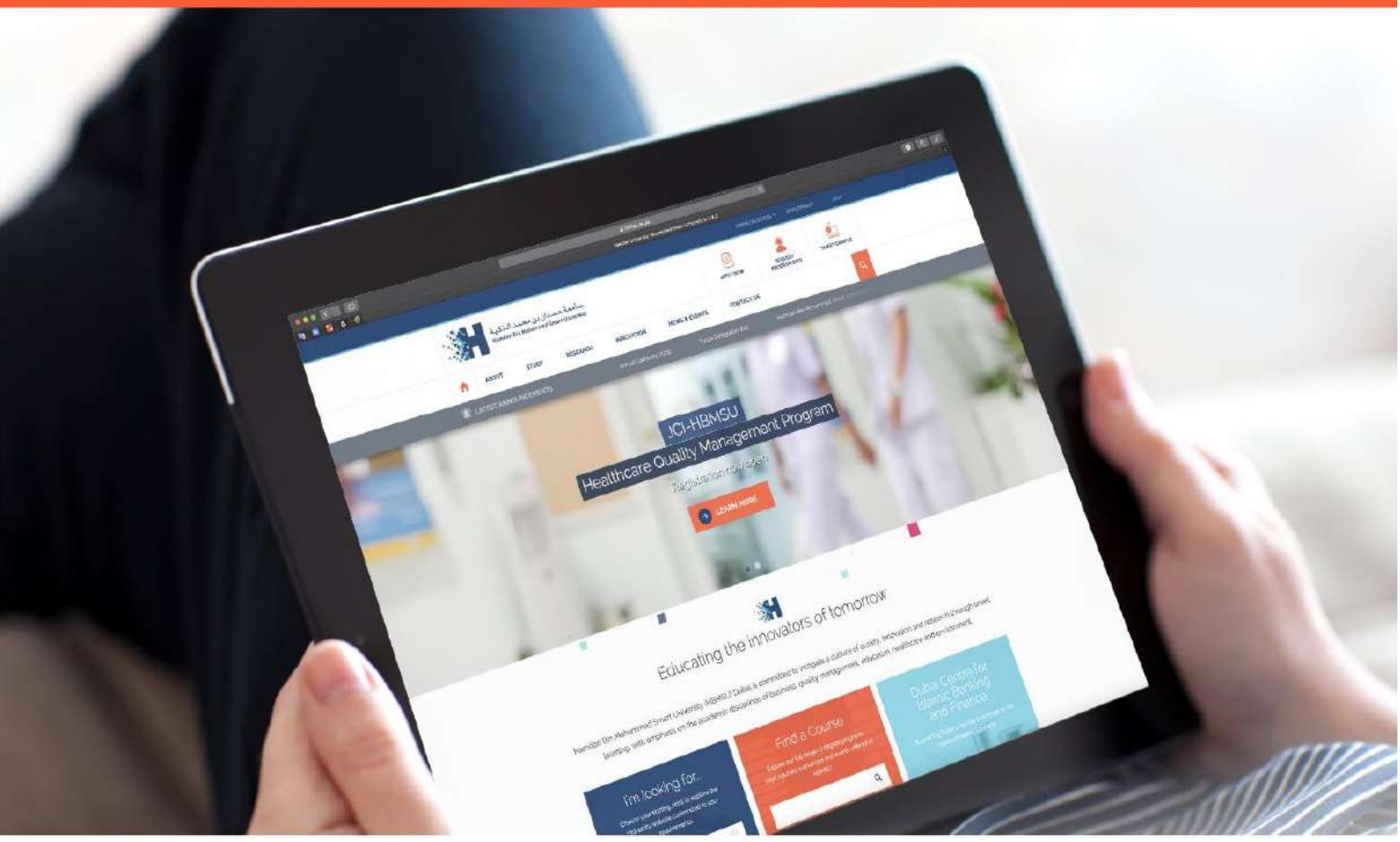
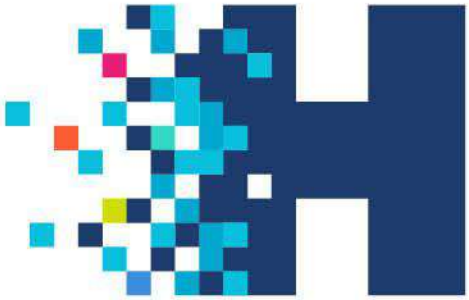
جامعة حمدان بن محمد الذكية
Hamdan Bin Mohammed Smart University

POSTGRADUATE PROGRAM CATALOGUE

2021 - 2022



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جـامعة حـمـدان بن محـمـد الـذكـيـة

Hamdan Bin Mohammed Smart University



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

Crown Prince of Dubai
and University President



H.E Lieutenant General Dhahi Khalfan Tamim

Deputy Chairman of Police and General Security

Chairman of University Board of Governors

Board of Governors



H.E. Mattar Mohammed Al Tayer

Director General Chairman of the Board of Executive Directors of the Roads and Transport Authority - Commissioner General for Infrastructure, Urban Planning and Well-Being

Deputy Chairman of Board of Governors



H.E. Samy Al Qamzi

Chairman of HMS Group – Health and Medical Services



H.E. Dr. Lowai Belhoul

Director General of the Government of Dubai Legal Affairs



H.E Ahmed Mohamed Humidan

Deputy Director of H.H. The Ruler's Court



H.E. Essa Abdel Fattah Kazem

Governor of Dubai International Financial Centre (DIFC)



H.E. Abdullah Jassim Bin Kalban

Chief Executive Officer and Managing Director of Emirates Global Aluminium



H.E. Nasser Al Shamsi

Founder and Chairman of Yas Management Reform



H.E. Fatma Ghanem Al Marri

CEO of School Agency, Knowledge & Human Development Authority



H.E. Abdullatif Abdulla Ahmed Al Mulla

Group Chief Executive Officer of RMB



H.E. Raja Easa Al Gurg

Managing Director, Dubai Business Women Council



H.E. Major General Retired/Ahmed Hamdan Bin Dalmouk

Major General Retired

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Message from the Chancellor



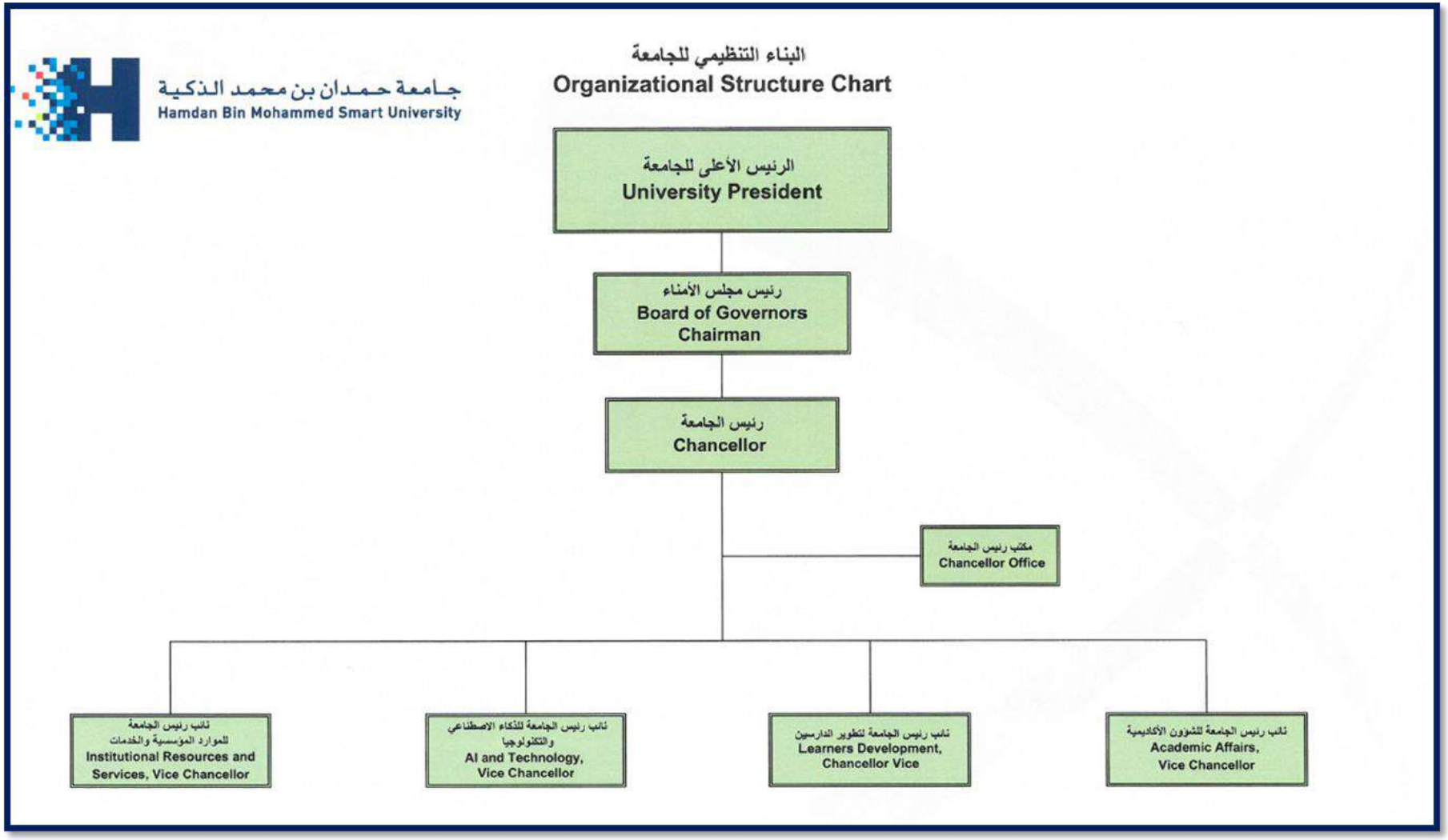
Thanks to the vision, directives and support of His Highness Sheikh Hamdan Bin Mohammed Bin Rashid Al Maktoum, Crown Prince of Dubai and President of HBMSU, HBMSU has been able to move from one success to another as a national and regional leader of Smart Learning and a catalyst of the culture of quality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

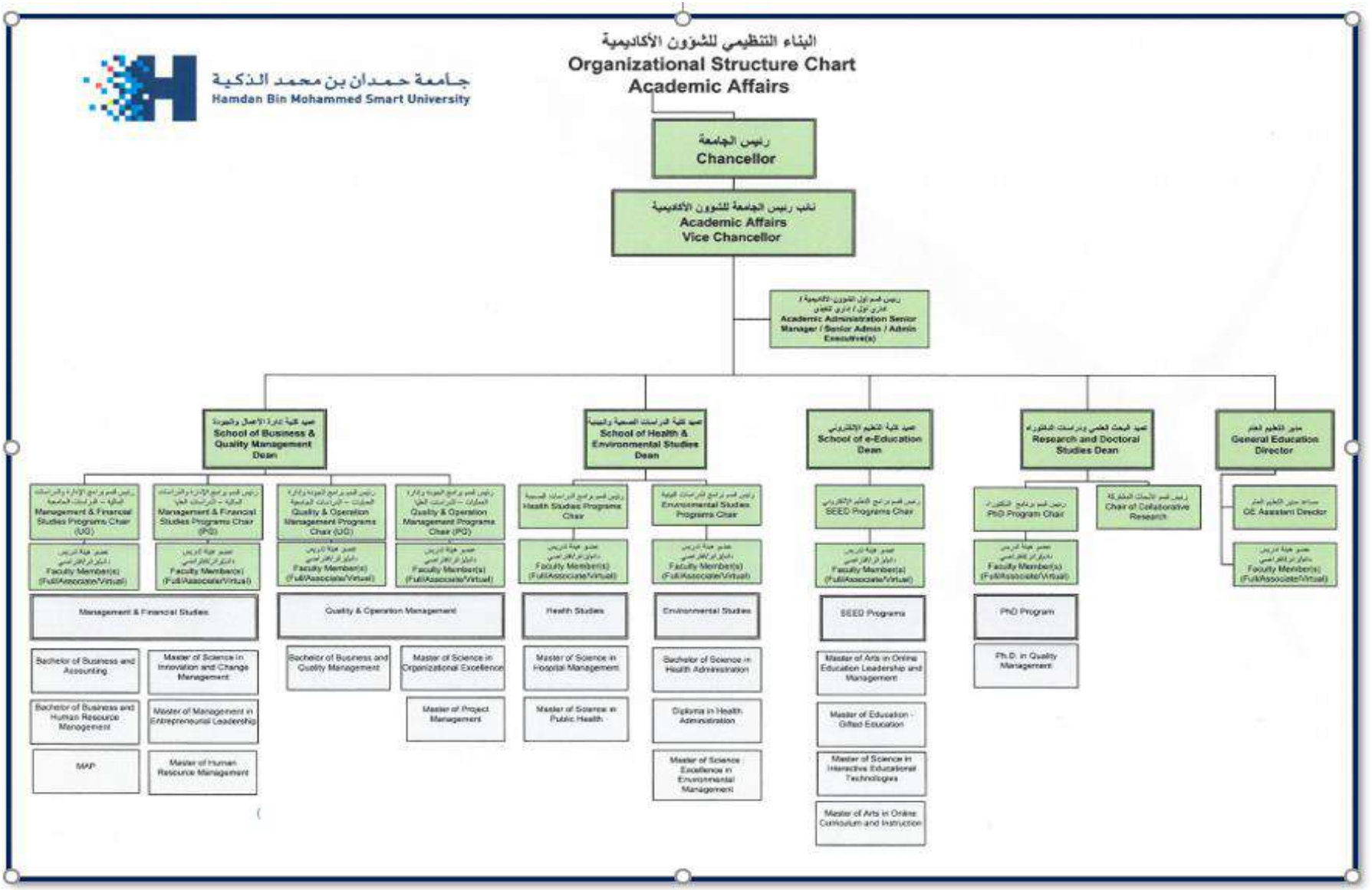
HBMSU continues its march of excellence while remaining faithful to its vision that is to lead the smart learning innovation for re-engineering the future of education aimed at the advancement of individuals, organizations, and society.

Dr. Mansoor Al Awar
Chancellor
Hamdan Bin Mohammed Smart University

Organizational Structure



Academic Affairs Division



Academic Calendar 2021/2022

* All Islamic holidays are subject to change

Fall Semester (2021-2022)				
Month	**Date**	**Semester Week**	**Day**	**Event/ Activity**
August	29	1	Sunday	First day of semester; First day of classes
September	09	2	Thursday	Last day to add section(s); Last day to drop section(s) with 100% refund of tuition
	12	3	Sunday	First day of 70% refund of tuition for dropped section(s)
	25	4	Saturday	Last day of 70% refund of tuition for dropped section(s)
	26	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)
October	21		Thursday	Prophet Birthday
November	13	11	Saturday	Last day to drop section(s) with a grade of Withdraw (W)
	14	12	Sunday	First day to drop section(s) with a grade of Withdrawal Failure (WF)
December	01		Wednesday	Martyrs' Day Holiday
	02 -03		Thursday	UAE National Day Holiday
	11	15	Saturday	Last day of classes; Last day to drop section(s) with a grade of Withdrawal Failure (WF)
	12		Sunday	First day of final assessment
	22		Wednesday	Last day of final assessment
	23		Thursday	First day of Semester Break
	30		Thursday	Declaration of final grade(s)
January	01		Saturday	New Year
	06		Thursday	Last day of Semester Break

Spring Semester (2021-2022)				
Month	**Date**	**Semester Week**	**Day**	**Event/ Activity**
January	10	1	Monday	First day of semester; First day of classes
	21	2	Friday	Last day to add section(s); Last day to drop section(s) with 100% refund of tuition
	24	3	Monday	First day of 70% refund of tuition for dropped section(s)
February	04	4	Friday	Last day of 70% refund of tuition for dropped section(s)
	07	5	Monday	First day of 0% refund of tuition for dropped section(s); First day to withdraw from section(s) with a grade of Withdraw (W)
	21 -23		Monday	Innovation Arabia 15 - IA15
March	25	11	Friday	Last day to drop section(s) with a grade of Withdraw (W)
	28		Monday	First day to drop section(s) with a grade of Withdrawal Failure (WF)
	28		Monday	First day of Mid-Semester Break
April	02		Saturday	First Day of Ramadan*
	08		Friday	Last day of Mid-Semester Break
May	01 -03		Sunday	Eid Al-Fitr Holiday*
	06	15	Friday	Last day of classes; Last day to drop section(s) with a grade of Withdrawal Failure (WF)
	09		Monday	First day of final assessment
	20		Friday	Last day of final assessment
	30		Monday	Declaration of final grade(s)

Summer Semester (2021-2022)				
Month	**Date**	**Semester Week**	**Day**	**Event/ Activity**
June	13	1	Monday	First day of classes; First day of grade of Withdraw (W) for cancelled registration in section(s)
	17		Friday	Last day for grade of Withdraw (W) for cancelled registration in section(s)
	20	2	Monday	First day of grade of Withdraw Failure (WF) for cancelled registration in section(s)
July	08		Friday	Arafat Day
	09 -11		Saturday	Eid Al-Adha Holiday*
	22	6	Friday	Last day of classes; Last day to drop section(s) with a grade of Withdrawal Failure (WF)
	25		Monday	First day of final assessment
	28		Thursday	Last day of final assessment
August	09		Tuesday	Declaration of final grade(s)

An Overview of Hamdan Bin Mohammed Smart University

Hamdan Bin Mohammed Smart University Institutional Licensure

Under the presidency of H.H. Sheikh Hamdan Bin Mohammed Bin Rashid Al Maktoum, the Crown Prince of Dubai, UAE, Hamdan Bin Mohammed Smart University (HBMSU) is committed to instigating a culture of quality, innovation and research through smart learning in the Arab world, with emphasis on the academic disciplines of business, quality management, education, healthcare and environment. Established in 2002, this innovative higher education project has been conceived, crafted and implemented by Dr. Mansoor Al Awar, HBMSU Chancellor, as a passionate response to the hopes and aspirations of the new Arab generation, with a focus on smart learning as the future of education and empowerment in the region.

