American University of Sharjah

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2008–2009

American
University
of Sharjah

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His Highness Sheikh Dr. Sultan Bin Mohammad Al Qassimi

Supreme Council Member, Ruler of Sharjah
Founder and President of American University of Sharjah

Chancellor's Message

The academic year 2008–2009 marks my first year as chancellor of the American University of Sharjah. I assume this distinguished position with great appreciation for all of the wonderful achievements that faculty, staff and students have already accomplished. Through their efforts, AUS has attained a position of widely recognized academic prominence in the United Arab Emirates and beyond. I also bring to the position of chancellor a tremendous optimism for the university's future and a strong belief that its best years lie ahead. I look forward to working with each member of the AUS community to build on current achievements while we enhance the quality of the education that the university provides to its students and as we broaden the range of the services that it offers to the people of the UAE.

In times of transition, it is essential that one recall the university's mission and identity. When he founded AUS in 1997, His Highness Sheikh Dr. Sultan Bin Mohammad Al Qassimi, Member of the Supreme Council, Ruler of Sharjah and President of American University of Sharjah, delineated its core values as follows:

1. Science and education must regain their rightful place in the advancement of our society and in shaping the lives of our children.

2. The purpose of higher education is to reshape the minds of our youth in order for them to address personal and social challenges using the scientific method.

3. AUS must be a center of research for solving the problems faced by society.

4. AUS will have the autonomy and freedom needed to flourish as an independent university.

5. AUS must be organically linked with the economic, cultural and industrial sectors of society in productive cooperation.

These values emphasize the important role that science and education must play in developing the UAE's future, stress that research should focus on overcoming the immediate challenges that society faces, and urge that the university interact with external economic, cultural and industrial partners to increase society's productivity. These directives represent touchstones on which AUS must rely to guide its future progress.

This catalog contains all of the information that students will need to chart their academic careers at AUS. It lists available courses, outlines important regulations, and describes the academic and co-curricular services that the university offers. This same information is available on the university's website, www.aus.edu. This website should be considered the official source of such information, since it is updated more frequently than this catalog. I urge students and their parents to become familiar with the rules and regulations this catalog contains. Faculty members should also consult it to remain familiar with the information it contains.

I welcome new and returning students to AUS and hope that all find their time at AUS culturally stimulating and academically productive.

Peter Heath

Board of Trustees

Emeriti

University Administrators

Chancellor's Office

Dr. Peter Heath, Chancellor

Ms. Lynda Ataya, Assistant to the Chancellor for Strategic Initiatives

Dr. Nada Mourtada-Sabbah, Assistant to the Chancellor for Development and Alumni Affairs

Dr. Jeanine Romano, Director, Institutional Research

Academic Affairs

Dr. John Mosbo, Vice Chancellor for Academic Affairs

Dr. William Heidcamp, Dean, College of Arts and Sciences

Dr. Ibrahim El Sadek, Associate Dean, College of Arts and Sciences

Dr. Yousef Al-Assaf, Dean, College of Engineering

Dr. Hany El-Kadi, Associate Dean, College of Engineering

Dr. Fatih Rifki, Dean, School of Architecture and Design

Mr. W. Eirik Heintz, Associate Dean, School of Architecture and Design

Dr. R. Malcolm Richards, Dean, School of Business and Management

Dr. A. Paul Williams, Associate Dean, School of Business and Management

Mr. Jerald Cumbus, Director, Academic Achievement Center

Ms. Lorin Ritchie, Director, Academic Administration and Operations

Mr. Daniel Kirk, Coordinator, Faculty Development Center

Mr. Kevin Mitchell, Director, Graduate and Undergraduate Programs

Ms. Lynda Ataya, Registrar

Ms. Lina El-Khoury Bendaly, Associate Registrar

Dr. Ibrahim Deiab, Coordinator, Research

Ms. Kathlin Ray, University Librarian

Enrollment Management

Mr. Ali Shuhaimy, Vice Chancellor for Enrollment Management

Finance and Administration

Mr. George DeBin, Vice Chancellor for Finance and Administration

Mr. Basheer Daoud, Director, Controller and Director of Finance

Mr. Mark Kirchner, Director, Facilities

Ms. Paula Doyle, Director, Human Resources

Mr. Ashutosh Sheth, Director, Information Technology

Mr. Richard Mundy, Director, Operations

Dr. Lubna Yousif, MD, Director, University Health Center

Internal Auditing

Mr. Ronald Williams, Internal Auditor

Public Affairs

Mr. Salem Al Qaseer, Vice Chancellor for Public Affairs

Mr. Nazzal Nazzal, Director, Media and Printing

Mr. Saeed Al-Shamsi, Director, Public Relations

Student Affairs

Dr. Moza Al Shehhi, Vice Chancellor for Student Affairs

Mr. Munketh Taha, Director, Student Activities

The academic requirements of American University of Sharjah are under continual examination and revision for improvement. This catalog is not a contract. The student assumes full responsibility for compliance with the most up-to-date academic requirements.

Graduate Academic Calendar 2008–2009

Fall Semester	2008
July 31	Last day for application for admission/assistantships for new students for the Fall Semester 2008
August 18	Registration ends for all returning students
August 24–30	First week of classes
August 24	First day to add and/or drop courses
September 7	Last day to add and/or drop courses
September 8	Deadline for application for graduation Late payment fee applies
September 30	Classes end for Eid Al Fitr holiday at 10 p.m.*
October 7	Classes resume at 8 a.m.
November 13	Last day to withdraw from a course without academic penalty
November 16–27	Last day to move from thesis to project and vice versa Advising and early registration for Spring Semester 2009
November 27	Deadline for thesis and final project defense in order to qualify for Fall Semester 2008 commencement ceremony
November 29	Classes end at 10 p.m. for National Day holiday*
November 29–December 12	National Day holiday/Eid Al Adha holiday
December 14	Classes resume at 8 a.m.
	Deadline for submitting thesis to the library in order to receive a diploma at the Fall Semester 2008 commencement ceremony
December 25	Christmas holiday
December 27–January3	Examination period
December 29	Al-Hijra holiday*
December 31	Last day for application for admission/assistantships for new students for the Spring Semester 2009
January 1	New Year holiday
January 4	Make-up examination day
January 8	Fall Semester 2008 Commencement

