#)

Service management in Business

Service innovation



Dr. Ying-Ying Liao

School of Business and Quality Management

[Research Interests](#)

Service Management - Service Quality

Service Failure and Recovery

Managing Human Resources in Services and Supply Chain Quality Management