HBMSU is a research-based University that has brought about a paradigm shift in smart education in Dubai by designing learner-centric solutions in its strategy. The learner experience at HBMSU is more diverse and innovative than any other campus life. With its unique learning environment (Smart Campus), the University Dubai campus offers a fresher learning experience with the use of technologies in the form of mobile learning, discussion blogs, online classrooms, educational gaming and social networking all suited to meet the needs of working professionals and high-school graduates alike.

The learner-centric environment at the University is reflected in the full support offered to learners with automated pre-enrolment and admission support and learners' clubs, and additional learning resources such as the Library, Career and Placement Services, using the latest in ICT technologies to communicate with learners across the globe.

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.

Goals

- **Strategic Direction 1:** Expand HBMSU online training program outreach to the Arab world
- **Goal:** Widen the reach of HBMSU training opportunities offered via smart learning to the Arab world

- **Strategic Direction 2:** Adopt innovative business models to attract new market segments
- **Goal:** Deploy innovative business models to attract new market segments and ensure financial sustainability and future growth

- **Strategic Direction 3:** Leverage frontier technologies for rapid innovation in learning and administrative processes
- **Goal:** Strengthen the innovation portfolio of the university through AI and other frontier technologies to enrich learning and optimize the administrative processes.

- **Strategic Direction 4:** Support the digital transformation of the higher education institutions across the UAE and the Arab world
- **Goal:** Capitalize on HBMSU's experience in Smart Learning to support digital transformation of universities in UAE and the Arab world.

- **Strategic Direction 5:** Apply the concept of learning for skills in HBMSU's academic programs
- **Goal:** Embed skill-based learning in all of HBMSU's academic programs.

Hamdan Bin Mohammed Smart University, located in the Emirate of Dubai, is officially Licensed from 16/09/2020 to 18/08/2025 by the Ministry of Education of the United Arab Emirates to award degrees/qualifications in higher education".

Partnerships

Hamdan Bin Mohammed Smart University is committed to promote international relations and foster partnerships with institutions of higher education and professional organizations aligned with the strategic direction of the University.

International Cooperation and Corporate Communication leads agreements that involve collaborative efforts that both HBMSU and the partner institutions intend to pursue.

HBMSU leverages international credibility, recognition and affiliation and develops its relations based on the following values:

- **Collaborative**

HBMSU strives to create synergies in all affairs with partners and brings real tangible results and mutual benefits on both sides of the cooperation. HBMSU knows how to build a dialogue and develop lasting fruitful collaborations.

- **Innovative**

HBMSU is a dynamic educational enterprise that provides lifelong learning opportunities to equip learners with the 21st century skills, and continuously creating the knowledge based on the culture of quality, innovation and research.

- **Leading-edge**

HBMSU believes in strategic partnerships that lead to the real transformation of education necessary to keep up with the rapidly changing world. In order to provide a higher quality of education and service to society, HBMSU extended its commitment to the qualitative high-level partnerships and affiliations.

The University has a number of collaborative relationships that have resulted in creating new opportunities for HBMSU in areas related to research, program development, content development, training, benchmarking and collaborative case study and report development to name just a few. These relationships are based on both contracts and memoranda of understanding and have benefitted the University in terms of international recognition, development and improvement of teaching and learning at many levels, as well as attraction of associate faculty.

A sample of some recent relationship agreements are also listed below:

- Postgraduate Diploma in Curriculum Design and Development (PGDCDD) for Arab States offered jointly by UNESCO and HBMSU
- HBMSU offers Professional Diploma in Gifted Education in collaboration with the Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance
- HBMSU signs strategic Memorandum of Understanding with Philips Lighting on the installation and renovation of the lighting systems of the campus;
- DEWA & HBMSU cooperate to enrich knowledge, stimulate innovation & scientific research and boost institutional development;
- HBMSU launches Hamdan Bin Mohammed Social Smart Learning initiative (Cloud Campus) in Partnership with Starbucks in the UAE;
- MoU between HBMSU and Zhishang Interculture Communication to result in development of new Islamic economic and financial cooperation;
- HBMSU Rejuvenates Chinese medicine methodologies in collaboration with Shanghai International Cooperation Center of Traditional Medicine;
- HBMSU & Microsoft launch Junior Developer Program & Junior Entrepreneur Program at KidZania® in The Dubai Mall; and
- HBMSU announces the launch of the first Ellucian Banner training center in the Middle East to help other institutions develop Smarter Information Systems for Learners using Banner® by Ellucian
- HMBSU partners with Dubai Committee of Military Human Resources to boost human resources development
- HBMSU and Al Maktoum College of Higher Education in Scotland sign MoU to jointly conduct research and training on globalization, ethics, law & Islamic economy

- Hamdan Bin Mohammed Smart University signs partnerships in support of UAE-Egypt efforts to develop educational, intellectual & cognitive output.

HBMSU advocates for and facilitates international links, perspectives, and initiatives. These partnerships foster international cooperation in areas such as health & environment, e-learning, quality and business management. The University is aligned with the following renowned institutions:

- European Learning Industry Group (ELIG)
- International eLearning Association (IELA)
- European Distance and E-Learning Network (EDEN)
- Association of Arab Universities (AARU)
- American Society for Quality (ASQ)
- Union of Japanese Scientists and Engineers (JUSE)
- International Academy for Quality (IAQ)
- European Foundation for Quality Management (EFQM)
- European Foundation for Management Development (EFMD)
- The Open Education Resources University (OERu)
- Asia Pacific Quality Organization (APQO)
- International Council for Open and Distance Education (ICDE)

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.

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

Academic programs and courses in HBMSU will be delivered using a BLENDED delivery strategy that incorporates synchronous (virtual) and asynchronous (self-paced) learning in a smart and innovative balanced weight.

Synchronous or Virtual learning is learning that is conducted in real time using online tools, where learners and the instructor can interact and engage with the disciplinary content of the course at the same time but without the constraints of a specific place. Synchronous learning is conducted at HBMSU in the virtual classroom and makes use of all its features, such as using audio, video and chatting, file and screen sharing, various interactive media and applications, and a variety of tools and technologies that provide a high quality learning experience.

Asynchronous or Self-paced learning is not bound by time or place, and allows learners and instructors to interact and engage among each other sharing resources and information outside the constraints of time and place.

At HBMSU, learners are provided with a variety of learning material including specially designed digitized learning objects that can be accessed anytime from anywhere to enhance and personalize their learning experience. Asynchronous learning at HBMSU is further facilitated a variety of tools (e.g. emails, file sharing, discussion forums, blogs, e-portfolios, etc.) and resources (e.g. podcasts, videos, presentations, simulations, educational games, etc.) to ensure a highly enjoyable and interactive learning experience.

To complement the blended delivery strategy adopted in all courses at HBMSU, assessment of learners can take different forms and can vary from one program to another and across the courses. Assessment for each course is linked to the learning outcomes and is administered as per the assessment strategy in the approved course syllabus provided to learners at the beginning of each semester.

In courses, where a midterm exam is required, the midterm exam will be conducted online and will be invigilated by an appropriate proctoring software, that necessitates the learners to engage their cameras and

microphones. Failing to do so would be considered a major breach of examination guidelines that necessitates reporting to the Learners' Disciplinary Committee.

In courses, where a final project is required (not a final exam), a virtual viva and online presentation will be necessary to allow the course instructor to authenticate the learner's work and to ask questions related to the course and the final project. Learners must open their cameras and show their HBMSU IDs to the course instructor for verification. Failing to do so would be considered a major breach of examination guidelines that necessitates reporting to the Learners' Disciplinary Committee.

In courses, where a final exam is required, the final exam will be conducted physically on Campus, and will be properly invigilated. Learners must bring their HBMSU IDs to the exam room and must abide by all examination guidelines as shared by registration

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

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, and stick to them
- Set goals in a study schedule
- Avoid interruptions while 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 course at least 4-5 times a week
- Continuously develop technology skills to pursue the program
- 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 instructor in the virtual classroom in order to make quality contributions
- Voice concerns about course to 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.

Postgraduate Admission:

a. Admission Requirements

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

An Accredited Bachelor Degree

The applicant must hold a Bachelor degree or a Master degree from an accredited Higher Education institution with a minimum CGPA of 3.0 and above.

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 (Academic). Emirates Standardized Test (EmSAT) English Achieved 1400 – 1525. TOEFL and IELTS scores are only valid for two years. EmSAT is valid for 18 months from the date the test was taken.

Management Appreciation Program (MAP)

The Management Appreciation Program (MAP) is a non-credit "foundation" course designed to equip learners with a non-business background with knowledge and skills required to undertake postgraduate studies in Management at the University. The course is approved by the Commission for Academic Accreditation of the UAE Ministry of Higher Education and Scientific Research. This program provides learners with the knowledge and skills needed to appreciate and discuss the contribution that three core areas of Business makes to the management of a manufacturing, service or non-for profit organization:

- **Management**: Fundamentals of Management, Marketing, Human Resources and Operations Management
- **Economics:** Economics, Accounting and Finance
- **IT and Quantitative methods:** Information Technology & Enterprise Systems and Quantitative Methods & Data Analytics

The Program 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. It is a fully online self-paced program.

This course is mandatory for applicants with no management background, and wish to apply for any of the postgraduate business programs and Master of Science: Excellence in Environmental Management and Master of Science in Hospital Management at HBMSU.

MAP Assessment Strategy:

The MAP program will have two types of assessments:

- Ongoing assessments (9 online quizzes)
- Final Exam (Online test)

b. 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 MOE (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
- Documentation satisfying UAE visa.
- Edhbara and Family book for UAE nationals
- Equivalency letters where applicable
- Employment letters for working applicants
- CV if required
- 300 AED Application fee
- 1000 AED Admission fee (after receiving and accepting the offer letter)

c. 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.

d. Conditional Admission

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

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.

Conditional GPA Admission

The University may consider applicants with AGPA of 2.5 to 2.99, subject to achieving an AGPA of 3 in their first 9 Credit Hours.

CGPA Foundation Acceptance

HBMSU may conditionally admit learners with CGPA between 2 to 2.49 & IELTS 6.

Conditional Admission (English Requirement):

Applicants may be conditionally admitted with a recognized Bachelor's degree and an EmSAT score of 1250 or its equivalent on another standardized test approved by the CAA, such as TOEFL scores of 197 CBT, 71 iBT, 530 PBT, or 5.5 IELTS, to a Master's program. Such a student must compulsory enroll in IELP program and meet the following requirements during the period of conditional admission or be subject to dismissal:

a. Must achieve an EmSAT score of 1400 or equivalent, by the end of the student's first semester of study;
b. May take a maximum of six credit hours in the first semester of study, not including intensive English courses;
c. Must achieve a minimum CGPA of 3.0 on a 4.0 scale, or its established equivalent, in the first six credit hours of credit-bearing courses studied for the Master's program.

e. 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.

f. 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.

PhD Admission:

a. Admission

Applications for HBMSU PhD Program should be submitted along with all supporting documents by the closing date, usually **End-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 April 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.

b. Academic Requirements

- Completion of a Master's degree, from an accredited university in the UAE, in a discipline appropriate for the doctoral degree concentration.
- Completion of a Master's degree in a discipline appropriate for the doctoral degree, or a master degree and academic distinction at the baccalaureate degree with a CGPA above 3.5 on a 4.0 scale as assessed by the Dean of the School
- 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 a minimum writing score of 24, IELTS score of 6.0 with a minimum writing band of 6.5, or EmSAT 1400 with Level C1 in writing.

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

c. 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.

d. 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
- 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/ or EmSAT 1400 with Level C1 in writing.)
- 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.

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.

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**.

- Learners are required to pay the applicable visa charges which cover HBMSU visa sponsorship and health test, that need to be renewed each year during their study.
- Visa applications which are rejected will incur costs associated with the visa application process. The visa sponsorship process cannot commence until the learner has accepted his/her admission offer and has paid all fees due. Learner's visa applications are subject to the approval by the UAE's Immigration Department. In the unlikely event that the visa application is not successful, the visa deposit and the admission fees and tuitions will be refunded. The UAE government may retain the annual visa fee. Learners arriving in the UAE on a tourist visa must exit the country in order to amend their status to learners' visa/Entry permit or pay the extra required fees as per the government laws.
- Learner's Resident visa is normally valid for a period of 12 months. Learners who wish to terminate their studies prior to the expiry of the visa or learners at the end of courses shorter than 12 months will have their HBMSU sponsored visa cancelled immediately. In these circumstances, learners will have to make arrangements to leave the country or seek other forms of sponsorship.

Visa Eligibility:

To be eligible for HBMSU Resident Visa Sponsorship, learners Shall:

- Be admitted, in the selected program of study; or a relevant Intensive English program (Fall and
- Spring);
- Submit all required documents;
- Have a valid passport for at least 6 months at the time of application;
- Enroll in the semester at which the visa is issued;
- Adhere to the attendance policy as outlined in the learners' handbook;
- Pay the admission fees and all fees related to Visa issuance;
- Receive the admission letter which clearly stipulates the date (semester and year) and the
- selected program of study;
- Be responsible for their own accommodation.

Suspension Regulations for Visa Sponsored Learners:

A sponsored learner may suspend his or her registration if he/she:

- Submit Registration Suspension request in order to maintain his/her visa;
- Has no outstanding tuition or other related fees.
- Has been enrolled for a period of three (3) consecutive semesters (excluding Summer) prior to applying for registration suspension for undergraduate learners;
- Has been enrolled for a period of two (2) consecutive semesters (excluding Summer) prior to applying for registration suspension for postgraduate learners;
- Such learners shall enroll in the semester following the approved leave of absence.

Employment of Sponsored Learners

The Immigration laws of the UAE do not permit learners on University sponsorship to undertake paid employment in any capacity; however, learners can work directly for HBMSU governed by University related policy.

Health Insurance

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

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 per week, over the duration of one semester to complete the requirements of a particular course.
This total time includes:

1. Time spent in formal class instructions
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.
- 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 outcome and the expectation for work are the same.
- 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 new postgraduate learner per semester is set at a maximum of 9 credit hours. A continuing 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 session is 6 credit hours.

Course Descriptions and Syllabi

Faculty members must ensure that learners receive the course syllabus during the first week of the semester preferably making the syllabus available on the university Virtual Learning Environment (VLE).

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

Course Registration

Learners can choose courses through smart campus as per the study plan of the program he/she is admitted to. Detail of the registration process is available in the following videos:

- **Request for Advisor's Approval ------- Click *HERE***
- **Choose sections and pay tuition ------- Click *HERE***
- **Switching sections for the same course ------- Click *HERE***

Courses will be automatically dropped from the learner's record if the payment has not been received before the announced payment deadline. Payment should be for all registered courses, otherwise the courses will be dropped at the last day of the pre-enrollment (partial payment is not allowed).

Credit Transfer and Parallel Enrolment

Prior to the first semester of enrolment, HBMSU may consider transferring credits for courses completed at other accredited universities, colleges, or institutions to its undergraduate and postgraduate programs if the learner meets the admission requirements of the program. The content and outcomes of the course(s) to be transferred shall be equivalent to at least 80% or more of the contents and outcomes of the course(s) taught at Hamdan Bin Mohammed Smart University.

To apply for transfer of credits, a learner shall fill the admission application and complete the "Transfer Credit Request" at least 15 working days before the beginning of classes. Copies of all official transcripts, course descriptions, and syllabi for the course(s) he/she wants to transfer must be attached to the request

and the transfer of credit fees paid. The learner must submit and pay fees for each transcript with courses to be evaluated for credit transfer.

HBMSU applies the Transfer Admission Policy as defined in the Ministry Education Standards (2019).

Registration Suspension

A continuing learner may suspend his/her registration for two consecutive regular semesters given that he/she does not exceed the maximum allowed study period. The registration of the learner will be considered as cancelled if he/she fails to register after two consecutive suspended semesters.

Learners called for the UAE National Service program shall be granted a maximum of two extra semesters not counted in the suspended semesters and the maximum allowed study period of Postgraduate.

Summer semesters not included.

Learners whose registration is cancelled are required to re-apply to the University when considering returning to their previous program of enrollment, such learners need to fulfil admission requirements at the date of readmission.

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

Add and Drop

Learners may add or drop a course or more after he/she registered for that (those) course(s) up to the last day of Add/Drop period as per the University Academic Calendar.

Add/Drop period will take place in the first two week of the Fall and Spring semesters.

If the learner dropped a course within Add/Drop period, the course paid fees will be refunded to e-wallet and the course will not be recorded in the learner academic history (Refer to the academic Calendar page)

Final auto drop will take place in the last day of add/drop period .

Late registration fees will be applicable for the first week after the add/drop period.

Course Withdrawal and Refund

If a learner drop a course after the Add/Drop period, he/she will be considered withdrawing from the course and the withdrawal policy will be applied.

If a learner withdraws starting from the first working day of the 3rd week and no later than the last working

day of the 4th week of a regular semester, a grade of "W" will NOT be recorded in his/her Academic History but the refund policy will be applied.

If a learner withdraws starting from the first working day of the 5th week and no later than the last working day of the 11th week of a regular semester, the grade "W" will be recorded in the learner's transcript but not considered in program and CGPA calculations and the refund policy will be applied.

If the learner withdraw after the end of the 11th week from the beginning of the regular semester, a grade of "WF" will be recorded in his/her academic record and this grade will be considered in calculating the learners' program GPA and CGPA.