Spring Semester	2009
January 19–24	Registration period
January 25–31	First week of classes
January 25	First day to add and/or drop courses
February 7	Last day to add and/or drop courses
February 8	Deadline for application for graduation Late payment fee applies
March 7	Classes end for Spring Break at 10 p.m.
March 15	Classes resume at 8 a.m.
April 16	Last day to withdraw from classes without academic penalty
May 3–14	Last day to move from thesis to project and vice versa Early registration for Summer Term 2009 and Fall Semester 2009
May 14	Deadline for thesis defense in order to qualify for Spring Semester 2009 commencement ceremony
May 16–21	Examination period
May 21	Deadline for submitting thesis to the library in order to receive a diploma at the spring commencement ceremony
May 23	Make-up examination day
June 6	Spring Semester 2009 Commencement

Summer Term	2009
June 7–8	Summer Term 2009 registration
June 9	First day of classes
June 9–11	Add and/or drop period
June 14	Late payment fees apply
July 6	Last day to withdraw from classes without academic penalty
July 19	Classes end for Al-Israa Wal Mi'raj holiday at 10 p.m.*
July 21	Classes resume at 8 a.m.
July 22–23	Examination period
July 25	Make-up examination day

Fall Semester	2009
August 2	Last day for application for admission/assistantships for new students for the Fall Semester 2009
August 23	First day of classes

*Islamic holidays are determined after sighting the moon. Thus, actual dates may not coincide with the dates in this calendar. In the event of loss of teaching days due to unscheduled closing, the semester(s) may be extended

University Terminology

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Academic Status	Determined by regulations governing good standing, probation and dismissal
Academic Year	The period of time beginning with the first day of class of a fall semester up to, but exclusive of, the first day of class of the fall semester of the following year
Add and Drop	A period of time at the beginning of each semester/term when students can adjust schedules by dropping or adding courses or changing sections of a course
Admission	Formal acceptance as a student
Advisor	Faculty member/administrator assigned to counsel students on academic matters. The student is called the advisor's "advisee."
Alumni	Those who have graduated from American University of Sharjah
Audit, Course	Permission to attend and participate in a course without benefit of a grade or credit
Audit, Degree	Methodical examination and reviewing of students' compliance with their degree requirements
Bachelor's Degree	A four-year minimum undergraduate degree
Calendar, Academic	Annual listing of all official dates and deadlines for the academic year
Catalog Year	A student's catalog year denotes which specific set of graduation requirements will apply to that student. Unless altered, a student's catalog year is the year when the student was admitted to study at AUS.
Concentration	Subspecialization within a major that allows a student to focus on a particular aspect of the major field of study
Corequisite	A course required to be taken simultaneously with another course
Course	A unit of study that may utilize lecture, discussion, laboratory, recitation, seminar, workshop, studio, independent study, internship or other similar teaching formats to facilitate learning for a student
Course Load	Total credits for which a student is registered in a given semester or term
Credit	The equivalent of a one-hour lecture, two to three hours of laboratory, or three hours of recitation work per week for one regular semester
Curriculum	A structured set of learning objectives built in a specified set of courses
Department	An academic unit of a college or school
Directed Study	An investigation under faculty supervision beyond what is offered in existing courses
Dismissal	The involuntary separation of a student from the university for unacceptable conduct or unsatisfactory academic achievement
Educational Records	Records directly related to the education of a student that are maintained by the Office of the Registrar
Elective Course	A course selected at a student's discretion with the approval of the advisor
Extracurricular	Enrichment and leadership development activities that are part of student life but are not part of the academic program, such as student activities, athletics and music
Fee	Charges for services other than course tuition
Full-Time Student	A graduate student who is registered for nine or more credits in a given semester
Good Standing, Academic	The academic standing of a graduate student who has achieved a cumulative GPA of 3.00 or higher
GPA	Grade point average of the grades of AUS courses

Grade Points	Numerical value associated with each grade
Graduate Student	A student who is working toward completion of a master's degree
ID Card	University student identification card providing and controlling access to university facilities and services
Independent Course	A course listed in the catalog but offered in an independent study format
Independent Study	Independent course (IC) or directed study (DS) beyond the courses offered in a specific semester conducted by a student under the supervision of a designated faculty member
Major	A student's main field of study
Master's Degree	A post-bachelor's graduate degree
Matriculation	Enrollment as a degree-seeking student
Non-degree Student	Designation used for students who are enrolled in courses but are not pursuing a degree program
Petition	A written request seeking a waiver of or an exception to a university regulation, policy or deadline
Prerequisite	A course required to be completed before a certain course may be taken
Prerequisite/Concurrent	A course that must be completed either along with or before enrolling in a certain course
Probation	A warning status resulting from the student's unsatisfactory conduct
Probation, Academic	Status of any graduate student who has less than a 3.00 cumulative GPA
Registration	The process of enrolling in classes
Regular Student	A degree-seeking student
Required Courses	Courses other than free electives prescribed by the college/school necessary for the completion of a particular degree program
Residence	A student's tenure within the university inclusive of all interruptions of study
Schedule, Class	A list of courses offered during a semester that specifies the days, hours, locations of classes and the names of the instructors
Schedule, Student	A listing of the courses a student is taking in a given semester that specifies the days, hours, locations of classes and the names of the instructors
Semester	Either of the two 15-week periods of instruction followed by an examination period into which the academic year is divided
Term	A period of instruction and exams that is shorter than a semester
Transcript	A student's historical academic record
Transfer Credit	Credit from course work completed at another institution that is accepted at AUS and which may or may not be applicable toward a specific AUS degree
Transient Student	A student who has completed an undergraduate or graduate degree at AUS or elsewhere and who registered at AUS for some additional courses
Tuition	The fees charged for courses each semester or term
Visiting Student	A student of another accredited institution who receives permission to register (for up to two semesters) to earn credit to transfer back to his or her home institution
Withdrawal	The act of officially leaving the university for reasons other than graduation. Students may withdraw from individual courses without withdrawing from the university.