Summer sessions NOT considered as regular semesters, therefore there is NO add/drop of courses during summer sessions. However, if a learner registers for a course(s) during a summer session and decides not to continue, he/she may withdraw from course(s) within the first week of the start of the session. In such circumstances, the grade "W" shall be entered in the learner's Transcripts. If the learner wishes to withdraw a course/courses after the last working day of the 2nd week of a summer session, the grade "WF" shall be entered against the course(s) cancelled in the learner's transcript. The grade "WF" will be considered in calculating the learner's CGPA. There is No Refund for courses registered during summer sessions

Repeating Courses

In order to improve the CGPA or meet graduation requirements, a learner may repeat courses (core or elective).

If a course is repeated (core or elective), the highest grade obtained by the learner shall be recorded in the learner's transcript and will be included in the calculation of the CGPA (Lowest Grade include In the Transcripts but exclude from calculation of the CGPA).

In all cases, all courses taken and grades obtained by a learner shall be included in his/her Transcript.

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:

- Illness or accident that is certified in a medical report approved by a doctor who is certified by a governmental Health Authority in the UAE.
- Death of a first or second degree relative.
- Being arrested.
- Mandatory courtroom appearance supported by a copy of the official court summons including the date when the learner was required to attend.
- Any other valid reason as deemed acceptable by the Program Chair and approved by the Dean of the related school. The Decision of the Dean of the related school is final. Whenever the request was approved by the dean the decision and the date of the final exam or the date for submitting the final assessment shall be communicated to the registrar.

If the learner believes that he/ she has extenuating circumstance, then s/he must apply for an incomplete grade by completing the Incomplete Grade Request form and providing the required documents within a maximum of five working days from the examination date or alleviation of the extenuating circumstances, and he/ she must have a good class attendance record (i.e. must not be dismissed from the course for which they are requesting an incomplete grade), and must have accumulated a minimum aggregate score of 30 out of 60 in the formative/ongoing assessments of that course.

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 Add and Drop period 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.

The Program Chair or the Director of General Education shall organize with faculty to have a version of the final exams (that is different from the versions used on the day of the scheduled final exam) for use in cases of incomplete course requests; administrate the exam, grade it and send the final grade to the registration unit.

The scheduling and organization of the final exam for an incomplete course shall be done in coordination between the Registrar and the School

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 credit hours Master degree is three regular semesters. While the maximum study period is 8 semesters not including the summer semesters.

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.

Postgraduate Grading System

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 quality points are used in the University to calculate the Grade Point Average (GPA) per semester by summing the quality points of individual courses taken at a specific semester multiplied by the credit weight of each course and dividing by the total number of credit at that semester.

The Cumulative Grade Point Average (CGPA)

The quality of a learner performance is measured in terms of his/her Cumulative Grade Point Average (CGPA) which is calculated by summing the quality points of the individual courses as per the related study plan multiplied by the credit weight of each course and dividing by the total number of credits.

Graduation Honours

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

Performance	CGPA
Excellent with Honors	3.95 – 4.00
Excellent	3.85 – 3.94
Very Good	3.70 - 3.84
Good	3.30 - 3.69
Pass	3.00 - 3.29

Academic Probation

A postgraduate learner must maintain, a minimum cumulative grade point average (CGPA) of (3.00). If a learner achieves less than 3.00 CGPA in any given semester including summer semester, he/she will receive an academic warning. The "academic warning" will be mentioned on his/her transcripts.

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 .

Transcripts

Learners may obtain official signed transcripts of their academic records by applying for the official transcript. 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.

learner's sponsor, if any, can access the learner's academic profile and can apply for an official transcript

Learners may access their grade records and print unofficial transcripts from the system.

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.

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 leaner 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 and is governed by the attendance policy.

The maximum number of absences in any course should not exceed 25%, as explained in the following table.

Attendance Warning / Notification	Number of sessions missed	
	In regular semesters (Fall / Spring) after the add & drop period (2 weeks)	In Summer semesters (no add & drop period)
1st warning	2 Synchronous/Virtual Sessions	2 Synchronous/Virtual Sessions
2nd warning	3 Synchronous/Virtual Sessions	3 Synchronous/Virtual Sessions
Dismissal	4 Synchronous/Virtual Sessions	4 Synchronous/Virtual Sessions

Coursework Assessment

Courses are generally assessed based on a 40% final assessment and 60% ongoing 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 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 Course Work and Assessment 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

- PhD and Master graduates, must Publish at least one (1) academic paper based on research undertaken at HBMSU in a local or international journal or conference.
- 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 Learners 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

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 the summarized in the following:

1. Academic Freedom

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

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 Learner Relationship Management Department by submitting a grievance record.

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 in both verbal and written form that do not violate the University and the country laws, policies, regulations and operations. At the same time, it must be made clear that in their public expressions or demonstrations, learners speak only for themselves

4. Freedom of Assembly

Hamdan Bin Mohammed Smart University recognizes the rights of all learners to gather in groups 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 after obtaining approval from the Learner Relationship Management Department. All free publications not in violation of the University policies and procedures and the UAE laws and culture may be distributed. Using media, social media, institutional resources, trademarks, logos or brands under the name of HBMSU is strictly prohibited unless written approval is obtained from the Chancellor through the Learner Relationship Management Department. Legal actions shall be taken against any learner violating.

6. Commercial Activities and Fund Raising

The use of University grounds or facilities for commercial or private gain purposes is prohibited. Learners shall contact Learner Relationship Management Department to get approval on such activities.

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

HBMSU 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 Learner's Council or the Learner Relationship Management Department by posting a complaints on SAWTI channel on the Smart Campus or email.

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 resources available, appropriate use of those resources, and 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 attend all class sessions 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;

Learners' Dress Code

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.

- Kandura (Deshdasha)
- Abaya and Sheila
- Formal or Casual attire
- Pants/Trousers below knee
- Skirts below knee
- Blouse/Jackets covering the arm to elbow.
- Sleeveless, Pants/ Trousers and skirts above knee are strictly prohibited

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.

Penalties for Violating 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. 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 is against the university standards and that continued misconduct may result in more serious disciplinary action by the Learners Services Management Director.
- **Disciplinary Probation**: - By sending a written formal notice from the Learners Relationship Management Director to the learner informing him or her that s/he was found in violation of the university standards. Violations of the stated conditions will cause more serious disciplinary action.

- **Suspension:** - The University Disciplinary 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 Relationship Management Director prior to being allowed to enroll at the University after the suspension period has expired.

- **Expulsion:** - The LRM 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 LRM, director 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 public

Examples of Learner's Misconduct

- Abusing physically or verbally any person on University campus or through University facilities (i.e. SAWTI, online classrooms, forums, through email accounts of the University, etc).
- Humiliating conduct or language based on a person's race, gender, color, religion, nationality, and origin, physical or other disability, age, or political beliefs.
- Being involved in unwelcome sexual advances or physical touching or making sexually-oriented remarks, jokes, comments and/or behavior.

- Interfering by force or by violence (or by threat of force or violence) with any other learner, faculty or University Staff in the University.
- Filing a formal complaint falsely accusing another learner, faculty or University Staff.
- Damaging the reputation of the 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 academic violation: cheating, plagiarism, violating copyrights, etc.
- Entering or using University campus, offices or any locked or closed University facility in any manner, at any time, without permission of the University.
- Bringing unauthorized visitors to the University.
- 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 staff.
- 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 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.
- Smoking within the University campus.
- Possessing or using weapons or any dangerous chemicals which can be used to inflict bodily harm or damage upon a building or grounds in the University.
- Using SAWTI Page for any purpose or in any manner that violates any local or federal laws, along with any local tradition, disciplines or direction imposed by any competent Authorities in the Country.
- Conducting any process of surveys, commercial massages or advertising any material without the prior written approval of the University.

- Using the SAWTI Page to post or send any infringing, threatening, defamatory, libelous, disrepute or obscene others.
- Undertaking any action which may be calculated to disrepute the University and its standing image, or otherwise determined to be abusive or harmful to the University Staff and Faculty.
- Using university email for:
  - Personal gain
  - Chain letters (e.g., any communication which requests or demands the recipient forward the message to one or more individuals)
  - Solicitations for contributions for non-University sponsored entities
  - Deliberate acts associated with denying, interfering with or disrupting service of HBMSU e-mail service or that of any other agency.
  - Attempts to perform mass mailings to the entire University community of a non-official nature.
  - Any unlawful activity.

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.

The Coursework and Assessment Procedure at HBMSU includes (Appendix 1 page 13) the details on the similarity report produced by Turnitin. The procedure covers many aspects including the following:

- As a guide, a returned percentage of over 25% would indicate that plagiarism has occurred.
- In case of dissertations, the similarity percentage should be as close as possible to zero but consider 10% similarly as cut-off point.
- In case of dissertations, where there are submissions of many versions of the same dissertation, it is advisable to exclude checking against stored student papers, after the first submission.
- The default assignment settings should be adjusted to exclude quoted material, references/bibliography and small matches up to 5 words in order to gain a more accurate overall percentage.
- The Originality Report is available to learners once the learner uploads his/her submission.

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 Chair, 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-chair. 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 Registrar, in order to monitor any recurrence of such errors in judgment by the particular learner.

In the case where the faculty believes that the offense made by the learner is a serious breach of the university' 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 Director of General Education 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 Director of General Education 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. The faculty is 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 Chair or the Director of General Education may either:

- Dismiss the case and notify the Registrar of the decision , or
- Refer the case to the Learner Disciplinary Committee (LDC) which should include the Dean or representative of the concerned school. 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 Registrar to form the committee within 5 working days. The committee which will compose of the following members:
  - The University Registrar (Chair)
  - Dean of the school concerned
  - UC Faculty Representative
  - Learner's council chair

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.
    h. Learners on scholarships will lose their scholarship if they were proven to have engaged in academic dishonesty or plagiarism.
        a. 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

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.

Grade appeal only applies to the final course grade or final assessment grade.

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

- If a learner believes that the final grade issued is based on instructor or clerical error, bias, capriciousness, arbitrariness, discrimination, harassment, personal malice or is not in alignment with established grading criteria in the approved course syllabus, the learner may lodge an appeal.

- Learners lodging a grade appeal application must submit a the Grade Appeal Request no later than 5 working days following the reporting of the final course grade.

Learner Complaints

All University learners may raise complaints expressing their dissatisfaction in the delivery of academic, academic support or administrative services offered to them by HBMSU.

SAWTI page on Smart Campus.

SAWTI shall be monitored on a daily basis, complaints and suggestions identified through SAWTI or any other mean are processed according to the Learner Complaint and Suggestion Procedure.

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

Learners' complaints may be lodged against:

- Any member/s of university staff (full-time or part-time)
- Any division or department of the university
- Communications related to complaints and suggestions posted on the Swati system shall be communicated via Swati. Confidential information affecting individual learners, if any, may be communicated via email to the learners.

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 harassment 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.
- Fair and consistent application of a policy affecting him or her has not been followed.
- Disciplinary committee decision.

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 Registrar. Any such written grievance must be received no later than 30 calendar days after the learner first became aware of the facts which gave rise to the grievance.

The Registrar shall conduct an informal investigation to resolve any factual disputes.

Whenever, the informal investigation was not successful to address the conflict, a fact-finding panel of no more than three persons shall conduct an investigation. The panel shall report the facts to the Grievance Committee. The Grievance Committee shall make its decision 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 introduced the Learners Council (LC) to serve a platform for expressing learners' opinions and to initiate them, moreover, a member from the LC is elected to represent the learners in the University Council

All HBMSU learners are considered as a voting member of the LC as long as she/he is enrolled in any program 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.
- Have at least one year till graduation.
- 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.
- Only UAE nationals are eligible for the LC president position.

Learners Communities:

The Learners Council can also form learners' virtual communities for the purpose of advancing learner skills and making a difference throughout the virtual community. Learners' virtual Communities can be formed for activities such as sports, cultural, public relationships, arts, services, social activities and technology enthusiasts and others.

Learners' Related Events

The Learners Council along with the LRM Team organizes a variety of learners' virtual events for the benefit of enhancing the learner experience at HBMSU during the academic year.

Activities include HBMSU Annual Gathering, Community Events, National Day celebrations, extra-curricular and skills development workshops and a range of various social networking events.

All learners' related events are announced in the My Smart Hub section, News section and SAWTI of Smart Campus, including other communication channels.

HBMSU Alumni Association

The Alumni Association is established to operate as a non-profit association under HBMSU. The purpose of the Association is to positively extend the alumni experience beyond graduation and foster a culture of mutual benefit. This is going to be achieved with alumni involvement towards the development of the alumni, learners, and the University. Engagement virtual activities will be carried out through knowledge creation and application in smart learning, quality management, entrepreneurship, and innovation.

Alumni Council

The Alumni Council works with the LRM on a voluntary- basis to achieve Alumni Association's goals and purpose, through planned virtual activities, programs and projects.

To stand for the election for membership of the Council, alumni must be:

- Any Alumni member who completes any academic program or professional diplomas from HBMSU.
- Having a good conduct and academic history as defined by the academic regulations of the University.
- Only UAE nationals are eligible for the Alumni Council President position.
- The LRM responsibility is to ensure eligibility of the nominees before the final declaration.

Financial Policies and Tuition Fees

Programs Tuitions & Other Applicable Fees

The tuitions for the postgraduate programs and other applicable fees for the academic year 2021 - 2022 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
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
Master of Education in Gifted and Talented Education	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 (VAT Inclusive)
Program 1	180	11,340
Program 2	150	9,450
Program 3	120	7,560
Program 4	90	5,670
Program 5	60	3,780

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

Academic Program Related Fees

Fees type	Fee (AED) VAT (Inclusive)	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	1200	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	500	Non-Refundable
Incomplete Application Fee	100/Course	Non-Refundable
Grade Appeal Application Fee	100/Course	Non-Refundable
Post-dated Cheques Charges for Installment Plans	105	Non-Refundable per Cheque
Penalty for Returned Cheques	210	Non-Refundable
Official Transcript	52.50	Non-Refundable per copy
Attestation	210	Non-Refundable per each extra copy
Degree/Certificate	210	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	700	Non-Refundable
Introduction to Quantitative Analysis	3,000	Non-Refundable
English Placement Test	157.50	Non-Refundable
Lost University ID	105	Non-Refundable
Unofficial Transcript	21	Non-Refundable
Letter Fee	52.50	Non-Refundable
Gown for Graduation	525	Non-Refundable
MAP	5,000	Non-Refundable
International ESOL (IESOL)	6,195	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 SCHOLARSHIP**

Eligibility

- H.H. Sheikh Hamdan Bin Mohammed Scholarship offered on merit and competitive bases to applicants who recently graduated from high school and wishes to enroll 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 FULL scholarships only; 16 of which are given to UAE nationals and the remaining 4 are given to non-UAE nationals.
- The scholarship will be given to fresh high school graduates who are interested to join HBMSU in the following academic year of their high School graduation year (fall or spring semester) or fresh graduates from the UAE, National Service program with a minimum of 90% marks in high school average provided that they meet the admission requirements.
- In case that the number of UAE applicants is less than 16, the remaining scholarships out of the 16 should be transformed proportionally into partial scholarships given to Non-UAE national applicants, each of which covers 50% of tuition fees.

Criteria

- Within three weeks from the announcement of the scholarship, the Admission unit will identify the top applicants who fulfil the scholarship criteria and who have accepted the admission offer to be considered for H.H Sheikh Hamdan Scholarship. After the lapse of the three weeks, The partial scholarships will be applied. Learners who fulfil English proficiency requirements will be considered first for the scholarship.
- The applicants must fulfil the admission requirements as per HBMSU admission policies.
- The applicants for the scholarship must have the required English proficiency test score prior to the start of the first semester.
- The University Registrar shall evaluate each case as per the scholarship evaluation criteria

- The scholarship entitles the awardees to a waiver of tuition for the program of admission until graduation.
- The scholarship covers the admission fee and the tuition of the academic program to which the learner has been admitted

Terms and Conditions

- Awardees must register in the semester that he/she has been admitted.
- The scholarship requires continuous active enrolment. It is expected that learners will complete the program as per the guiding policies (i.e. study load, attendance, minimum and maximum study periods, transfer of credit, etc.).
- The continuation of the scholarship is subject to learners maintaining a minimum cumulative grade point average (CGPA) of 2.50 out of 4.00 If an awardee's CGPA falls below 2.50 out of 4.00 at the end of any semester the scholarship will be automatically suspended for one semester. If he/she improves his/her CGPA to maintain the accepted minimum in the next semester, he/she will benefit from the scholarship for the following semesters. This rule applies only once otherwise the scholarship will be discontinued.
- Change of program will result in the discontinuation of the scholarship.

➢ **DISTINGUISHED LEARNERS' SCHOLARSHIP**

Eligibility

- Be on the Dean's List at least twice during their study period;
- Have a cumulated CGPA of minimum 3.70 as of the last semester academic record.
- Join any HBMSU postgraduate program within a maximum of two semesters post their graduating semester.

Terms and Conditions

- The continuation of the scholarship is subject to learners maintaining satisfactory academic performance at the end of each semester. If the CGPA falls below 3.0 at the end of any semester (as per related policy) the scholarship will be suspended for one semester. If he/she improves his/her CGPA to maintain the accepted minimum in the next semester, he/she will benefit from the

scholarship for the following semesters. This rule applies only once otherwise the scholarship will be discontinued.

- Change the program shall result in discontinuation of the scholarship.

- **HBMSU SPECIAL SCHOLARSHIP**

Hamdan Bin Mohammed Smart University Special Scholarship is offered to all needy learners for any program at HBMSU.

Eligibility

- Applicants to undergraduate, Master, and PhD programs

Criteria

- The main criteria for this scholarship are high performance learners who have some financial needs and meeting all the program entry requirements.
- The applicant shall fill the Scholarship Application Form and shall attach all required documents and evidences listed as per the evaluation criteria.
- The scholarship entitles the successful recipient to a waiver of the program tuitions (any other fees including are excluded) for the whole program until graduation subject to active enrolment.

Terms and Conditions

- Awardees must register in the semester that he/she has been admitted to.
- The scholarship requires continuous active enrolment. It is expected that learners will complete the program as per the guiding policies (i.e. load, attendance, minimum and maximum study periods, transfer of credit, etc.).
- The continuation of the scholarship is subject to learners maintaining a minimum cumulative grade point average (CGPA) of 2.5 out of 4.0 for undergraduate and 3.0 out of 4.0 for postgraduate. If an awardee's CGPA falls below the specified minimum at the end of any semester the scholarship will be automatically suspended for one semester. If he/she improves his/her CGPA to maintain the accepted minimum in the next semester, he/she will benefit from the scholarship for the following semesters. This rule applies only once otherwise the scholarship will be discontinued.
- Change of program shall result in discontinuation of the scholarship.

➢ **UNIVERSITY SEMESTER BASED SCHOLARSHIPS (summer semester not included)**

- All new officially admitted learners to 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 of the program for the first semester they are enrolled. Transferred learners are excluded from this scholarship.
- A continuing full-time undergraduate learner who achieves a minimum semester GPA of 3.60 out of 4.00 in a given semester where the academic load is 15 C/Hrs minimum, is entitled to a tuition remission of 15% of the tuitions for the following semester he/she will enroll in.
- All new officially admitted learners to Postgraduate Programs (Master degrees) who demonstrate academic excellence in their undergraduate studies by achieving a minimum cumulative grade point average of 3.60 out of 4.00 or its equivalent are entitled to the tuition remission of 20% of the registration fees for the first semester he/she is enrolled in. Transferred learners are excluded from this scholarship.
- A continuing full-time postgraduate learner (Master degrees) who achieves a minimum semester GPA of 3.70 out of 4.00 in a given semester where the academic load is 9 C/Hrs minimum is entitled to a tuition remission of 15% of the tuitions for the following semester he/she will enroll.
- A continuing full-time postgraduate learner (Ph.D.) who achieves a minimum semester GPA of 3.70 out of 4.00 in a given semester where the academic load is 9 C/Hrs minimum is entitled to a tuition remission of 15% of the tuitions for the following semester he/she will enroll (not applicable for dissertation).

➢ **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, and meets the satisfactory academic progress requirements; if the staff/learner has received an academic warning, the scholarship will be automatically discontinued; shall he/she remove the academic warning in the next semester, he/she will benefit from the scholarship for the following semester.
- Staff are responsible for obtaining the approval of the respective VC/Chancellor for the study program (study major) in advance. In the case where a conflict of interest arises, the staff member will be required to sign a confidentiality/non-Disclosure agreement before they start their studies.

- A staff member who is granted the 20% scholarship will be required to serve HBMSU for a period of one year following his graduation, in the case where this requirement is not fulfilled, the staff member will be required to refund the University the full scholarship amount.
- The staff scholarship is granted per semester, HR shall approve the scholarship prior to each semester.
- Staff scholarship shall not be granted for back dated semesters.
- 2Staff scholarship shall not be applied on pro-rata basis or during a running semester,
- Staff scholarship shall be discontinued by HR for the upcoming semesters in case of the occurrence for once of the following reasons:
  a. If the staff receives any official warning notice / letter.
  b. Performance appraisal result is below expectation.
  c. Staff receives official contract termination.

➢ **University Partner (HBMSU Staff members are excluded from this category)**

- 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.
- 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.
- Learners whom one of their parents are working in government sectors or spouse, son or daughter shall be entitled to 10% discount.
- The learner shall apply for this scholarship and attach the required documents at the beginning of each semester.
- Adding new organizations to the partner's list shall be recommended by the University Registrar and approved by the VCLD.

➢ **Sponsored Learners**

- Some learners are sponsored by government bodies, public organizations, private organizations, or individuals. Such learners shall submit an official letter from their sponsor directed to the University Registrar, clarifying the conditions governing the sponsorship.

- However, a learner's sponsor, if any, shall be able to receive an official transcript whenever requested or at the end of each semester. The sponsored learners shall pay all fees not covered by the sponsorship letter.
- In case the sponsor wishes to withdraw the sponsorship, the learner shall be responsible for any outstanding payment.
- Discounts will not be given to sponsored learners.

➢ **Learners Discount:**

- Discount may apply to Casual ,Committed Learners and Concentrated Learners (excluding PhD) upon registration for courses for entire group, and according to the following terms: 2.6.1.The continuation of the granted discount for concentrated learners is subject to active enrolment in the first semester.
- Incase a concentrated learner from the entire group drop/withdraw up to the last day of the add/drop, the discount will not be granted.
- 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.
- If a minimum of 4and up to 7 learners from the same organization register for a given course, a 20% discount will be given on the course fee.
- and more learners from the same organization will be granted 30% discount on the course fee. Discount granted is subject to active enrolmentby all learner in the group in the first semester
- Congress attendees are not included in the above categories

➢ **HBMSU Alumni:**

- HBMSU Alumni are entitled to a tuition remission of 10% of the tuition when they join any Master program at HBMSU.
- HBMSU Alumni Group Discount: (1) Group discount can be granted to HBMSU Alumni when joining Master program at HBMSU through Alumni Association and subject to the following conditions:
  a. If a minimum of 3 Alumni register for a given course, a 10% discount will be given on the course fee.
  b. If a minimum of 4 and up to 7 Alumni register for a given course, a 20% discount will be given on the course fee.

c. A group of 8 and more Alumni register for a given course will be granted 30% discount on the course fee.

d. Discount granted is subject to active enrolment by all learner in the group in the first semester

- **UAE Nationals working in private sector and holders of ABSHER card are entitled to a tuition remission of 10% of the tuition (applicable on UG level only)**

General Conditions

- All required documentation, if any, must be presented prior to the scholarship or grant being awarded as per the published deadlines.
- A learner cannot be granted more than one scheme at a time. In the case where a learner is eligible for more than one scheme, the one with the highest benefit to the learner will be applicable.
- Ph.D. dissertation is not covered by any scheme.
- Repeated Courses will not be covered by any of the above listed schemes. The cost related to repeated courses will be added to learners' financial statement three weeks from the start of each semester.
- Program based scholarships covers full program tuition fees within all semesters including summer, no other fees like e-Books/Books, MAP, or any other administrative fee are covered with those schemes.
- Semester based scholarships covers regular semesters and not including summer, no other fees like e-Books/Books, MAP, or any other administrative fee are covered with those schemes.

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 ChatBot Support Service. 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: Smart Reference Service, Smart Borrowing Service, Current Awareness, Inter-Library Loans ...etc. The Smart library regularly conducts live 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.

Furthermore, the Smart Library provides sufficient and appropriate equipment, such as workstations, printers, electronic imaging equipment, to allow learners, faculty, and staff to access electronic resources, perform searches, copy materials within limits prescribed by copyright laws, and study.

The Smart Library facilities includes:

- (1) Modern photocopy and printer, linked to user account.
- (5) Group Study Spaces and a Presentation Practice Spaces. Booking available online through library portal.
- Wireless connections.
- (14) Computers for users use.

Available resources to support HBMSU programs include:

- **E-Books:**
  - EBSCO Academic Collections.
- **eJournals:**
  - EBSCO Business Source Ultimate.
  - Emerald.
  - EBSCO Medline Complete.
  - EBSCO Education Source.
  - E-Marefa.
- **Dissertations:**
  - PDQT (Dissertations) ProQuest.
  - ETHOS.
  - NDLTD.
- **Research Tool:**
  - RefWorks.
- **HBMSU Collations:**
  - HBMSU Dissertations Repository.
  - HBMNSU Publications Repository.
  - LCMS Repository.
- **Open Access Resources:**
  - More than 500 databases.

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 forth is a Mac lab. The labs are further equipped with LCD projectors and sound systems.

e-Orientation Program

The purpose of the e-orientation program is to introduce new learners to Hamdan Bin Mohammed Smart University, its policies and procedures, virtual learning environment and available services. Besides that, the e-orientation program prepares learners for a quantum transition from conventional learning to the virtual 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 conducts numerous virtual workshops, training sessions, and lectures on variety of topics. The purpose of these virtual events is to enhance and improve learners' skills and competencies.

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 along with the LC organizes a variety of learners virtual 'events. These include: Competition events, social events, and celebrations, which include various activities involving learners, faculty and staff.

My Smart Hub is a platform on Smart Campus which enriches the learners experience through conducting virtual events, online competitions and interactive activities, as well as learning about new volunteer opportunities and enriching knowledge regarding health and lifestyle issues and topics.

Career Services

- **Career Services:**
- The primary aim of the career services is to build bridges connecting learners, alumni, and fresh graduates with employers and career opportunities by providing a range of services through career planning, personal counseling and career advising services, career opportunities and placement services.
- **Career services include:**
- - Assisting prospective and new learners in clarifying their interests and skills (Self-Assessment Tests).
- - Familiarizing learners with career development resources.
- - Assisting learners in planning for a career.
- - Identifying internship and training opportunities for learners.
- - Assisting learners in acquiring the necessary skills to meet the market's requirements (i.e. time management, communication and interpersonal skills, etc.).
- - Finding employment opportunities for the Alumni.
- - Providing career advising and personal counseling.

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 be a leading smart business school that shapes the education of the future by offering innovative solutions to life-long learners globally

School Mission

We adopt a learner-centered approach to educate the leaders of the future by leveraging smart technologies and relying on practice-based methodologies. We aim to foster an entrepreneurial, innovation and quality mindset to enable our life-long learners to play a leadership role and make a positive impact in their communities and beyond.

School Objectives

The School's key objectives are:

- To create a learning environment that encourages a spirit of critical inquiry and intellectual curiosity in relation to all disciplines offered by the school.
- 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.
- To foster a mindset of innovation and entrepreneurship among our life-long learners.

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.

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 an 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 an 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:

Knowledge (K):

K1: Critically evaluate the various approaches and philosophies of quality management.

K2: Assess critical success factors of quality and organizational excellence.

K3: Analyze theories and frameworks of organizational excellence and their applications and implications in different economic sectors.

Skill (S):

S1: Demonstrate advanced skills in researching and critically analyzing emerging issues in organizational settings.

S2: Apply innovative problem-solving methods and techniques to resolve organizational issues.

S3: Employ highly specialized communication to achieve organizational excellence.

Autonomy and Responsibility (AR):

AR1: Work independently towards completing quality management projects.

Role in Context (RC):

RC1: Engage effectively in diverse workgroups and diverse organizational settings.

Self-Development (SD):

SD1: Address complex ethical workplace issues in organizational decisions making.

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**
QLTY633	Total Quality Management	3	None
OPER621	Business Process Management	3	None
RESM610	Research Methods	3	None
QLTY623	Principles of Business Excellence	3	None

Semester 2				
Course code	**Course Name**		**Credit hours**	**Pre-requisites**
QLTY646	Performance Management		3	None
QLTY640	Quality Tools and Techniques		3	None
OPER612	Operations and Supply Chain Management		3	None
BUSS698	Dissertation 1, **OR**	Select One	3	12 Cr/ Hrs **AND** RESM610
	Elective 1			

Semester 3				
Course code	**Course Name**		**Credit hours**	**Pre-requisites**
MGMT670	Strategic Management		3	None
QLTY651	Service Excellence		3	QLTY633
MISM610	Information Technology Management		3	None
BUSS699	Dissertation 2, **OR**	Select One	3	BUSS698
	Elective 2			

Program Electives			
Course code	**Course Name**	**Credit hours**	**Pre-requisites**
RESM630	Foresight and Agility	3	None
MKTG620	Customer Centricity	3	None
FINC610	Financial Management	3	None
MGMT611	Change Management (I)	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:

Knowledge (K):

K1. Develop highly specialized knowledge in innovation and change management and its application in local, regional and global contexts.

K2. Appraise the concepts and principles of quality and excellence in the context of innovation and change management.

Skill (S):

S1. Formulate effective innovation and change management strategies for organizations.

S2. Apply problem-solving skills through the use of appropriate quantitative and qualitative techniques.

S3. Display a range of effective communication skills appropriate for various workplace settings through presentations and technical report writing.

Autonomy and Responsibility (AR):

AR1. Display autonomy and responsibility through independent work.

Role in Context (RC):

RC1. Perform role in context by undertaking and successfully completing projects in innovation and change management areas that require planning, organizing, delegating and controlling team activities from a diverse membership.

Self-Development (SD):

SD1. Assess the impact of values, ethics and culture on change in an organizational context.

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**
QLTY620	TQM and Business Excellence	3	None
ENTR612	Innovation and Entrepreneurship	3	None
RESM610	Research Methods	3	None
MISM610	Information Technology Management	3	None

Semester 2				
Course code	**Course Name**		**Credit hours**	**Pre-requisites**
OPER621	Business Process Management		3	None
MGMT611	Change Management I		3	None
ENTR640	Innovation Strategies		3	None
BUSS698	Dissertation 1, **OR**	Select One	3	12 Cr/ Hrs **AND**, RESM610
-	Elective 1			-

Semester 3				
Course code	**Course Name**		**Credit hours**	**Pre-requisites**
MGMT 675	Change Management II		3	MGMT611
MGMT696	CAPSTONE: Innovation and Change Management		3	MGMT 611 AND ENTR612
MGMT670	Strategic Management		3	None
BUSS699	Dissertation 2, **OR**	Select One	3	BUSS698 **AND** MGMT611
-	Elective 2			-

Program Electives			
Course code	**Course Name**	**Credit hours**	**Pre-requisites**
MGMT625	Organizational Behavior and Leadership	3	12 CrdtHrs
ENTR675	Corporate Entrepreneurship	3	None
OPER612	Operations & Supply Chain MGMT	3	None
ENTR661	Innovation in Smart Products and Services	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:

Knowledge (K):

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

Skill (S):

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.

Autonomy and Responsibility (AR):

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

Role in Context (RC):

RC1. Demonstrate role in context by undertaking and successfully completing projects that require liaising effectively with individual team members from different functional areasRIC2 Demonstrate autonomy, judgment and responsibility in project planning and execution through both independent work as well as part of a project team

RC2. Demonstrate autonomy, judgment and responsibility in project planning and execution through both independent work as well as part of a project team

Self-Development (SD):

SD.1 Demonstrate self-development through taking responsibility for own future learning needs under different situations

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
RESM625	Data Analysis for Managers	3	None
OPER612	Operations and Supply Chain Management	3	None

Semester 2			
Course code	**Course Name**	**Credit hours**	**Pre-requisites**
RESM611	Research Methods for Project Management	3	RESM625
PROJ672	Project Planning and Scheduling	3	None
PROJ633	Project Cost and Finance	3	None

Semester 3				
Course code	**Course Name**		**Credit hours**	**Pre-requisites**
PROJ682	Project Risk Management and Decision Making		3	None
PROJ640	Program and Portfolio Management		3	None
BUSP698	Dissertation 1, **OR**	Select One	3	RESM611
	Elective 1			None

Semester 4				
Course code	**Course Name**		**Credit hours**	**Pre-requisites**
PROJ696	Project Management Application		3	21 Credit Hrs
QLTY620	TQM and Business Excellence		3	None
BUSP699	Dissertation 2, **OR**	Select One	3	BUSP698
	Elective 2			None

Program Electives			
Course code	**Course Name**	**Credit hours**	**Pre-requisites**
MISM610	Information Technology Management	3	None
MGMT670	Strategic Management	3	None
ENTR640	Innovation Strategies	3	None
MGMT625	Organizational Behavior & Leadership	3	None
ENTR612	Innovation and Entrepreneurship	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:

Knowledge (K):

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.

Skill (S):

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.

Autonomy and Responsibility (AR):

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.

Role in Context (RC):

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.

Self-Development (SD):

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
MGMT625	Organizational Behavior and Leadership	3	None
RESM610	Research Methods	3	None

Semester 2			
Course code	**Course Name**	**Credit hours**	**Pre-requisites**
ENTR640	Innovation Strategies	3	None
MISM610	Information Technology Management	3	None
MKTG610	Entrepreneurial Marketing	3	None

Semester 3				
Course code	**Course Name**		**Credit hours**	**Pre-requisites**
ENTR630	Entrepreneurial Leadership		3	None
FINC610	Financial Management		3	None
BUSS698	Dissertation 1	Select One	3	RESM610
-	Elective 1			-

Semester 4				
Course code	**Course Name**		**Credit hours**	**Pre-requisites**
ENTR675	Corporate Entrepreneurship		3	None
ENTR620	Entrepreneurial Planning		3	21 Crd/Hrs
BUSS699	Dissertation 2	Select One	3	BUSS698
-	Elective 2			-

Program Electives			
Course code	**Course Name**	**Credit hours**	**Pre-requisites**
HRMT610	Human Resource Management in a Dynamic Environment	3	None
RESM625	Data Analysis for Managers	3	None
PROJ610	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.

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

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:

Knowledge (K):

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.

Skill (S):

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.

Autonomy and Responsibility (AR):

AR1. Demonstrate autonomy and responsibility through independent work as well as part of a team in a range of contexts.

Role in Context (RC):

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.