Directory

UAE Code 971, Sharjah Code 6   www.aus.edu

Department	Telephone	Fax	E-mail
Academic Achievement Center	515 2096	515 2150	aac@aus.edu
Academic Affairs/VCAA	515 2020	515 2150	vcaa@aus.edu
Admissions	515 1000	515 1020	admission@aus.edu
Alumni Affairs	515 2000	515 2125	alumni@aus.edu
Architecture and Design	515 2825	515 2800	docad@aus.edu
Arts and Sciences	515 2412	558 5067	deanofcas@aus.edu
Business and Management	515 2310	558 5065	deanofsbm@aus.edu
Career Advising and Placement Services	515 2036	515 2065	caps@aus.edu
Chancellor	515 2205	558 5858	chancellors_office@aus.edu
Engineering	515 2948	515 2979	dosoe@aus.edu
Finance	515 2185	515 2190	finance@aus.edu
Finance and Administration/VCFA	515 2192	515 2130	vcfa@aus.edu
Financial Aid and Scholarships	515 2005/55/60/72	515 2040	scholarship@aus.edu
General Information	558 5555	558 5858	info@aus.edu
Graduate and Undergraduate Programs	515 2281	515 2050	gup@aus.edu
Health Center	515 2699	515 2690	clinic@aus.edu
Human Resources	515 2228	515 2280	hr@aus.edu
Information Technology	515 2119	515 2120	it@aus.edu
Intensive English Program	515 2654	515 2638	iep-office@aus.edu
Learning and Counseling Services	515 2790	515 2711	aalghourani@aus.edu
Library	515 2252	558 5008	auslibrary@aus.edu
Operations	515 2299	558 5009	operations@aus.edu
Public Affairs/VCPA	515 2207	515 2200	public_affairs@aus.edu
Registrar	515 2031	515 2040	registration@aus.edu
Research	515 2353	515 2050	research@aus.edu
Residential Halls	515 2244	515 2294	res-halls@aus.edu
Student Accounts	515 2233/82	515 2190	studentaccounts@aus.edu
Student Affairs/VCSA	515 2166	558 5024	studentaffairs@aus.edu
Study Abroad Department	515 2161	515 2002	studyabroad@aus.edu
Emergency Numbers			
Maintenance Emergency	515 2100		
Medical Hotline (24 hours)	050 635 7651		
Security	515 2222		

Airport & Ajman

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Page Designed by Amin Al-Saden

Sharjah & Dubai
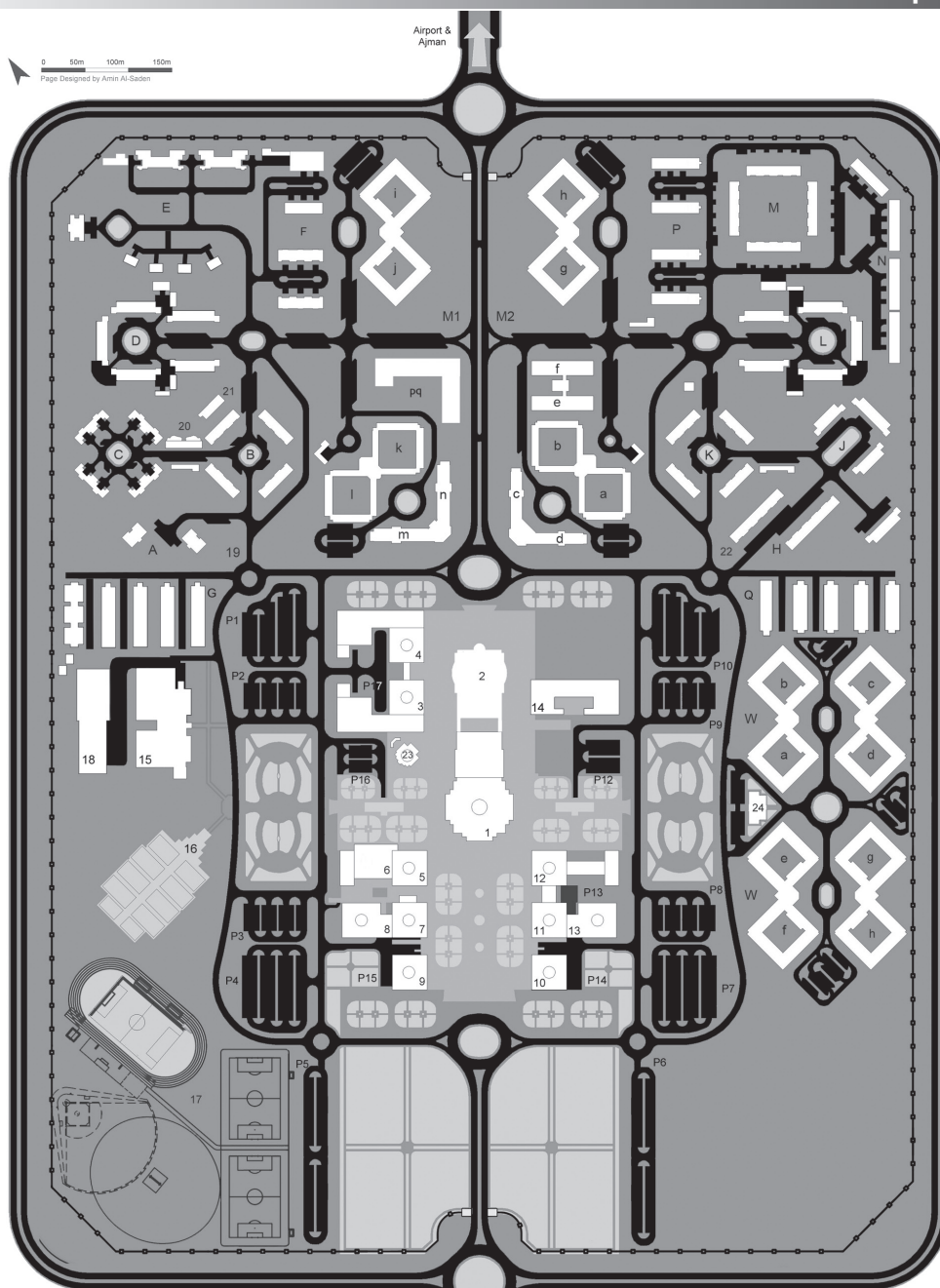
1- Main Building & Auditorium
2- Library
3- Engineering & Computing I
4- Engineering & Computing II
5- Student Center
6- Cafeteria
7- Architecture & Design I
8- Architecture & Design II
9- Languages, Health Center