Self-Development (SD):

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
MGMT625	Organizational Behavior & Leadership	3	None

Semester 2			
Course code	**Course Name**	**Credit hours**	**Pre-requisites**
MGMT611	Change Management I	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**	Select One	3	RESM610
-	Elective 1			-

Semester 4				
Course code	**Course Name**		**Credit hours**	**Pre-requisites**
HRMT620	International Human Resource Management		3	-
HRMT680	Strategic Human Resource Management		3	-
BUSS699	Dissertation 2, **OR**	Select One	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

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.
PROJ 696	Project Management Application	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.
MGMT610	Change Management	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.
MKTG620	Customer Centricity	In the present-day competitive business environment, focusing on customer satisfaction through 'transactional dealings' is no longer sufficient and is only considered as a basic step. Developing a solid relationship through a process of continuous evaluation and analysis of their needs and requirements, and adopting a responsive, flexible, innovative and smart approach are likely to carve a competitive edge for the firm. This course will, therefore, focus on Customer Relationship Management (CRM) anchored in a customer-centric paradigm. Learners will be able effectively to apply CRM through customer-centric strategies for enhancing organizational performance. Class discussions will focus on practical issues in CRM and facilitate the understanding of the technologies and processes currently applied to foster a culture of customer-centricity in a cross-section of organizations in the UAE and elsewhere in the Middle East.
RESM625	Data Analysis for Managers	This course provides an introduction to data analysis for managers and business decision-makers. The focus of the course is on developing expertise in analytical tools available to business executives operating in a global business environment. The aim is for learners 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. Practical application of the concepts and interpretation of computer generated output facilitate enhanced learner experience in the use of statistical tools for decision-making, and to understand risk and uncertainty using quantitative data
BUSS699	Dissertation II	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 2 has been conceptualized to develop learners' abilities to firstly apply the proposed research methodology to conduct a substantive piece of field work as appropriate, collect and analyze primary or secondary data using appropriate tools, draw meaningful conclusions and discuss its implications. Further it aims at enabling learners to write a comprehensive academic report on the work that was achieved, demonstrating standard academic writing skills, exhibiting logic, critical thinking, and clarity and following recommended referencing practices. Finally, the Dissertation 2 culminates in determining the learner's ability to defend various elements of the research project in an oral examination with high conviction and autonomy and summarize the findings.
BUSS698	Dissertation I	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.
ENTR 630	Entrepreneurial Leadership	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.
MKTG 610	Entrepreneurial Marketing	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.

ENTR620	Entrepreneurial Planning	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.
ENTR675	Corporate Entrepreneurship	The course focuses on equipping potential corporate entrepreneurs with the required knowledge, skills and competencies to leverage existing resources, capabilities and innovation practices in an established enterprise to sustain profitable growth. Learners analyze the different factors supporting the establishment of a conducive ecosystem for innovation and entrepreneurship and discuss different types of entrepreneurial initiatives including innovations in service, channels, brands, business models, networks, customer experience, and intellectual property models.
FINC610	Financial Management	This course focuses on tools and techniques used in modern financial management. Material in the course is designed to provide 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 techniques used in analyzing financial statements, working capital management, evaluation of alternative investment opportunities, etc. As a result they will be able to prepare financial plan for a startup company, something essential for entrepreneurial leadership. The course also deliberates on problems faced by entrepreneurial leaders in finding suitable sources of financing especially for new companies or new projects
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. Emphasis is placed 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 Islamic framework and evaluates initiatives taken by different countries to implement an Islamic economic system.

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.
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 Shariah principles governing Islamic banking and finance, the structure of financial system, the relevant regulatory framework and the Shari'ah legal issues relevant to Islamic banking and finance industry. Special reference will be made to documentation issues, the Shariah governance and the prospect of harmonization of Islamic legal rulings in Islamic finance. *The spelling of the word "Sharia" is only different in both course descriptions.*
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.
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.
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	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
PROJ 610	Project Management Fundamentals	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).

PROJ 682	Project Risk Management and Decision Making	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
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.
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.
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.
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 examine the various categories of Hukm Shar'i such as obligatory (wajib), recommended (mandub), forbidden (haram), abominable (makruh) and permissible (mubah). Important legal maxims (qawaid fiqhiyyah) 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).
ENTR612	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.
QLTY633	Total Quality Management	This course discusses the evolution and development of total quality management (TQM) in terms of both theoretical underpinnings and practical knowledge applicable to real world manufacturing and service organizations. It covers the precepts of TQM with a particular focus on system orientation, employee orientation, process orientation and learning orientation. Given the paramount importance of TQM as a potential source for obtaining competitive advantage, the course lays stress on how to sustain a competitive advantage in quality. In this respect, the course presents an overview of TQM sustainability and its antecedents: identification of critical success factors of quality management, creation of a quality culture, and use of a balanced perspective to

		measuring the performance impact of TQM
OPER621	Business Process Management	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.
QLTY646	Performance Management	As the classic say goes: if you can't measure it, you can't improve it?. This course discusses the theory and practice of performance management and measurement with a particular focus on how effective performance management and measurement systems assist organizations to achieve their vision and satisfy the organization's mission. It covers the origins, evolution and basic definitions of performance management and measurement and the importance of performance management and measurement in supporting a culture of continuous improvement. In the light of the limitations of traditional financial measurement techniques, the course examines modern performance management and measurement systems which are found to be compatible with new demands in today's business world. More specifically, this course discusses the design and implementation of several modern performance management and measurement systems such as activity-based cost (ABC), the PRISM MODEL, the Balanced Scorecard (BSC), benchmarking, the service scorecard. The course also highlights the role of IT in driving performance measurement in terms of gathering and analyzing data
QLTY651	Service Excellence	The growth of service industries around the World has increased very significantly over the past years. To secure their competitive positions and maintain long-term relationships with customers, many organizations concentrate on achieving customer delight through service excellence. Service excellence seems to become a critical success factor for organizations because it refers to not only the provision of excellent service quality or exceeding a customer's service expectations but also to lead to positive consequences such as customer delight and customer loyalty. The course explores service quality/excellence models, service based operations and service processes and highlights the significance of excellent services in modern business environments.
RESM630	Foresight and Agility	Foresight: Exploring the Future is a course about the methods and tools that professional futurists use to help managers understand and influence the future. The course is organized around the six framework activities: framing, scanning, forecasting, visioning, planning, and acting. Learners will also be exposed to techniques and guidelines for carrying out successful strategic foresight.
MGMT611	Change Management 1	The world is changing at a much faster pace than ever before and organizational change affects every individual, every business, and every government. In fact,

		change is the only constant in today's ever-changing world. This course explores theories and concepts, which explain how to gain acceptance and buy-in when new change initiatives are introduced to the organization. This course offers insights into different frameworks and ways of approaching change at an individual, team and organizational level. Learners will study some models, tools and techniques that bridge the gap between the purely academic and the more pragmatic aspects of management theory and practice. The intention is to assist learners to make sense of the changes that they will undergo, initiate and implement.
MGMT675	Change Management 2	Change is a reality in today's businesses. The rapid pace of transitions that accompany change does not happen without a cost. It is people who have to understand, implement, and cope with the consequences of changes in organizations. The course provides practical, step-by-step strategies for minimizing disruptions and navigating uncertain times, with a particular focus on the human dimension of change.
MGMT696	CAPSTONE: Innovation and Change Management	This Capstone course provides the opportunity for learners to demonstrate their mastery of knowledge and skills gained through completing a number of other courses in the Innovation and Change Management program. Learners are required to demonstrate their mastery through completing a Paper of Publishable Quality (PPQ) on any topic related to Innovation and Change Management.
ENTR661	Innovation in Smart Products and Services	Entrepreneurs play an important role in initiating the process of revolutionary inventions and innovations. Based on the digital revolution trend and the opportunity to innovate in a "smart city" environment like Dubai, this course stresses the importance of creativity, invention and innovation in the context of entrepreneurship in a "smart city". It provides coverage of both marketled demand-pull factors and innovation-push factors. Incorporating creative thinking and best practices in innovative "smart" product/service development, this course will help learners understand how to create a new "smart" product/service development process and position it to gain a competitive advantage. The major output of this course is the identification of an entrepreneurial opportunity in a smart product or service and the development of real prototype.
QLTY620	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.

School of Business & Quality Management Faculty Roster



Professor Rock-Antoine Mehanna

Dean of School of Business and Quality Management

PhD – Southern University, USA

Prof. Rock-Antoine Mehanna has more than twenty-five years of academic, international, leadership, consultancy, and managerial experience in several industries, including higher education. He is the former Dean of the School of Business at Sagesse University in Lebanon. He has taught at several major universities in the United States, France, the United Kingdom, and Lebanon. He has received his graduate studies and professional training in the U.S. Dean Mehanna's areas of specialty are in strategy, innovation, business simulation, international business, marketing management, and leadership. He has worked as a consultant to several corporations and multinational agencies, including The World Bank, around the world (USA, Middle East, Africa, Europe, and Southeast Asia). He is the author of eleven books and has published over fifty-five articles in international peer-reviewed journals. He serves on the editorial boards of seven international refereed journals in the U.S. and Europe. He holds a Ph.D. in Policy Analysis/Business Policy, an MBA in Finance, and a B.S. in Management and Marketing. He is the recipient of several research awards. Dean Mehanna is a creative problem-solver, critical and analytical thinker, detail oriented, innovative, effective team player, and interpersonal communicator.



Dr. Sanjai Kumar Parahoo,

Associate Professor

PhD in Services Management (University of Mauritius / FACIREM, La Réunion)

Program Chair for Management & Financial Studies Programs – PG

- MSc of Science in Innovation and Change Management
- MSc in Human Resources Management
- MSc of Management in Entrepreneurial Leadership

Dr Sanjai K Parahoo holds a Bachelor in Technology from Indian Institute of Technology-Delhi, India; a Graduate Certificate in Business (Distinction) from Curtin University of Technology, Perth, Australia; an MBA (Distinction, University Gold Medal and DCDM cash prize and trophy) from the University of Mauritius. Dr Sanjai has extensive experience in innovation management and contract research, having led projects of African and international funders in various African countries. His areas of research interest include Services Management and Innovation, and he published in some leading journals in the field, as well as several case studies in the MENA region.



Dr. Shamim Ahmad Siddiqui,

Associate Professor

PhD (Economics) degree in 1989 from Temple University, USA.

Program Chair for Management & Financial Studies Programs – UG

- Bachelor of Business in Accounting
- Bachelor in Business and Human Resources Management

Taught courses in economics and Islamic Finance at the University of Brunei Darussalam, University of Karachi and Temple University.

Published journal articles and papers in the areas of international trade, labor and development economics.

Worked as an Economics Consultant for various development projects undertaken by public sector departments of governments of Brunei, Sri Lanka and Pakistan a number of them sponsored by international agencies.



Dr. Ahmed Al-Nakeeb,

Assistant Professor

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

Program Chair for Quality & Operation Management Programs – UG

- Bachelor of Business & Quality Management

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. Bostjan Gomiscek

Associate Professor

PhD – University of Technology Vienna, Austria, Egypt

Program Chair for Quality & Operation Management Programs – PG

- MSc in Organizational Excellence
- MSc in Project Management

Prior to his appointment to Hamdan Bin Mohammed Smart University Boštjan Gomišček (PhD - University of Technology Vienna, Austria) was working with different universities and research institutions: University of Wollongong in Dubai (UAE), University of Maribor and University of Ljubljana (Slovenia), University of Technology Vienna and Austrian Academy of Science (Austria). While working at this institutions he was occupying different positions (Associate Dean Research, Head of Quality Management Laboratory, Journal

Co-Editor, Head of Quality Assurance Committee, Guardian of the PhD program, etc.) and has been an active researcher interested in the multidisciplinary area of research - quality management and its role in organizational performance, business excellence, sustainability, health care, asset management & air pollution management. He took part in several national and international research projects within the EU research frameworks. His publication record contains over 350 items; he published in reputable journals, such as – but not limited to - JCLP, AE, IJOPR, JCN, TQM&BE and co-authored two text-books.



Dr. Ying-Ying Liao,

Associate Professor

PhD in Quality, University of Kent, UK

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 - 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

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. Mohamed El Baradie,

Assistant Professor

Ph.D. in Accounting, University of Durham. UK

Dr. Mohamed El Baradie is an Assisstant 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. Riham Rizk

Associate Professor

PhD Corporate Social Disclosures, Durham University, UK

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. Shaima AlHarmoodi

Assistant Professor

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

Dr. Shaima AlHarmoodi is an Assistant Professor at Hamdan Bin Mohammed Smart University. Prior to her appointment, Dr. Shaima competed 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. Meera Alreyaysa

Assistant Professor

PhD in Project Management, The British University in Dubai in association with the University of Manchester

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. Omyma Shehata

Assistant Professor

Ph.D TQM Arab Academy for Science & Technology, Egypt

Dr. Omyma is a faculty member in the School of Business and Quality Management. She is a TQM Expert with over thirty years of combined solid and in-depth experience in Academia Management, Quality Assurance Internal Audit, Training, and knowledge transfer. She is an academic advisor and supervised several postgraduate Thesis. She is also a certified leadership coach with a Professional Diploma in Mindfulness and Corporate Resilience.

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 three 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 is accredited 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.
- 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:

Knowledge (K):

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.

Skill (S):

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.

Autonomy and Responsibility (AR):

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.

Role in Context (RC)

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.

Self-Development (SD):

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 code	**Course Name**		**C/H**	**Pre-requisites**
TECH611	Developing Multimedia Material		3	None
TECH612	Introduction to Educational Gaming & Simulation		3	None
LEAD791	Dissertation 1, **OR**	Select One	3	LEAD600
-	Elective 1			None

Semester 4				
Course code	**Course Name**		**C/H**	**Pre-requisites**
LEAD792	Dissertation 2, **OR**	Select One	3	LEAD791
TECH790	Capstone			LEAD600
-	Elective 2	-	3	
-	Elective 3	-	3	

Program Electives			
Course No	**Course Name**	**C/H**	**Pre-Requisites**
TECH790	Capstone Project	3	LEAD600
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 is accredited 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 programs. 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

On completion of the Master of Arts in Online Curriculum and Instruction program, learners will be able to:

Knowledge (K):

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.

Skill (S):

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.

Autonomy and Responsibility (AR):

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.

Role in Context (RC)

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

RC2: Lead the strategic development and implementation of professional teams and self in the design, development, delivery and assessment of online curricula.

Self-evelopment (SD):

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

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
CISD612	Principles of Testing & Assessment	3	None

Semester 3				
Course code	**Course Name**		**C/H**	**Pre-requisites**
CISD611	Effective Design and Delivery for Online Courses		3	None
TECH 613	Contemporary Issues in e-Learning		3	None
LEAD791	Dissertation 1, **OR**	Select One	3	LEAD600
-	Elective 1			None

Semester 4				
Course code	**Course Name**		**C/H**	**Pre-requisites**
LEAD792	Dissertation 2, **OR**	Select One	3	LEAD791
CISD790	Capstone Project			LEAD600
-	Elective 2	-	3	
-	Elective 3	-	3	

Program Electives			
Course No	**Course Name**	**C/H**	**Pre-Requisites**
CSDI790	Capstone Project	3	LEAD600
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
TECH621	m-Learning	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:

Knowledge (K):

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.

Skill (S):

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 analyse 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.

Autonomy and Responsibility (AR):

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.

Role in Context (RC)

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.

Self-Development (SD):

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**	Dissertation Track	Select One Track	2 x 3 Crd.	LEAD600
-	Elective 1				-
-	Elective 1 **AND**	Capstone Track			-
-	Elective 2				-

Semester 4					
Course No	**Course Name**			**C/H**	**Pre-Requisites**
LEAD613	Educational Finance and Budgeting			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				-

Program Electives			
Course No	**Course Name**	**C/H**	**Pre-Requisites**
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
TECH621	m-Learning	3	None

ماجستير التربية في تربية الموهوبين والفائقين

عدد الساعات: 36

وصف البرنامج

برنامج ماجستير التربية في تربية الموهوبين والفائقين، هو فرصة للتعلم مدى الحياة، تم تصميمه بطريقة ذكية مبتكرة لكي يسهم في تكوين وتطوير القدرات والطاقات البشرية القادرة على الكشف عن الموهوبين والفائقين وتطوير قدراتهم ورعايتهم، لإعداد أجيال المتعلمين القادرين على قيادة الابتكار وريادة الأعمال الإبداعية وإعادة هندسة المستقبل لتحقيق التقدم بكافة قطاعات التنمية بدولة الإمارات العربية المتحدة والعالم العربي.

وتم تطوير هذا البرنامج ليعد الدارس على مستوى الدراسات العليا (دبلوم الدراسات العليا والماجستير)، ويمكّنه من تكوين القدرات والمهارات، وتطوير الكفايات النظرية والعملية والبحثية المتخصصة، بالقدر الذي يؤهله للعمل بمجال تربية الموهوبين والفائقين - كشفا وتدريسا وتدريبا وإرشادا وتوجيها ورعاية وتقويما وتطويرا - حيث من المتوقع أن يتمكن الدارس من الفهم العميق والتحليل والتقييم العلمي الدقيق لخصائص وسمات الموهوبين، والفائقين، والمبدعين؛ وتصميم وتطوير البرامج التربوية والارشادية التي ترقي مهارات التفكير والتعلم والابتكار لديهم. كما سيتمكن الدارس من تصميم وتنفيذ وتقويم البحوث الأصيلة والحديثة وإنتاج المشروعات الإبداعية، وتصميم البرامج العملية التي تعالج القضايا والمشكلات الميدانية بهذا المجال العلمي الحيوي بطرق ابتكارية غير تقليدية.

كما يؤهل هذا البرنامج الخريج للعمل إما كمعلم أو كمدرب أو كمرشد نفسي وتربوي، أو كباحث، أو مطور برامج بمجال تربية الموهوبين والفائقين، والتربية الخاصة، حيث سيقوم الدارس بدراسة 36 ساعة دراسية معتمدة عن بُعد، تتوافق وتتسق مع العبء الدراسي للدراسين بالمستوى التاسع من المنظومة الوطنية للمؤهلات. يتم طرح وتقديم وتوزيع هذا العبء الدراسي على مجموعة المقررات/المساقات المقدمة بالبرنامج (12 مقررا/مساقا)، تم تنظيمها وتصميمها ارتقائيا لتحقيق التكامل وضمان العمق والاتساع في تقديم المعرفة الأصيلة والحديثة والمبتكرة في هذا المجال.

رسالة البرنامج

يسعى برنامج الماجستير في تربية الموهوبين والفائقين إلى تكوين وتأهيل كوادر بشرية قادرة على إنتاج مشروعات وموارد بحثية، تكون مرجعية متميزة في مجال الكشف عن الموهوبين والفائقين ورعايتهم، للارتقاء بمستوى أداء المتعلم والمعلم والممارس، بما يسهم في تحقيق طموحات التنمية التعليمية والبحثية المستدامة، داخل دولة الإمارات العربية المتحدة وخارجها.

الاعتماد

هذا البرنامج معتمد من وزارة التربية والتعليم في دولة الإمارات العربية المتحدة.

أهداف البرنامج

الهدف 1	إعداد كوادر من المتخصصين الذين يمتلكون المعارف والقدرات والمهارات التربوية والبحثية المتخصصة اللازمة لتصميم وتطوير وتنفيذ وإدارة وتقويم برامج التعليم والإرشاد النفسي والتربوي والأكاديمي الملائمة لمختلف أنماط الموهوبين والفائقين.
الهدف 2	تكوين مرجعية علمية استشارية تمد أنظمة التعليم والتدريب المدرسي والمؤسسي بالخبرات التي تمكنها من اختيار وتطوير وإدارة وتقييم نظم وطرق وبرامج الكشف عن الموهوبين وإرشادهم ورعايتهم.
الهدف 3	توفير بدائل للتدريب أثناء الخدمة لمعلمي التعليم العام ومعلمي الفئات الخاصة، تمكنهم من اكتساب مهارات التدريس المتمايز والتقييم والإرشاد الدينامي، من خلال دراسة مقررات مختارة بعناية.
الهدف 4	توفير نماذج متنوعة من الأعمال والبحوث والمشروعات الإبداعية والابتكارية في مجال التعلم المستند إلى الدماغ، وبرامج تنمية التفكير الابداعي والناقد للفئات الخاصة، تفيد منها مؤسسات التعليم قبل الجامعي والجامعي، والمؤسسات الحكومية وغير الحكومية المعنية بالموهوبين والفائقين على مستوى دولة الإمارات العربية المتحدة، والدول العربية.
الهدف 5	إعداد كوادر بشرية تقود حركة تخطيط وتطوير وتقويم البرامج التعليمية للنهوض بالطفل الموهوب والمبدع في التعليم العام والخاص في ضوء المعايير والمواثيق الأخلاقية والأطر العالمية بمجال التربية الخاصة.
الهدف 6	إعداد كوادر بشرية قادرة على توظيف تكنولوجيا المعلومات والاتصالات، وأنظمة التعلم الذكي المستحدثة في تحسين وتطوير الممارسات الميدانية الخاصة بمجال تربية الموهوبين والفائقين، وتحقيق الترابط والتواصل المجتمعي والمؤسسي عبر بناء مجتمعات التعلم والممارسة المستدامة.

مخرجات التعلم

بعد الانتهاء من دراسة هذا البرنامج، سوف يتمكن الخريجون من:

المعرفة:

1. تحليل النظريات والنماذج الأصيلة والحديثة المفسرة للسمات والخصائص السيكولوجية والعقلية والاجتماعية والتربوية للموهوبين والفائقين والمبدعين، وطرق التعرف عليهم واكتشاف هذه الخصائص لديهم.
2. استنتاج أهمية المنهج العلمي القائم على البحث والابتكار في تطوير النظريات والنماذج المفسرة للذكاء والإبداع

العام والخاص، والتعلم الآلي المستند إلى الدماغ والنمو المعرفي المتقدم للموهوبين والفائقين.

3. ا لمقارنة بين أنماط وأنواع ومستويات التفكير الناقد والتفكير الإبداعي والتفكير فوق المعرفي والنماذج والبرامج المستخدمة في تنمية وتقييم التفكير ومهارات التعلم لدى الموهوبين والفائقين.
4. المقارنة بين أنماط وأنواع ومستويات التفكير الناقد والتفكير الإبداعي والتفكير فوق المعرفي والنماذج والبرامج المستخدمة في تنمية وتقييم التفكير ومهارات التعلم لدى الموهوبين والفائقين.
5. استنتاج أهمية التكامل والعمل المنظومي بين المدرسة والأسرة ومؤسسات المجتمع في تبني ورعاية الموهوبين وبرامج تطويرهم.

المهارات:

6. تطبيق منهجية علمية متقدمة للكشف عن والتعرف على الموهوبين والفائقين والمبدعين واحتياجاتهم النفسية والاجتماعية والأكاديمية الخاصة.
7. تقييم برامج رعاية وإرشاد وتوجيه ودعم الموهوبين والفائقين نفسيا وأكاديميا واجتماعيا واستخلاص المؤشرات والتوصيات المبتكرة لتطوير هذه البرامج.
8. تصميم وتنفيذ البحوث الإجرائية والتجريبية والنوعية والمشروعات المبتكرة اللازمة لحل المشكلات الميدانية البسيطة والمعقدة في مجال تربية الموهوبين والفائقين واستنتاج الدروس والتجارب المستفادة.
9. تخطيط وتطوير البرامج والتطبيقات اللازمة لتنمية مهارات التفكير ومهارات الحل الإبداعي للمشكلة، في ضوء المتغيرات الناشئة والمستحدثة في مجال النمو المعرفي المتقدم، والاتجاهات الحديثة في التربية الخاصة.
10. توظيف تطبيقات وأنظمة تكنولوجيا المعلومات والاتصالات في ابتكار حلول تربوية إبداعية لدعم الموهوبين والفائقين دعما تربويا وأكاديميا واجتماعيا.

الاستقلالية والمسؤولية

11. تطوير المشروعات والأفكار ونماذج العمل المبتكرة لإدارة عناصر منظومة الكشف والتعرف على الموهوبين والفائقين وتقييمهم وإرشادهم ودعمهم وتحمل مسؤولية تنفيذها واستدامتها.

الدور في السياق:

12. تخطيط وتطوير الأنشطة الاستراتيجية والتنفيذية وقيادة فرق العمل اللازمة لحل المشكلات الميدانية، ومواجهة التحديات الناشئة بمجال تربية الموهوبين والفائقين على مستوى الدولة.

التطوير لذاتي:

13. اتخاذ القرارات اللازمة لإدارة ومواجهة القضايا الأخلاقية بمجال التربية الخاصة في ضوء المعايير والمواثيق الدولية، واستخلاص الدروس المستفادة لتطوير الممارسات الشخصية والمهنية بطرق غير تقليدية.

الخطة الدراسية للبرنامج

الفصل 1 *			
رمز المساق	اسم المساق	ساعات معتمدة	المتطلب السابق/الموازي
GITE601	سيكولوجية الموهوبين والفائقين	3	-
GITE602	الكشف عن الموهوبين والفائقين وتقييمهم	3	GITE602
GITE603	تصميم التعليم والتدريس المتمايز والموجه	3	GITE603
GITE604	تصميم مناهج وبرامج تنمية مهارات التفكير والتعلم	3	GITE604

الفصل 2			
رمز المساق	اسم المساق	ساعات معتمدة	المتطلبات المسبقة
GITE605	نظريات الذكاء والإبداع	3	GITE604
GITE606	توجيه وإرشاد الموهوبين والفائقين	3	GITE605
GITE607	التعلم الآلي المستند إلى الدماغ	3	GITE606
GITE608	مناهج البحث والأساليب الإحصائية	3	GITE607

الفصل 3 **			
رمز المساق	اسم المساق	ساعات معتمدة	المتطلبات المسبقة
GITE609	تقييم التعلم والنمو المعرفي المتقدم	3	GITE608
GITE620	رسالة ماجستير (الجزء الأول)	3	GITE609

لفصل 4			
رمز المساق	اسم المساق	ساعات معتمدة	المتطلبات المسبقة
GITE610	تخطيط وتقويم وإدارة برامج تربية الموهوبين والفائقين	3	GITE609
GITE621	رسالة ماجستير (الجزء الثاني)	3	GITE620

* بعد استكمال دراسة مساقات الفصلين الأول والثاني بنجاح، يُمنح الدارس درجة دبلوم الدراسات العليا في تربية الموهوبين والفائقين

** بعد استكمال دراسة مساقات الفصلين الثالث والرابع بنجاح، يُمنح الدارس درجة ماجستير التربية في تربية الموهوبين والفائقين

School of e-Education Course Descriptions

Course code	Title	Description
CISD600	Learning Theories for Online Education	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. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous).
CISD601	Adult Development & Collaborative Learning	The course on 'Adult Development & Collaborative Learning' addresses a specific audience of mature learners. It emphasizes the orientation of the program towards 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, and work –based learning principles. 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). Building on CSCL as a foundation principle, the course investigates the concepts of learning communities, communities of practice and communities of networked expertise.

		The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous).
CISD610	Principles of Instructional Design	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. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous).
CISD611	Effective Design & Delivery of Online Courses	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. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous).
CISD612	Principles of Testing & Assessment	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. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous).
CISD621	Quality Assurance Strategies for Smart Learning Material	This course introduces the learner to basic strategies and instruments in order to ensure quality of e-Learning materials in terms re-usability and cost-effectiveness. The 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. Some quality assurance strategies at the e-Learning institution level will also be discussed. These refer mainly to what kind of policies and tools an e-Learning institution would benefit from in order to improve cost-effectiveness. In the design or authoring phase, the learner will be introduced to pedagogical, technological, and cultural accessibility factors that influence the quality of e-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. This course will also support learners and users' decision making process of adopting or applying a set of eLearning quality standards, criteria, tools, and mechanisms. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous)
CISD790	Capstone Project	The Capstone is a culmination and test of how much you have gained from the courses in your program and your ability to apply what you have acquired. It is designed to guide you towards meeting the necessary program learning outcomes as you work both independently and with guidance. The capstone will emphasize key areas in the three major outcomes, namely the knowledge , skills and competencies. A successful capstone candidate will demonstrate through on-going assessments, the program knowledge and skills and demonstrate achievement of all the outcomes in the completion of an impactful and innovative project relevant to the core knowledge, skills and competencies of the program. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous).

TECH600	Introduction to Educational Technologies	The main focus of this course is to provide an overview of the field of educational technology related to major theories, disciplines and technical advances that have influenced its evolution. The technologies discussed will include all technologies from traditional to the latest, especially web 4.0 tools, the use of gaming and simulation, mobile devices, social media and artificial intelligence. In addition this courses aims to increase awareness of the need for higher reflective thinking and critical analysis of the processes and effects of technology integration in education. Using project-based and problem-based learning approaches, the course also addresses social, human, ethical, and legal elements of using technology in teaching and learning. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous).
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. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous).
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 objects, projects, and professional web sites. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous).

TECH612	Introduction to Educational Gaming & Simulation	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. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous)
TECH613	Contemporary Issues in e- Learning	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. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous).
TECH620	Digital Libraries & Learning Object Repositories	The Digital Libraries and Learning Object Repositories course addresses the need to comprehend in-depth knowledge and skills about digital libraries and learning object repositories. Apart from that it is important to address the emerging roles of librarians and repository personnel, space allocations and disruptive processes in digital libraries and learning object repositories. It is also important to use analytical skills to evaluate the quality of learning objects in various world-wide repositories using worldwide standards. Other aspects include the importance of metadata and aggregators, the increasing role of free OER repositories, application of intellectual property and copyright issues, especially those related to Creative Commons, curation of learning plans, and the design and creation of innovative futuristic learning repositories and digital libraries. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous).
TECH621	m-Learning	This course investigates the pedagogy and practice of m-Learning as an extended and essential dimension of eLearning. 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 for K-adult, learners , keeping in view the various mobile technologies that are available. Topics will include a focus on learning design, wireless technologies, e-content for m-learning, e-resources and standards, quality of mobile learning content, mobile apps, assessment and evaluation of m-Learning, including the integration m-Learning into blended and online learning environments. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous).
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, components of web accessibility, accessibility principles, major assistive technologies, usability and inclusion perspectives, and 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. A final project based on the learner's personal

		understanding of Web accessibility and its application to his/her domain of work or research will be completed and presented. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous).
TECH623	Planning & Evaluating of Educational Technologies	In this course, learners develop strategies for planning technologies for teaching and learning at program and institutional levels 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. This course exposes learners in the MScIET program to enhance their skills of effective planning and evaluation of educational technology programs drawing on evidence-based practices and future scenarios and challenges. Lastly, learners would develop an understanding of knowledge and skills in ensuring the sustainability of the adoption of educational technologies. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous).
TECH790	Capstone Project	The Capstone course is designed to guide you towards meeting necessary learning outcomes as you work both independently and with guidance through developing your project. The capstone project is a demonstration of your ability to carry out disciplined inquiry and argumentation in smart learning. For your capstone project, you will synthesize prior knowledge with the research necessary and select one of the following options: 1) propose and conduct a short research study on smart learning or 2) develop a smart learning technology product accompanied by other supporting documents or 3) develop a comprehensive literature review related to smart learning culminating in a practical and concrete conceptual framework. The final capstone submission must have theoretical/academic and applied components that embody contemporary teaching and learning theories, and learning design and technology models that are creative and innovative and of international standards. All options require an end of semester presentation prepared for the instructor and/or a panel of faculty and industry. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous)
LEAD600	Research Methods in e-Education	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. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous)
LEAD610	Strategic Planning & Policy Making	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. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous).
LEAD611	Principles for Educational Administration & Leadership	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 evolvement 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 leadership from a setting-free perspective allowing room to tailor the course's content to the professional needs of individual learners. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous)
LEAD612	Innovation and Change Management in e-	The course introduces learners to concepts and foundations of innovation, change management and e-education. It proceeds to present major models of innovation and

	Education	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. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous)
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. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous)
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. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous)
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. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous)
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. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous)
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. The delivery strategy for this course is based on an online blended learning approach that combines the benefits of online collaboration (synchronous) and self-paced learning (asynchronous).
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: • 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: • Completion of field work (when applicable) • Data collection, analysis and conclusions • Comprehensive write up • Convincing oral presentation (viva)
GITE601	سيكولوجية الموهوبين والفائقين	يهدف المقرر إلى إثراء معارف المشاركين وصقل مهاراتهم وتطوير كفايتهم في مجال تربية الموهوبين والفائقين، ليتمكنوا من استيعاب وتحليل واستخدام المفاهيم والنظريات المرتبطة بسيكولوجية الموهبة والتفوق. ويركز المقرر - بشكل عام- على نشأة هذا العلم وأبرز الممارسات التي تمت في المجتمعات والحضارات المختلفة كخلفية تاريخية، ومن ثم ربط هذه الخلفية بأبرز العوامل و/أو المبررات التي أدت إلى الاهتمام بالموهوبين في المجتمعات عبر الأزمنة التاريخية. ويستعرض المقرر المفاهيم العامة والنظريات المختلفة للذكاء والموهبة والتفوق وما يرتبط بهم من مدارس فكرية مختلفة تعزز الجوانب التطبيقية ميدانياً، كما يوضح نقاط التشابه والاختلافات بين المفاهيم المتداخلة في المجال، والتفريق بين المصطلحات المختلفة: كالذكاء والعبقرية والتفوق والموهبة والإبداع وما يرتبط بهم من مصطلحات فرعية. ويُمكن المقرر المشاركين من التمييز بين الخصائص المميزة للموهوبين والفائقين وتأصيلها في ثقافتهم، ليكونوا ملمين بها وقادرين على ملاحظتها في سلوكيات من يقومون بالتعرف عليهم واكتشافهم من الموهوبين، وتقدير حاجاتهم التعليمية الخاصة. وأخيراً، يقدم المقرر وصفاً لحاجات الموهوبين الخاصة والتي تستخدم في تخطيط البرامج التعليمية الخاصة برعايتهم. تبنى استراتيجية التدريس في هذا المساق على أسلوب التعليم الإلكتروني الهجين الذي يجمع مزايا التعلم الإلكتروني المتزامن، والتعلم الذاتي (غير المتزامن).
GITE602	الكشف عن الموهوبين والفائقين وتقييمهم	يهدف المقرر إلى تزويد المشاركين بالمعلومات والأسس والمبادئ النفسية والعلمية، والأغراض التي تبنى عليها عمليات القياس والتقويم التربوي في مجال تربية الموهوبين على وجه الخصوص. ويهتم المقرر بتعريف المصطلحات المتعلقة بالتشخيص والقياس والتقويم، والتفريق بينها وأدوارها في الكشف والتعرف، وتبيان أوجه التشابه والاختلاف بين القياس والتقويم في مجال تربية الموهوبين. ويركز المقرر على شرح أنواع الاختبارات والأدوات والمحكات التي تستخدم في عملية القياس والتقويم في مجال الموهبة والتفوق، وكيفية بناء هذه الأدوات واستخراج خصائصها السيكو مترية الجيدة. كما يستعرض المقرر أبرز نظريات القياس التقليدية والحديثة، ويهتم بذكر أبرز القضايا والتوجهات الحديثة المرتبطة بعملية الكشف والتعرف على الموهوبين محلياً وعالميا. ويسلط المقرر الضوء على أدوات الكشف الموضوعية كاختبارات الذكاء والتحصيل المقننة، وغير الموضوعية كوسائل الترشيح الذاتية والبروفيل الشخصي (الصفحة النفسية)، وغيرها من والأدوات والمحكات التي من شأنها أن تفصح عن مميزات الموهوب. تبنى استراتيجية التدريس في هذا المساق على أسلوب التعليم الإلكتروني الهجين الذي يجمع مزايا التعلم الإلكتروني المتزامن، والتعلم الذاتي (غير المتزامن).
GITE603	تصميم التعليم والتدريس المتمايز والموجه	يهدف هذا المقرر إلى مساعدة الدارسين على اكتساب فهماً نظرياً ومعرفة تطبيقية في أساليب الإثراء من خلال التعليم والتعلم المتمايز. يوفر هذا المقرر للدارسين معلومات كافية حول مفهوم الإثراء والتعلم المتمايز داخل الصف الدراسي، والإطار العلمي المنظم له، ومفهوم التعليم والتدريس المتمايز والموجّه، وأساسياته، ومداخله، واستراتيجياته. كما يسهم في مساعدة الدارسين على إتقان آليات تصميم الوحدات والمشاريع والمناشط الإثرائية التي تستخدم لتمايز خبرات التعلم للطلبة الموهوبين والفائقين داخل وخارج الصف الدراسي. من خلال هذه المعرفة سيكون الدارس قادراً على اختيار الاستراتيجيات الملائمة لتطبيق المهارات المرغوب تنميتها ودمجها في محتوى معرفي. إضافة إلى ذلك سيكتسب الدارس مهارات