10- Arts & Sciences: Physics
11- Arts & Sciences: Chemistry
12- Business & Management
13- New Academic Building
14- New Business & Management
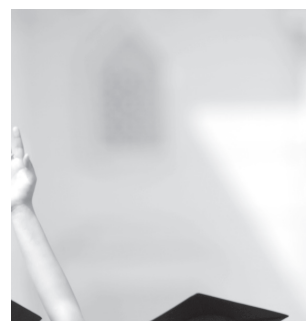15- Sports Complex
16- Outdoor Courts
17- Sports Fields
18- Warehouse

19- Faculty/Staff Housing (West)
20- Day Care Center
21- Leisure Center
22- Faculty/Staff Housing (East)
23- Mosque
24- Women's Welcome Center
W- Women's Dormitories
M1- Men's Dormitories (West)

M2- Men's Dormitories (East)
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The University

Historical Preamble

American University of Sharjah (AUS) was founded in 1997 by His Highness Sheikh Dr. Sultan Bin Mohammad Al Qassimi, Member of the Supreme Council of the United Arab Emirates and Ruler of Sharjah. Sheikh Sultan articulated his vision of a distinctive institution against the backdrop of Islamic history and in the context of the aspirations and needs of contemporary society in the UAE and the Gulf region.

AUS was mandated to:

- reinforce the efforts of the leaders of the UAE "to ensure that science and education regain their rightful place in the building and advancement of our society and shaping the lives of our children"

- join other institutions of higher education in seeking "to reshape fundamentally the minds of our youth to enable them to address the challenges of life using the scientific method"

- become a "center of research for educational development and the solution of social problems"

- become "organically linked" to the economic, cultural, scientific and industrial sectors of society in "productive cooperation"

- exercise the "independence and objectivity in teaching and research" necessary for the achievement of these goals

Mission Statement

The mission of American University of Sharjah (AUS) is to achieve and maintain preeminence as a coeducational institution based upon American models and grounded in the history and culture of the Arab Gulf region.

AUS is a not-for-profit university that:

- admits students on the basis of their academic qualifications regardless of race, color, gender, religion, disabilities, age or national origin

- employs faculty and offers academic programs that are equivalent to those at leading institutions of higher education in the United States

- integrates liberal studies, professional education, and co-curricular and extracurricular learning experiences to provide its graduates both breadth and depth of knowledge

- values strong relationships with its alumni, the public, the media and appropriate governmental entities

- encourages and supports research and scholarship by its faculty and students and serves as a resource for the community

- provides students with a rich and varied campus life that fosters personal growth, maturity and a sense of social responsibility

- operates effectively and efficiently, develops and uses its fiscal and human resources wisely, and encourages wide participation in its governance

Overview

American University of Sharjah is an independent, not-for-profit, coeducational institution. Although consciously based upon American institutions of higher education, AUS is expected also to be thoroughly grounded in Arab culture and to be part of a larger process of the revitalization of intellectual life in the Middle East.

American University of Sharjah has succeeded in building a multicultural education environment that brings together people from diverse nations and backgrounds. AUS strives to instill in its students the importance of appreciating and understanding diversity, global issues and their own roles in society.

AUS is emerging as a leading comprehensive coeducational university in the Gulf, serving students from the Gulf region and around the world. AUS students are introduced to a culture of high aspiration and achievement to aid them in leading productive and meaningful lives. AUS is also dedicated to the preservation of the physical environment, free from pollution and neglect. This sense of environmental responsibility is passed on to AUS graduates in order to create ecologically aware citizens.

In keeping with its mission, AUS offers students an education that will enable them to comprehend the dynamism and complexity of contemporary global processes. Through the integration of liberal studies and professional education, students are given both breadth of knowledge and specialization in their chosen fields. Education at AUS runs the gamut from art, poetry and religions from past civilizations to the latest skills and technologies of today's information age. These are all presented to students in order to produce future leaders with a firm understanding of how society has reached its present state. The combination of traditional and innovative teaching methods provides an educational environment in which students can realize their individual potential and pursue their goals.

AUS is well qualified to meet the challenges inherent in preparing its students for life in the age of electronic communication, global economies, social pluralism and political interdependence.

The university offers 21 bachelor's degrees, 41 minors and eight master's degrees through the College of Arts and Sciences, College of Engineering, School of Architecture and Design, and School of Business and Management.

While Arabic is the official language of the United Arab Emirates, the language of instruction at AUS is English. All classes and administrative functions are conducted in English.

Islam is the official religion of the state, and Arab Islamic culture predominates in the UAE. The nation is also distinguished by its tolerance toward its large expatriate communities, which comprise diverse nationalities, cultures and religious beliefs. Following in this spirit of understanding and acceptance of all peoples, AUS admits students solely on the basis of their academic qualifications regardless of race, color, gender, religion, disabilities, age or national origin. The university's mission is to create a multicultural, international academic community in order to prepare its students to become lifelong learners equipped to adapt to the needs of our changing world.

AUS was established as an "American" university not only in its formal academic and organizational characteristics but also in the recognition that the total culture and philosophy of the educational community is as significant as the formal program of studies. Students learn the lessons of the classroom and the lessons of life in a coeducational, multicultural and multinational environment. From its inception, AUS was envisioned as a place that would "feel" like an American campus.

Accreditation and Licensure

American University of Sharjah is licensed in the United States by the Department of Education of the State of Delaware. It is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools (3624 Market Street, Philadelphia, PA 19104 USA, 215 662 5606). AUS is also licensed by the UAE Ministry of Higher Education and Scientific Research, and all programs are recognized by the ministry and have been awarded either full or initial accreditation status. All bachelor's degree programs in the College of Engineering are accredited by the Engineering and Computing Accreditation commissions of ABET, Inc. (111 Market Place, Suite 1050, Baltimore, MD 21202 USA, 410 347 7700).