في توظيف الاستراتيجيات ومهارات التفكير والبحث العلمي والمهارات الشخصية والاجتماعية ومهارات التعلم في المادة العلمية لإظهار منتج يتسم بالإبداعية. تبنى استراتيجية التدريس في هذا المساق على أسلوب التعليم الإلكتروني الهجين الذي يجمع مزايا التعلم الإلكتروني المتزامن، والتعلم الذاتي (غير المتزامن).		
يهدف هذا المقرر إلى مساعدة الدارسين على تحليل مفهوم تصميم المنهج، وفهم طبيعة مهارات التفكير ومهارات التعلم، وبرامج واستراتيجيات تعزيزهما. ولتحقيق هذا الهدف يتناول هذا المساق أهم الأسس العلمية في تصميم المنهج والتدريس ودراسة مهارات التفكير والتعلم والمهارات الشخصية والاجتماعية من حيث المفهوم والطبيعة والمستويات والخصائص والأنماط المختلفة والعوامل المؤثرة فيه وأخطاءه ومعوقاته. بالإضافة إلى نماذج تصميم المنهج والتدريس، ونظريات ونماذج التفكير والتعلم (السلوكية – المعرفية – الانسانية وغيرها من النماذج والنظريات الحديثة). وتنمية التفكير ومهارات التعلم من خلال استعراض الاتجاهات النظرية لتعليم المهارات (داخل المنهج – خارج المنهج – الدمج)، وأساليب واستراتيجيات تعليم التفكير والمهارات وتنميتها بصفة عامة. ومهارات التفكير المحورية، وأنماط التفكير المركبة (الناقد – الابداعي – حل المشكلة) وتفكير ما وراء المعرفة، ومهارات اتخاذ القرار بصفة خاصة؛ وذلك من حيث المفهوم والخصائص والمكونات واستراتيجيات وبرامج التنمية لكل منها: الكورت – القبعات الست – تريز – الاثراء الوسيلي، استراتيجيات الابداع الجاد – الحل الابداعي للمشكلات)، بالإضافة إلى نماذج التعلم المنظم ذاتياً. تبنى استراتيجية التدريس في هذا المساق على أسلوب التعليم الإلكتروني الهجين الذي يجمع مزايا التعلم الإلكتروني المتزامن، والتعلم الذاتي (غير المتزامن).	تصميم مناهج وبرامج تنمية مهارات التفكير والتعلم	GITE604
يهدف المقرر إلى إثراء معارف الدارسين حول مفهومي الذكاء والإبداع وما يفسرهما من نظريات تقليدية وحديثة، نظريات سبيرمان، ثورندايك، ثيرستون، جيلفورد، أوزبورن، بياجيه، جاردنر، ستينبيرغ، وربط هذه النظريات بعمليتي التعلم والتفكير لدى الفرد. كما يستعرض المقرر أنواع الذكاءات وطبيعة العلاقات بين الذكاء ومكونات الشخصية ومجالات العلوم المختلفة. ويركز المقرر كذلك على بناء فكر المشاركين وصقل مهاراتهم في مجال الإبداع والتفكير الابتكاري، وبالأخص تطور مفهوم الإبداع عبر الأزمنة التاريخية وما يرتبط به من مصطلحات ومفاهيم وتصنيفاتها المختلفة، مع توضيح طبيعة العلاقة بين كل من الذكاء والموهبة والتفوق والإبداع، والفروق بين أنواع التفكير المختلفة. ويركز المقرر على استعراض النظريات المفسرة للإبداع وربطها بنظريات الذكاء، بالإضافة إلى استعراض مكوناته وعناصره ومستوياته، وتوضيح كيفية قياس الإبداع والمهارات المختلفة للتفكير الإبداعي، وشرح مراحل العملية الإبداعية ودور الخصائص الشخصية في الوصول إلى أعمال تتمتع بالأصالة والجدة. ويبين المقرر أبرز معوقات الإبداع وتأثيراتها المختلفة في إسهامات الفرد في المجتمع. تبنى استراتيجية التدريس في هذا المساق على أسلوب التعليم الإلكتروني الهجين الذي يجمع مزايا التعلم الإلكتروني المتزامن، والتعلم الذاتي (غير المتزامن).	نظريات الذكاء والإبداع	GITE605
يهدف هذا المقرر الى التعرف على والتعمق في فهم المنحى الحديث النمائي الوقائي في الإرشاد المدرسي بصورة عامة والخاص بالطلبة ذوي الموهبة والفائقين بصورة خاصة. سيتم التركيز على تحديد دور المرشد المدرسي وتمييزه عن أدوار أخرى متقاربة في المدرسة، وتعريف الهوية المهنية ومميزات المرشد المدرسي الخاص بالطلبة ذوي المواهب بالارتكاز إلى معايير مهنية عالمية في هذا المجال، وإلى التعمق في فهم خصائص هؤلاء الطلبة التي تتطلب خدمات إرشادية متمايزة. كما وسيتم التركيز على مكونات برنامج الإرشاد المدرسي المرتكز الى خصائص واحتياجات الطلبة ذوي المواهب وتحديدا منهج الإرشاد المدرسي وعلى نظريات مختارة في تفسير الموهبة وظواهرها السلوكية والعاطفية والذهنية وبعض الاستراتيجيات المقترحة لتلبية الاحتياجات الإرشادية والتعامل مع بعض المشكلات المصاحبة	توجيه وإرشاد الموهوبين والفائقين	GITE606

لخصائص ذوي الموهبة والفائقين. تبنى استراتيجية التدريس في هذا المساق على أسلوب التعليم الإلكتروني الهجين الذي يجمع مزايا التعلم الإلكتروني المتزامن، والتعلم الذاتي (غير المتزامن).		
يهدف المقرر إلى تمكين الدارس من القدرة على تحليل مفاهيم وأطر ونماذج ونظريات التعلم المستند الى الدماغ وتوضح مدى التداخل بينها وبين بين علوم الأعصاب والفسيولوجيا والبيو كيمياء والطب وعلم المعرفة وعلم النفس وعلوم الحاسب. ويقدم المقرر شرحا ووصفا تفصيليا لأنماط التفكير السائدة لدى الفرد بناءً على وظائف الدماغ، بما يسهم في معرفة آلية عمل الدماغ. كما يقدم وصفا وشرحا تفصيليا حول المنظور المنظومي والمعرفي والبنائي والنظريات المعرفية المرتبطة بهم؛ ويتناول تطبيقات نتائج الأبحاث الحديثة في مجال الدماغ من حيث تركيب ووظيفة الدماغ؛ وأساليب تفعيل النشاط العقلي المعرفي كمحتوى ومدخلات لدعم التمثيل والتكيف المعرفي ونظام تجهيز ومعالجة المعلومات، وميكانيزمات عملية التعلم المستند إلى الدماغ وصولاً إلى النواتج المعرفية المتمثلة في مهارات التفكير عالي الرتبة. كما يقدم وصفا تفصيليا عن استراتيجيات التعلم المستند إلى الدماغ التي تدعم وتعزز التفكير البنائي والاستراتيجي لدى الموهوبين والفائقين؛ واستراتيجيات التدريس القائمة على المدخلات والعمليات والنواتج، بما يطور من ممارسات وتطبيقات رعاية وتربية الموهوبين والفائقين في الميدان. تبنى استراتيجية التدريس في هذا المساق على أسلوب التعليم الإلكتروني الهجين الذي يجمع مزايا التعلم الإلكتروني المتزامن، والتعلم الذاتي (غير المتزامن).	التعلم الآلي المستند إلى الدماغ	GITE607
يهدف هذا المقرر إلى تنمية المعارف والمهارات والكفايات الخاصة بمناهج البحث العلمي التربوي، والاستفادة منها في إثراء وتجويد عمليات ومخرجات البحث العلمي في مجال تربية الموهوبين والفائقين. ويتم تحقيق هذا الهدف وتمكين الدارس من مخرجات التعلم المستهدفة بهذا المقرر عبر تقديم مجموعة من الأطر والموضوعات (الكفايات) في مجال مناهج البحث العلمي التربوي. ويقدم هذا المقرر عبر مزيج مدروس ومخطط من الجلسات واللقاءات المتزامنة وغير المتزامنة عن بُعد تغطي الموضوعات والتطبيقات الرئيسية بمجال مناهج البحث العلمي التربوي مثل: أساسيات البحث العلمي التربوي وأصوله، مناهج البحث العلمي التربوي، المناهج الموجهة بالنظرية (الكمية)، والمناهج التي تساعد في بناء النظرية (النوعية)، والمناهج المختلطة، تصاميم البحث التربوي، إجراءات البحث التربوي، أدوات جمع البيانات وخصائصها الإحصائية والسيكو مترية، والأساليب الإحصائية الأساسية لتحليل البيانات، أسس وأساليب وأنماط تصميم البحث التربوي الإجرائي، وكتابة تقارير البحث العلمي التربوي وفق الطرق المعايير والطرق العلمية المستخدمة بمجال التربية وعلم النفس. إضافة إلى ذلك سيكتسب الدارس مهارات التفكير والبحث العلمي والمهارات الشخصية والاجتماعية في المادة العلمية لإظهار منتج يتسم بالإبداعية. تبنى استراتيجية التدريس في هذا المساق على أسلوب التعليم الإلكتروني الهجين الذي يجمع مزايا التعلم الإلكتروني المتزامن، والتعلم الذاتي (غير المتزامن).	مناهج البحث والأساليب الإحصائية	GITE608
يهدف هذا المقرر إلى تنمية معارف ومهارات وكفايات الدارس بما يمكّنه من توظيف واستخدام النماذج والأساليب والتطبيقات الحديثة في مجال تقييم التعلم والنمو المعرفي المتقدم لدى الموهوبين والفائقين، مع التركيز على تقييم التفكير الناقد، التفكير الإبداعي، التفكير فوق المعرفي، وتقييم مهمات الأداء المعرفية القائمة على (المشكلات – الحلول). كما يقدم هذا المقرر وصفا تفصيليا للمفاهيم والأطر الرئيسية للتقييم من أجل التعلم (بوصفه تعلما)، وأصوله النظرية، ومناقشة البحوث التي أجريت مؤخرا حوله، واتجاهاته المستقبلية، والاستراتيجيات ذات الصلة وطرائق تنفيذه في الفصول الدراسية لتعزيز تعلم الطالب باستخدام أساليب الأسئلة المكثفة، وتقييم الأقران، والتقييم الذاتي، والتغذية الراجعة	تقييم التعلم والنمو المعرفي المتقدم	GIET609

الاستباقية والاستشرافية، ومحكات وقواعد تقدير الأداء الكلية والتحليلية. ويقدم المقرر كذلك توضيحا لكيفية استخدام معلومات التقييم والأدوات والبرامج الرقمية بفعالية في مراقبة وتحليل مؤشرات النمو المعرفي والعقلي للطلبة وتحسين تعلمهم على مختلف المستويات. كما يقدم المقرر توجيهات ومقترحات للتقييم والتطوير الدينامي تناسب مراحل النمو المعرفي وصعوبة التعلم للطلبة الموهوبين ذوي فرط التحصيل أو القصور في التحصيل الأكاديمي ببعض المقررات. تبنى استراتيجية التدريس في هذا المساق على أسلوب التعليم الإلكتروني الهجين الذي يجمع مزايا التعلم الإلكتروني المتزامن، والتعلم الذاتي (غير المتزامن).		
يهدف هذا المقرر إلى تنمية المعرفة وتكوين المهارات وتطوير الكفايات الرئيسية الحديثة بمجال تخطيط وتقويم وإدارة برامج تربية الموهوبين والفائقين. ويركز هذا المقرر على دراسة البرامج والمناهج والنماذج الحديثة في مجال رعاية وتبني الموهوبين والفائقين وتنمية قدراتهم الحالية والمستقبلية، مثل نموذج جوزيف رينزولي في الانتاجية الابداعية، ونموذج جاردنر للذكاءات المتعددة، وفان تاسل، والنظرية الثلاثية للموهبة لستيرنبيرج ونموذج تانينبوم، وسيتم استكشاف واستطلاع نماذج وأطر أخرى لتنمية المواهب، وتصميم وتطوير المناهج والبرامج الدراسية التي تحقق الإثراء والتسريع والتمايز في التعلم لدى الموهوبين؛ وعلى هذا يهتم هذا المقرر بصورة أساسية بالتعرف على الاتجاهات الحديثة في رعاية وتربية الموهوبين والقضايا والمشكلات المرتبطة به؛ وذلك من خلال وصف الأسس التي تستند عليها برامج رعاية وتربية الموهوبين؛ من حيث التخطيط والادارة والتقويم والتطوير، والتعرف بالنظم والنماذج الهادفة إلى ذلك؛ كاستراتيجيات الإسراع والإثراء والتجميع والتنمية السلوكية، وأهم التجارب العالمية في هذا الميدان، وما يتصل بالفلسفة وراء كل منها وأهداف تطبيقها ومعايير تقويمها، وكيفية توظيفها في تحديث برامج رعاية الموهوبين والفائقين. وسبل تفعيل دور كل منها في مواجهة المتطلبات التربوية للموهوبين. تبنى استراتيجية التدريس في هذا المساق على أسلوب التعليم الإلكتروني الهجين الذي يجمع مزايا التعلم الإلكتروني المتزامن، والتعلم الذاتي (غير المتزامن).	تخطيط وتقويم وإدارة برامج تربية الموهوبين والفائقين	GITE610
يهدف هذ المقرر إلى تنمية وتكوين الكفايات الأساسية لدى الدراسين بما يمكنهم من إعداد رسالة ماجستير في مجال تربية الموهوبين والفائقين. يعتمد هذ المقرر على نظام الإشراف البحثي، بما يساعد الدارس على دراسة وتحليل واستخدام وتوظيف المفاهيم الأساسية والتطبيقات الحديثة في البحث العلمي عموما والبحث العلمي في مجالات التربية وعلم النفس بوجه خاص، في إجراء البحوث بأنواعها. كما يساعد المقرر الدارس على تصنيف أنواع البحوث العلمية حسب طريقة الإجراء: أساسية وتطبيقية، كمية ونوعية، تطويرية، واستعراض طرق اختيار العينات والعوامل المؤثرة في حجم العينة. والتعرف على أساليب جمع البيانات المناسبة لكل نوع من أنواع البحوث. وتدريب الطلبة على قراءة ونقد البحوث المنشورة وملخصاتها واستنتاج أو استقراء الفجوات ونقاط القوة ونقاط القصور في هذه البحوث، والتدريب على إعداد مخطط بحث رسالة الماجستير حسب الأصول والمعايير العلمية، وتقييمها في ضوء أدلة للتقييم وإرشادات يتم توزيعها على الطلبة. تبنى استراتيجية التدريس في هذا المساق على أسلوب التعليم الإلكتروني الهجين الذي يجمع مزايا التعلم الإلكتروني المتزامن، والتعلم الذاتي (غير المتزامن).	رسالة الماجستير (الجزء الأول)	GITE620
يهدف هذا المقرر إلى تمكين الدارس من القدرة على وصف خطوات القيام بإجراء بحث علمي أكاديمي وفق الطرق العلمية المتعارف عليها عالميا، وهو يتناول أسس ومصادر الإحساس بالمشكلات البحثية وتحديدها وتعرف مظاهرها، وصياغتها في تعبيرات علمية، وكذلك تدريب الدارس على مهارات البحث والاطلاع في الأدبيات المتاحة بمصادرها المختلفة باللغة العربية والانجليزية في مجال تخصصه سواء أكانت كتباً أم دوريات أم قواميس أم دوائر معارف أم مواقع إلكترونية، أم قواعد بيانات متخصصة. ويركز	رسالة الماجستير (الجزء الثاني)	GITE621

المقرر أيضاً على تنمية مهارات التفكير العلمي والناقد لدى الدارس، وكذلك مهارات الحوار والمناقشة، والتعبير الكتابي العلمي الوظيفي وتحقيق الربط بين النظرية والتطبيق من خلال تطوير الممارسات المتاحة علمياً ومهنياً، وإضافة تطبيقات جديدة، ويتناول المقرر، كتابة التقارير العلمية بطريقة منهجية موضوعية، ومراجعة البحوث والدراسات السابقة في موضوعات تخصصية بمجال تربية الموهوبين والفائقين، وكتابة تقرير نقدي عنها، والتدريب على توظيفها وكيفية الاستفادة منها، وتحديد المنهجية التي يقوم من خلالها بجمع معلومات بحثه، بحسب الدراسة المقدمة وكيفية اشتقاق أو سحب العينات وبناء أدوات الدراسة اللازمة لجمع البيانات من عينة البحث، والقيام بإجراءات تحكيم أدوات الدراسة. واكتساب مهارات التحليل الإحصائي، وكتابة ومناقشة النتائج، وتنظيم وعرض تقرير البحث العلمي حسب المعايير وأصول العلمية بمجال التربية وعلم النفس. تبنى استراتيجية التدريس في هذا المساق على أسلوب التعليم الإلكتروني الهجين الذي يجمع مزايا التعلم الإلكتروني المتزامن، والتعلم الذاتي (غير المتزامن).		