Campus Life

The Campus Complex

American University of Sharjah is situated in University City, which is located 16 kilometers (10 miles) from the center of Sharjah. The distinctive architecture of the domes and arches of the academic and administrative buildings is accentuated with graceful Arab motifs.

The center of the AUS campus comprises 11 academic buildings. The academic buildings house classrooms and lecture halls of various sizes; a state-of-the-art library; science, language, computer and engineering laboratories; workshops, digital studios and dark rooms; and offices for faculty, academic administrators and support staff.

The campus includes 12 student residential halls (eight for men and four for women) as well as a large Sports Complex and a Student Center. Approximately 40 percent of the student body lives in campus housing. Unlike most American universities, AUS requires faculty members and their families to live on campus. Thus, there is a large and continuous faculty presence at the heart of the campus, providing students with a learning and living environment that allows for on-going interaction with faculty members and their families.

The City of Sharjah

The location of the university enhances its mission. Sharjah is situated strategically between the Far East and the West, between Africa and Asia. Straddling the breadth of the UAE, the emirate of Sharjah has beautiful beaches on the shores of both the Arabian Gulf and the Gulf of Oman. Its landscape varies from level plains to rolling sand dunes and mountain ranges.

Today, as in ancient times, Sharjah is a global trade center. Modern Sharjah is a city of learning and the arts, as confirmed by its 1998 UNESCO designation as the Cultural Capital of the Arab World. This context facilitates the university's intention to be an academic center at the intersection of ancient cultural traditions and contemporary intellectual currents. The city of Sharjah boasts over 27 museums with splendid collections of artifacts and art objects as well as exhibits on science and natural history. These institutions are sites for field trips, research and possible internships. Sharjah hosts many cultural festivals, programs, educational conferences, fairs and economic expositions, including the annual book fair and the Sharjah International Biennial art exhibition. These resources permit AUS to broaden students' formal education in a way not possible elsewhere in the region.

Campus Services

Banking

Located on the ground floor of the Main Building, the Sharjah Islamic Bank offers banking services such as checking and saving accounts, ATM transactions and transfer of funds. ATMs are located at the bank, the Student Center and the Women's Welcome Center.

Bookstore

Located on the ground floor of the Library Building, the bookstore sells all required textbooks, other books, art supplies, stationery, notebooks and many items essential for students.

Campus Cash Program

Students can use their ID cards for purchases at various AUS outlets through the Campus Cash program at no additional charge. To participate, a student must deposit an initial sum with the university cashier, who will credit that amount to the student's Campus Cash account. The Campus Cash program is very secure, and students may check their balances online. Students can use their ID cards at most AUS outlets. For program details, visit the Campus Cash section of the university website.

Copy Center

The AUS Copy Center is located on the ground floor of the Main Building. It serves faculty, staff and students by providing a variety of quality and reasonably priced document reproduction services. The center also offers professional binding, lamination, stapling and other related services.

Dining

A variety of international franchise restaurants, coffee shops and snack services are located in the Student Center and the Library building. Most of these outlets offer campus delivery service.

Most residential halls are equipped with kitchenettes, which include refrigerators and hot plates, in addition to vending machines containing snacks and beverages.

Gifts and Memorabilia

Located on the ground floor of the Library Building adjacent to the bookstore, the AUS Gift Shop offers a variety of merchandise, memorabilia and gift items customized for AUS.

Government-Related Services/ International Students Services

The Public Relations Department handles all official government documents and transactions for students, faculty and staff, including passport custody, medical test assistance, the processing of visas and residence permits, driving licenses, car registration, traffic violations and accidents. It also provides official letters that might be required by various government and/or private organizations.

For immigration issues, contact government_relations@aus.edu. For international students issues, contact ois@aus.edu.

Hairdresser

A beauty salon is located in the Women's Welcome Center, and a barbershop is located in the Student Center.

ID Cards

Students must carry their IDs with them at all times and have them available upon request. ID cards must be validated by the Public Relations Department every semester (including summer session) to avoid charges. The Public Relations Department also issues AUS ID cards for faculty, staff and their dependents.

Laundry

Regular and dry-clean laundry services are available on the west and east sides of campus near the faculty housing.

Lost and Found

The lost and found is located at the Student Center reception desk. Items unclaimed after one semester will be given to charitable organizations, sold or destroyed.

Mail

AUS provides a full-service post office on the ground floor of the Main Building. Mail is distributed daily to all university offices by the University Post Office. It also maintains individual post office boxes for all resident students. All mail intended for university offices and for those residing on campus should be addressed to:

> American University of Sharjah
> P.O. Box 26666
> Sharjah, UAE

Mini-Mart

The Leopard Mini-Mart provides a large variety of grocery items, fresh fruits and vegetables, and other household items. One outlet is located in the Student Center; a second outlet is located in the Women's Welcome Center.

Parking

Parking lots, free and paid, are provided for faculty, staff, students and visitors. Vehicles must be registered with the Public Relations Department, and faculty, staff and students must display a valid AUS parking sticker on the windshield. These permits are issued once the vehicle is registered. Parking regulations are posted on the Security Division's portion of the AUS website. The university reserves the right to make changes in urgent situations without any prior notice.

Pharmacy

Located in the Student Center, the pharmacy is part of the health coverage program and offers a full range of medication and various health, hygiene and cosmetic products.

Safety

The Safety Enforcement Division, part of the Public Relations Department, is located on the mezzanine floor of the Main Building. This division provides information on occupational safety and health hazards, and promotes a safe and healthy environment on campus. The Safety Enforcement Division can be contacted at safety@aus.edu.

Security

The Security Division, part of the Public Relations Department, is the recognized law enforcement agent on campus. It monitors security on the entire campus, including the residential halls and all university-owned buildings, and works to ensure that UAE laws and AUS regulations are implemented. If a violation occurs, the security officers have the right to withdraw any ID.

This division oversees the campus traffic and parking system and is authorized to enforce all related regulations. It also provides security personnel 24 hours a day on university premises, including the residential areas, and for campus events when requested.

The Security Division can be contacted at aus_security@aus.edu.

Transportation

AUS offers a shuttle bus service between the student residential halls and other areas of campus. Students who wish to commute off campus may contact Transportation Services, which can provide transportation to the cities of Sharjah, Dubai, Abu Dhabi and Al Ain. For more information on all routes and schedules, contact Transportation Services at 515 2171 or visit the university website. Transportation Services also provides information on local taxi and rental car services.

Travel

The Travel Office, located in the Student Center, offers efficient and cost-effective services designed to assist all AUS students, faculty and staff. The office handles all travel arrangements, negotiates the most favorable rates and provides information on special offers.

Facilities and Resources

Alumni Affairs

The Office of Development and Alumni Affairs (ODAA) fosters relationships between AUS and its alumni by providing opportunities for mutual involvement that contribute to the missions and interests of both. Since many of the alumni are situated within the neighboring community, the ODAA also seeks to publicize the university's programs, goals and achievements to the off-campus community, including alumni, parents and interested friends of the university.

The ODAA promotes a spirit of unity and of possible collaboration among current and former students on current as well as future projects. The alumni are valuable assets, and

they are provided ways to aid in the further development of the university by drawing on their knowledge, skills, financial resources and their sense of deep loyalty to their alma mater.

The ODAA enhances the financial well being of AUS by raising contributions for the AUS Pioneer Scholarship Fund and networking with the wider community in anticipation of future fundraising efforts.

For more information on the ODAA, visit www.aus.edu/gateways/alumni.php, or contact Dr. Nada Mourtada-Sabbah, Assistant to the Chancellor for Development and Alumni Affairs, 06 515 2547, nmsabbah@aus.edu.

Architecture and Design Facilities

Beginning with the sophomore year, School of Architecture and Design students benefit from personally assigned workstations in digital studios. Students accepted into the second year have dedicated individual worktables and desktop computer workstations with network connections. The school provides for the use of both Macintosh and Intel-based platforms. All students have 1:1 access to the 100 Mbs Ethernet. Dedicated ancillary spaces, which are shared by all curricula, include digital classrooms and closed networked studios, a high-end Macintosh lab, an Intel-based lab, input/output labs, a printmaking shop, lighting and photography labs, a dedicated student wood shop, the Visual Resource Center, the Technical Equipment Center, a 3-D lab, the Material Resource Room, an exhibition gallery and dedicated critique rooms. Multimedia, video and sound equipment are featured in the Advanced Digital Laboratory, which includes sound editing booths.

Computer Learning Resources

The Information Technology (IT) Department serves the computer-related administrative, instructional, technical and research needs of students, faculty and staff. It also acts as the university's gateway to

the Internet for academic purposes. Services provided include e-mail accounts and passwords, online courseware (Blackboard), wireless and local area networks and telephone services.

All classrooms are networked and most are equipped with data projectors and other technology that enable faculty members and students to enhance learning with digital and online content. Wireless network access is available in all academic areas of the campus, and its capacity is being increased in selected locations to support wireless laptops.

AUS departments and programs offer a range of specialized computer laboratories with software to support student work. Additionally, the library features an information commons with an expanded range of computers, software and related technology along with support for students' research and other academic work.

The university's computer network uses fiber-optic cables that interconnect the entire campus, including the residential halls and faculty housing. Additional information can be found in the IT section of the university website.

Laboratories

Engineering and Computing Laboratories

The College of Engineering has approximately 30 laboratories and workshops. All equipment and instruments are accessible to and extensively used by the students. Laboratory summaries are presented below and may be reviewed in detail on the college's website.

Chemical engineering has unit operation, software, environmental, petroleum, water, materials, fluid flow and heat transfer laboratories.

Civil engineering laboratories are designed for conducting standard construction materials, structural, soil, rocks, fluid mechanics, water and environmental tests.

Computer engineering has laboratories related to programming, digital

systems, microprocessor, very large scale integration (VLSI), embedded systems, industrial computer applications, high-performance computer clusters, computer networks, software engineering and databases.

Computer science has one dedicated computer lab as well as a senior project lab. In addition, the computer engineering digital systems lab is used by computer science students for their digital systems laboratory course component.

Electrical engineering laboratories focus on electronics, electric power, control, measurements, machines, communications and signal processing, nondestructive testing and medical electronics.

Mechanical engineering has laboratories for engineering measurements, control, engine testing, advanced manufacturing, fluid mechanics, materials testing, mechatronics, dynamics and mechanical vibrations, computer-aided engineering, refrigeration and air-conditioning, thermodynamics and solar energy.

The various departments share six computer labs with more than 180 stations. All labs have dedicated lab instructors and engineers. Additionally, all engineering facilities offer wireless connectivity.

Interpreting Laboratory

The Department of Arabic Studies has a purpose-built interpreting facility. It features simultaneous interpreting booths, a consecutive interpreting table, Internet access and equipment for simulated video teleconferencing. This interpreting facility is also equipped with the latest technology and machine translation software, TRADOS and other relevant, including Internet-based, software needed in language engineering.

Mass Communication Laboratories and Studios

Students in the Department of Mass Communication benefit from high-tech laboratories with computer stations featuring graphic design and desktop publishing software. The Mass Communication Studio is a state-of-

the-art video studio dedicated to the development of student media skills. It consists of four digital wide-screen cameras, a wide-screen digital video mixer and a digital audio mixer. A variety of sets and studio environments can quickly be created, including a blue screen, an infinity sweep set, a limbo set, a reality set and a news set.

Science Laboratories

The science programs benefit from up-to-date laboratories and equipment. Chemistry laboratories are equipped with standard chemical instrumentation, including balances, centrifuges, pH-meters, spectrophotometers, a rapid kinetic apparatus, and electrochemical and chromatographic equipment. The environmental sciences and analytic chemistry laboratories are equipped with the latest sampling and analytical devices, including AA, GC-MS, ICP, FTIR and HPLC equipment. The physics laboratories are supplied with up-to-date standard equipment, including computer interfaces, motion sensors, current sensors, voltage sensors, magnetic field sensors, linear air tracks, photogates, smart timers, projectile launchers, ballistic pendulums, rotational systems, digitometer, electric field mappers, current balance apparatus, signal/function generators, oscilloscopes, a Hall effect apparatus, lasers, spectral lamps, photoelectric effect apparatus, Geiger-Muller tubes, radiation counters, h/e apparatus, Frank Hertz apparatus, e/m apparatus, spectrometers, Interferometers, X-ray machines, a Millikan oil drop apparatus, heat engines/gas law apparatus, a thermal expansion apparatus and an adiabatic gas law apparatus. The biology laboratories are equipped with the latest stereo inverted and compound microscopes, a microtome, an autoclave, a laminar flow sterile hood, PAGE and agarose electrophoresis equipment, cryostat and microtome units, a workstation with a computer connected to digital microscope cameras, a growth chamber, IDEXX Colilert and a manifold filtration unit for microbiological analysis.