School of e-Education Faculty Roster



Professor. Hamdy Abdelaziz

Dean of School of e-Education

PhD, Curriculum and Instruction, University of Arkansas, USA

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

PhD Educational Research University of Sheffield, UK

Program Chair (SEED Programs)

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.



Prof. Hanan Al Hmouz

Full Professor

Ph.D. in Special Education, University of Wollongong, AUS

Prof. Al Hmouz is a Full Professor in the field of Gifted Education. She received her Ph.D. in Special Education with a concentration in gifted children with learning issues from the University of Wollongong, Australia. Her main area of interest is developing assessment and evaluation tools of academic skills and cognitive abilities. Specifically, she is interested in exploring cognitive abilities for gifted students and standardizing cognitive and achievement tests in large scale projects. Prof. Al Hmouz is the Co-founder of Technological Innovations for Middle East Education (www.time.edu.jo) initiative, and the second author of Woodcock-Johnson Arabic Tests of Cognitive and Achievement Abilities. Prof. Al Hmouz has published nineteen research articles, one book, and one manual related to giftedness, learning disabilities, psychological testing, and inclusive education. In Addition, Prof. Al Hmouz is the Principal Investigator/Co-PI of five International Funded Projects ($ 326,750 Grants) to support gifted students and students with special needs in inclusive education.

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 by Ministry of Education in the United Arab Emirates, and the Agency for Public Health Education Accreditation (APHEA), 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 the Master of Science in Public Health program, learners will be able to:

Knowledge (K):

K1. Integrate knowledge and technical skills in the five core public health competencies to assess the health status of the population, diagnose its problems, investigate causes, and design solutions for those problems. The five core areas are biostatistics, health services administration, epidemiology, environmental health and social and behavioral sciences.

Skills (S):

S1. Analyze environmental and occupational risks and develop strategies for a healthier environment and a safer workplace.

S2. Evaluate social determinants of health on populations and the range of political, social, economic, environmental and health interventions that might improve population health.

Autonomy and Responsibility (AR):

AR1. Develop public health policies and administrative processes to effectively contribute to the management of public health services.

Role in Context (RC)

RC1. Apply research and evaluation skills to identify and manage society's public health needs and problems

Self-Development (SD)

SD1. Effectively plan and evaluate public health programs using appropriate analysis and evaluation methods

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**	Select One	3	RESM610
	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**	Select One	3	HLTH791
	Elective 2			-

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 by 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 (RC)

RC1: Contribute to the transformation of health organizations through strategic leadership, intellectual rigor and professional ethical values.

RC2: 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
MGMT620	Organizational Behavior		3	None
HLTH791	Dissertation 1, **OR**	Select One	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**	Select One	3	HLTH791
-	Elective 2			-

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

Program Electives			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
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 Provide learners with skill and talents necessary for addressing different environmental issues.

PG.2 Equip learners with the essential skills needed to function as effective environmental managers in different organizations.

PG.3 Equip learners with essential knowledge and skills of research methods required to solve different environmental problems.

PG.4 Develop a comprehensive understanding of importance of resource conservation and sustainable development

Program Outcomes

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

Knowledge (K):

K1: Understand and explain the importance of implementing environmental management system to achieve sustainable development.

K2: Understand and use the essential research methods to assess different environmental problems.

K3: Understand and efficiently use all possible methods of enquiry and knowledge production in the field of environmental management.

K4: Have detailed knowledge of contemporary environmental management related issues

Skill (S):

S1: Demonstrate research skills and techniques needed to define, plan and conduct essential research activities relevant to environmental management.

S2: Possess the ability to develop environmental policies, strategies and management systems to improve environmental performance of different facilities.

S3: Utilize available data, information and technological methods to develop innovative/creative proposals to solve different environmental issues.

S4: Demonstrate the ability to lead or be a member of multidisciplinary team to solve or identify complex environmental issues through suitable research methodologies.

S5: Able to communicate in written form ideas, arguments and reports on different environmental issues to professional experts and general public as well

Autonomy and Responsibility (AR):

AR1: Can work independently to develop plans, suggestions, and solutions to solve a given environmental issue.

AR2: Account for high level governance of environmental management systems and environmental protection processes.

AR3: Interpret and analyze sociocultural issues related to environmental impact of different developmental projects

Role in Context (RC)

RC1: Manage different environmental activities such as waste management, environmental inspection and enforcement, and analyzing environmental data.

RC2: Demonstrate leadership competence and communicate effectively with stakeholders and within team members

Self-development (SD):

SD1: Contribute to professional knowledge and practices in their fields through different learning contexts.

SD2: Plan self-development to advance knowledge and understanding through independent learning and experience related to the different environmental management domains.

SD3: Demonstrate ability to manage highly complex ethical issues that are related to different environmental circumstances which in turn can lead 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**
ENVM606	Environmental Laws and Regulations	3	None
RESM610	Research Methods	3	None
ENVM601	Environmental Sciences	3	None

Semester 2			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
ENVM603	Environmental Management Systems	3	None
ENVM611	Environmental Monitoring and Protection	3	None
ENVM605	Environmental Economics	3	None

Semester 3				
Course code	**Course Name**		**Credit hours**	**Pre-Requisites**
ENVM609	Waste Management Systems		3	None
ENVM695	Field Practicum in Environmental Studies		3	Special Permission
HLTH791	Dissertation 1, **OR**	Select One	3	RESM610
-	Elective 1			-

Semester 4				
Course code	**Course Name**		**Credit hours**	**Pre-Requisites**
ENVM604	Environmental Risk Management		3	None
ENVM690	Capstone: Environmental Strategic Management and Planning		3	Special Permission
HLTH792	Dissertation 2, **OR**	Select One	3	HLTH791
-	Elective 2			-

Program Electives			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
ENVM602	Environmental Analysis	3	None
ENVM607	Energy Resources Management	3	None
ENVM608	Water Resources Management	3	None
ENVM610	Environmental Communications	3	None

Program Electives			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
ENVM612	Introduction to GIS	3	None
ENVM13	Global Environmental Changes	3	None
HOSP611	Facility Structure and Environmental Safety	3	None
HOSP613	Environmental Health and Epidemiology	3	None
QLTY623	Principles of Business Excellence	3	None
ENTR612	Innovation and Entrepreneurship	3	None

School of Health and Environmental Studies Course Descriptions

Course code	Title	Description
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	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	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	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	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	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	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	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	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	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 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	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 developed 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	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 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.
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	The course provides the learners with a comprehensive knowledge of using environmental laws and regulations to deal with the major environmental issues from structural and operational perspectives. The learners will have a thorough understanding of applying the different legislative measures and regulatory tools to formulate and enforce an effective and efficient environmental law body. The course will also emphasize on the major environmental laws and regulations relevant to the environmental protection in the UAE. The roles of international environmental laws and

		organizations will be explained in this course in addition to their implications on the environmental regulatory measures implemented by the UAE.
ENVM611	Environmental Monitoring and Protection	Environmental Monitoring is an essential component of environmental management process. This course will introduce learners to the importance of environmental monitor and types of environmental monitoring. How environmental monitoring data can be used to assess the feasibility of future projects, assess the extent of damage to the environment. This course considers the different methods that can be followed for monitoring environmental components (Water, Air, Soil and sediment)
ENVM695	Field Practicum in Environmental Studies	The field practicum course comprises the placement of learners in different training sites and different organizations to apply the theoretical concepts of environmental management. The practicum takes place under the supervision of an assigned and recognized preceptor at the training site 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 different environmental management issues through a comprehensive departmental orientation program and participate in the day-to-day operations related to environmental management. Through this course, learners will have the chance to apply the knowledge acquired during their study period
ENVM613	Global Environmental Changes	The changes in the relationship between the natural world and human activities are causing many environmental issues particularly at the global level. This course explains the causes and implications of the global environmental issues. The course covers the current practices dealing with these issues and their impacts. These activities are evaluated to propose future practices that could better manage these issues. In addition to the global impact of these environmental issues, the discussions and assignment will be extended to include the regional and local impacts as well. The course will focus on the impacts of the different environmental issues on the United Arab of Emirates (UAE), and the activities adopted by the UAE to deal with these environmental issues
ENVM 612	Introduction to GIS	This course will provide the concepts, techniques and real-world applications of Geographical Information Systems (GIS) as applied in environmental management practices. The learners will be exposed to the basic structure and component of GIS. They will learn the different types of data models, data formats and database types used by GIS. The course will emphasize the importance of the different analysis tools and how they applied. The course will cover how to produce user-friendly outputs. Through the course, the learners will get to know actual applications of GIS in

		environmental management
ENVM607	Energy Resources Management	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	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	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	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.

School of Health and Environmental Studies Faculty Roster



Professor. Samer Hamidi

Dean of School of Health and Environmental Studies

Doctor of Public Health (Health Systems Management), Tulane University, USA

Professor Samer Hamidi is a professor at School of Health and Environmental Studies. He has 20 years of teaching and research experience in the fields of public health, health management, and online learning. He designed, developed, and delivered courses at the bachelor, master, and doctoral levels. He also led the accreditation of public health and health management programs. He is locally and internationally recognized scholar, an associate editor, editorial board member, and peer reviewer for several international journals. He co-authored more than 100 peer-reviewed academic papers published in well-regarded journals.



Professor Awoniyi Awofeso

Professor

Program Chair: MSc. in Hospital Management and MSc. in Public Health

PhD in Health Administration, University of New South Wales

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

Program Chair: Bachelor of Science in Health Administration and Master of Science: Excellence in Environmental Management

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 in research in the Arab World

Mission

The mission of HBMSU's PhD program is to promote scholarship and build capability for basic and applied research in the Arab region

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:

- K1 To be able to create and apply knowledge within and across academic and professional domains;
- S1. To be able to construct and test relevant research questions or hypotheses in order to conduct problem-solving research;

- S2. To use research acumen to generate and test innovative ideas for conducting research anchored in the value system of the Arab World;
- S3. To apply quantitative and qualitative tools of inquiry and analysis in research;
- AR1. To be able to construct and synthesize inter-disciplinary strands of knowledge;
- RC1. To use software packages in a creative manner in research endeavors; and,
- SD1. To create an impact on society through scientific research.

HBMSU expects that the 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

1. HBMSU will only admit Ph.D. candidates who align their research proposal and demonstrate capability in HBMSU's Research Priority-Focus Areas that are related to their PhD concentration.

2. Applicants may be admitted to a PhD program upon meeting the following requirements:

2.1 the completion of a Master's degree with a minimum CGPA of 3.0 on a 4.0 scale in a discipline appropriate for the doctoral degree, or academic distinction in a discipline appropriate for the doctoral

degree at the baccalaureate degree with a CGPA of at least 3.5 on a 4.0 scale as assessed by the Dean of the School

2.2 A minimum cumulative grade point average CGPA of 3.00 on a 4.00 scale, or its established equivalent, in the applicant's Master's degree program.

2.3 A minimum iBT TOEFL score of 80 with minimum writing band of 24 or a minimum IELTS score of 6.0 with a minimum writing band of 6.5, or a minimum score of 1400 on **the English language portion of the EmSAT examination with a minimum writing component of C1.**

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 AED
Total Program Fees	252,800 AED

Dissertation extension per semester: 12,500 AED

Introduction to Quantitative Analysis Courses (RSAN500): 3,000 AED (for applicants who do not have background in quantitative analysis)

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 (EL).

A learner's mastery of the concentration area is normally demonstrated by: (a) successful completion of area-specific courses, (b) passing the comprehensive 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.

PhD Program Study Plans

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	
RSAN810	Quantitative Analysis	3	RSAN500*
PHDM800	Seminar in Management	3	

**RSAN500 (Introduction to Quantitative Analysis)*

Semester 2 (12 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
RSAN820	Inferential Statistics	3	
RSAN840	Qualitative Research	3	
PHDQ800	Seminar in Total Quality Management	3	PHDM800
-	Elective 1	3	

Semester 3 (12 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
RSAN850	Research Methodology	3	
RSAN830	Applied Multivariate Analysis	3	RSAN810
-	Elective 2	3	
-	Elective 3	3	

Semester 4 (6 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
PRDV902	Seminar in Doctoral Proposal Development	6	33 credit hours (successful completion of coursework)

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 credit hours (successful completion of coursework, PRDV902, and PhD Comprehensive Exam)

Elective Courses (Choose 3 elective courses from the following courses)	
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

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	
PHDM800	Seminar in Management	3	

Semester 2 (9 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
RSAN820	Inferential Statistics	3	
RSAN810	Quantitative Analysis	3	RSAN500*
PHDQ800	Seminar in Total Quality Management	3	PHDM800

* *RSAN500 (Introduction to Quantitative Analysis)*

Semester 3 (6 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
RSAN830	Applied Multivariate Analysis	3	RSAN810
RSAN840	Qualitative Research	3	

Semester 4 (6 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
RSAN850	Research Methodology	3	
-	Elective 1	3	

Semester 5 (6 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
-	Elective 2	3	
-	Elective 3	3	

Semester 6 (6 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
PRDV902	Seminar in Doctoral Proposal Development	6	33 credit hours (successful completion of coursework)

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 credit hours (successful completion of coursework, PRDV902, and PhD Comprehensive Exam)

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	
RSAN810	Quantitative Analysis	3	RSAN500*
PHDT800	Seminar in e-Education	3	

* *RSAN500 (Introduction to Quantitative Analysis)*

Semester 2 (12 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
RSAN820	Inferential Statistics	3	
RSAN840	Qualitative Research	3	
PHDL800	Seminar in Educational Leadership	3	PHDT800
-	Elective 1	3	

Semester 3 (12 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
RSAN830	Applied Multivariate Analysis	3	RSAN810
RSAN850	Research Methodology	3	
-	Elective 2	3	
-	Elective 3	3	

Semester 4 (6 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
PRDV902	Seminar in Doctoral Proposal Development	6	33 credit hours (successful completion of coursework)

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 credit hours (successful completion of coursework, PRDV902, and PhD Comprehensive Exam)

Elective Courses (Choose 3 elective courses from the following courses)	
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

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	
PHDT800	Seminar in e-Education	3	

Semester 2 (9 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
RSAN820	Inferential Statistics	3	
RSAN810	Quantitative Analysis	3	RSAN500*
PHDL800	Seminar in Educational Leadership	3	PHDT800

** RSAN500 (Introduction to Quantitative Analysis)*

Semester 3 (6 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
RSAN830	Applied Multivariate Analysis	3	RSAN810
RSAN840	Qualitative Research	3	

Semester 4 (6 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
RSAN850	Research Methodology	3	
-	Elective 1	3	

Semester 5 (6 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
-	Elective 2	3	
-	Elective 3	3	

Semester 6 (6 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
PRDV902	Seminar in Doctoral Proposal Development	6	33 credit hours (successful completion of coursework)

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 credit hours (successful completion of coursework, PRDV902, and PhD Comprehensive Exam)

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	
RSAN810	Quantitative Analysis	3	RSAN500*
HCMG800	Seminar in Health and Environmental Studies	3	

* *RSAN500 (Introduction to Quantitative Analysis)*

Semester 2 (12 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
RSAN820	Inferential Statistics	3	
RSAN840	Qualitative Research	3	
HCMG810	Seminar in Healthcare Management	3	HCMG800
-	Elective 1	3	

Semester 3 (12 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
RSAN850	Research Methodology	3	
RSAN830	Applied Multivariate Analysis	3	RSAN810
-	Elective 2	3	
-	Elective 3	3	

Semester 4 (6 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
PRDV902	Seminar in Doctoral Proposal Development	6	33 credit hours (successful completion of coursework)

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 credit hours (successful completion of coursework, PRDV902, and PhD Comprehensive Exam)

Elective Courses (Choose 3 elective courses from the following courses)	
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

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	
HCMG800	Seminar in Health and Environmental Studies	3	

Semester 2 (9 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
RSAN820	Inferential Statistics	3	
RSAN810	Quantitative Analysis	3	RSAN500*
HCMG810	Seminar in Healthcare Management	3	HCMG800

* *RSAN500 (Introduction to Quantitative Analysis)*

Semester 3 (6 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
RSAN830	Applied Multivariate Analysis	3	RSAN810
RSAN840	Qualitative Research	3	

Semester 4 (6 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
RSAN850	Research Methodology	3	
-	Elective 1	3	

Semester 5 (6 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
-	Elective 2	3	
-	Elective 3	3	

Semester 6 (6 credit hours)			
Course code	**Course Name**	**Credit hours**	**Pre-Requisites**
PRDV902	Seminar in Doctoral Proposal Development	6	33 credit hours (successful completion of coursework)

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 credit hours (successful completion of coursework, PRDV902, and PhD Comprehensive Exam)

Deanship of Research and Doctoral Studies Faculty Roster



Professor Ahmed Ankit

Dean of Research and Doctoral Studies

PhD Applied Linguistics and Translation, University of Salford, UK

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 Ebrahim Soltani,

Professor

PhD in Quality/Operations Management, University of Strathclyde

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).

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** Dean, School of Health and Environmental Studies Research Interests Healthcare Management Healthcare Systems Health Policy and Planning Health Care Finance Health Economics
	**Professor Rock-Antoine Mehanna** Dean of School of Business and Quality Management Research Interests Business Strategy Innovation International Business Economic Development Doing Business in the Middle East

	**Professor Hamdy Abdelaziz** Dean, 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
	**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 Hanan Al Hmouz** School of e-Education Research Interests Developing assessment and evaluation tools of cognitive abilities. Specifically, these tools that can be used for identifying gifted students and students with double exceptionalities. Using Curriculum Based Measurements (CBMs) for identifying students with special needs and then follow up their progress. Assessing factors that affect inclusion of students with disabilities in higher education.

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