Library

The AUS Library, a stunning 11,000-square-meter state-of-the-art facility, provides collections, services and programs to support the curricular and research needs of the university community. The AUS Library provides a wide range of resources and services to meet the specialized needs of graduate students. The library has a growing collection of 110,000 items that includes reference materials, books, DVDs, and magazines and scholarly journals. In addition to its print collections, the library provides access to over 30,000 e-books, thousands of electronic journals and over 45 online databases. Through the library's website, AUS users can search the online catalog, access databases, read e-books and full-text journal articles, and find other digital resources whether on or off campus. The website also provides instructional aids such as subject guides and tutorials to help students use the library more effectively. Library facilities include a technology-intensive Information Commons, group study rooms, media viewing rooms, and an abundance of reading and study areas. For students who need a silent study environment, the library offers three "No Talking Zones" in which talking, whispering and mobiles are prohibited. Working with professors, AUS librarians offer hands-on workshops on performing library research, conducting a literature review, evaluating sources and websites, and using both print and electronic tools more effectively. Graduate students can request books or journal articles not available in the library through the interlibrary loan service. Further information regarding the library is available at http://library.aus.edu.

Media and Printing

The Media and Printing Department is the AUS communications team. It promotes the university's visibility by cultivating relationships with the news media, creating publications, and developing and implementing advertising campaigns. This department generates media coverage through press conferences, interviews and press releases. Additionally, the department writes, designs and produces *Campus Report*, which is published for the campus community, and *AUS News*, which is distributed on and off campus. Updates to the university's website are coordinated between the Media and Printing and Information Technology departments.

Research and Grants

AUS supports and promotes the research and consulting activities of its faculty members. In addition, AUS offers its students opportunities to work on faculty research projects, to present papers with faculty at international conferences and to assist faculty in developing research grants.

AUS upholds its ethical and legal responsibility to administratively review all proposed research projects involving humans or animals as participants to ensure compliance with internationally recognized principles and regulations governing the protection of research participants. All research studies at AUS involving the participation of humans must be submitted to and approved by the AUS Institutional Review Board (IRB) before any study is undertaken; research involving animals must be approved by the Animal Care Committee.

For further information on the university's research and grant opportunities, please visit the AUS website.

Research Centers

AUS has established a number of research centers as part of its commitment to research and community outreach.

Earthquake Observatory
The AUS Earthquake Observatory uses state-of-the art equipment and software to record and analyze the region's earthquake activity. The Earthquake Observatory also provides expert opinions on earthquake hazards

and related risk in the UAE and the Gulf region; assessment of seismic hazards at construction sites and petrochemical and industrial facilities; assessment of seismic risk of existing structures and recommendations for strengthening and retrofitting; analysis and design of earthquake-resistant structures; evaluation of local site effects; preparation of macrohazard and microhazard zonation maps; evaluation of dynamic soil properties; training workshops for engineers on the analysis and design of structures for earthquake loading; and expertise on the development of earthquake-resistant design codes.

Institute of Materials Systems

The Institute of Materials Systems collaborates with governmental and private sectors in areas of materials research and applications, focusing on quality control, performance, development and use of standard procedures, and quality assurance materials used in the region. Objectives of the institute are to conduct scientific research focused on materials properties and applications in harsh environments; assist governmental departments in establishing local and regional codes of practice; provide independent technical evaluation and consultation services on materials-related issues; enhance education through seminars, conferences and short courses; and establish collaboration with similar centers of excellence worldwide.

Institute of Urban and Regional Planning and Design

The Institute of Urban and Regional Planning and Design advances urban planning as it relates to the local culture and identity of the UAE and the Arab Gulf region, and promotes sustainability as integral to all activities pertinent to urban planning and urban design. The institute's objectives are to advance production and accumulation of knowledge in urban and regional planning and urban design; develop and offer educational and training opportunities in urban and regional planning and urban design; collaborate with local governmental, not-for-profit, non-governmental and private agencies concerned with urban planning and development to advance quality of practice and research; advance public discourse on urban planning through public forums (e.g., seminars, conferences, symposia); and increase public awareness in urban planning and urban design.

Mechatronics Center

The Mechatronics Center leads research and development in advanced engineering systems and high-tech technology transfer in the region. It promotes multidisciplinary research activities among faculty members and graduate students at AUS, and between AUS and universities in the United States, Europe and Japan. It also cooperates with industry and government agencies where extensive integration of instrumentation, control systems, electronics, intelligent software and computers is required. Areas of expertise within the center include modern industrial installations and systems, computer integrated manufacturing systems, maintenance diagnosis and troubleshooting, micro-electro-mechanical systems, vehicle manufacture and design, robotics, electrical control and drives, and automated production systems.

Testing and Professional Development Center

The AUS Testing and Professional Development Center serves as a central point of testing for both the AUS campus and the community. The center accommodates the placement tests for newly AUS admitted students as well as university testing. The center is part of the Prometric Strategic Testing Network and offers the ETS Internet-based TOEFL as well as an institutional paper-based TOEFL.

AMIDEAST, one of the region's most prominent international testing administrators, is an AUS testing partner and has a permanent office on the AUS campus to administer TOEFL tests (paper-based) on a regular basis, as well as other recognized international tests.

University Health Center

The University Health Center (UHC) provides primary health care to all AUS students, and faculty and staff members and their dependents. The center is open Sunday–Thursday from 8:30 a.m. to 4:30 p.m. and provides 24-hour accident and emergency care as well. Depending on the severity of the illness, patients are referred to hospitals for further treatment. Great emphasis is placed on making the campus a healthy and safe place to study, work and live.

The UHC is staffed with a highly qualified medical team, which includes three general practitioners, a psychologist, a nutritionist and four registered nurses. The UHC is equipped with an ECG machine to monitor heart ailments, nebulizers for respiratory problems, a respiratory function test (spirometer), glucometers to check blood sugar levels, and an observation room (day care) to closely monitor patients.

Health Education Programs

As part of an educational institution, the UHC plays an active role in educating the university community and promotes on-campus health and wellness activities throughout the academic year. UHC programs include lectures and awareness campaigns on health-related issues such as first-aid training and CPR courses, substance abuse, mental health and healthy eating.

Health Insurance Plans for Students

As part of the registration procedures, every student must enroll in one of two health insurance plans. Plan I is compulsory for AUS-sponsored students but optional for others who are officially enrolled in health insurance plans with their families. Plan II is compulsory for all students who are not enrolled in Plan I. Visit the University Health Center's section on the AUS website for more information on the health insurance plans.

University Sports Complex

The Sports Complex facilities include indoor sports courts (basketball,

tennis, squash and volleyball) and multipurpose halls for use in both organized sports and free recreation; a 50-meter swimming pool; saunas; a fitness center with free weights and exercise machines; an exercise hall for aerobics and self-defense events; outdoor courts (tennis, volleyball and basketball); a soccer field; a cricket practice net and ground; and a gymnastics hall. The Student Center features a billiard room and an eight-lane bowling alley. Details on the university's athletic facilities and developments are available in the *Student Handbook* and at www.aus. edu/osa/athletics/.

The AUS athletic facilities are available for the benefit of the entire AUS community. The Sports Complex fosters the continuing development of collegiate sports in the UAE through organizing and hosting athletic championships, symposia and training courses. Students, staff members and faculty members are entitled to free participation, regardless of their abilities, in a variety of sports and leisure activities including football, basketball, badminton, handball, volleyball, table tennis, tennis, squash, track and field games, self-defense sports and other athletic pursuits

Student Life on Campus

Code of Conduct

American University of Sharjah is a community of individuals living, working and studying together in order to create the ideal conditions for learning. Mutual respect and responsibility are imperative if each individual is to flourish and grow in this environment.

In order for the purpose of the university and its community to be realized, the rights, responsibilities and reasonable standards of conduct essential to a university community must be delineated. The legally established principles, rules and regulations of the university constitute the basic standards and guidelines for conduct on and off campus. The

Office of Student Affairs (OSA) establishes and enforces those rules and regulations. The full text of the Student Code of Conduct is provided in the *Student Handbook*.

Judicial Affairs in OSA is responsible for educating students about their rights and responsibilities and the university rules they must follow. Allegations of misconduct under the Student Code of Conduct are resolved by Judicial Affairs in a manner consistent with the core values of fairness, honesty and integrity. Judicial Affairs is located on the first floor of the Student Center in offices A202–204 and 207–208.

Judicial Affairs also offers mediation services, which assist students in resolving conflicts through mediation. For more information, please refer to the *Student Handbook* or visit www.aus.edu/osa/judicialaffairs.

Community Services

AUS Community Services is a link between students and the various needs found in society. Community Services allows students to experience first-hand the value of serving others through charity, awareness and outreach programs. It involves them personally in community events that enrich their life experiences. Community Services coordinates a variety of volunteer programs and strongly encourages students to contribute to the development of new ones. Current volunteer programs are listed in the Student Affairs section of the university website and in the *Student Handbook*. Students who are interested in learning more about these programs should visit the Community Services Office located in the Student Center (offices A249–251), call 515 2794 or send e-mail to communityservices@aus.edu.

Graduate Student Employment Opportunities

AUS offers graduate students several employment/learning opportunities on campus: employment through graduate assistantships, as research

assistants on faculty research projects (both internally and externally funded grants) and as work-study students. For more information, please refer to the section 4.0 Graduate Student Employment Opportunities in the Graduate Student Handbook section of this catalog.

Physically Challenged Students

The Community Services Office is the primary agent for providing access for AUS students who are physically challenged. Students who need further information should contact the Community Services Office in the Student Center (offices A249–251), call 515 2794 or send e-mail to disabilityservices@aus.edu.

Residential Life

The main objective of the Residential Halls Department in OSA is to support and complement the mission of the university and its academic programs by creating a comfortable and safe environment that contributes to the success of resident students' educational progress and personal growth. The AUS residential halls offer a unique multicultural environment in which students from different parts of the world can learn from one another.

Because residential hall living is seen as a positive educational experience, students are encouraged to live on campus. Living on campus complements the overall learning experience by fostering independence and tolerance of others in students.

The university offers a variety of rooms at different rates. All residential hall rooms have Internet and direct telephone connections. In addition, the residential halls offer students many resources, including study rooms, computer labs, dining areas, recreational areas, TV rooms, laundry facilities and fitness centers. The Women's Welcome Center, located in front of the women's residential halls, features a hair salon, a TV room/reception area and a mini-mart.

Living on campus is encouraged

because it allows students to make the most of what AUS has to offer, such as sports and dining facilities, the library and laboratories. Furthermore, it gives students convenient access to the many activities that take place during the day and in the evening. The university offers a convenient bus service between the residential halls and other areas on campus.

The residential halls for male and female students are completely separate. All hall residents are expected to spend every night in the halls, unless they have written authorization from their parents or guardian indicating otherwise. To ensure the security of all students, the residential halls are protected by security patrols. Residential halls staff members are available around the clock for the safety and comfort of all residents. Regulations for the residential halls are available in the *Student Handbook* and on the university website.

The residential halls also offer resident students part-time employment opportunities. Students are selected semester-wise for two positions: desk attendant and resident assistant. These jobs provide students with a chance to gain valuable work experience and also develop their communication and leadership skills.

Sports and Athletics

The Office of Student Affairs believes that students should have ongoing opportunities to develop their talents through a wide variety of sports. To achieve this goal, full-time and part-time coaches and trainers are available in the AUS Sports Complex to help students develop team play, sportsmanship and healthy lifestyles. More than 20 activities are available, featuring both team and individual sports and leisure activities, which offer broad-based competitive and instructional programs for both genders. Details on the university's athletic facilities are available in the *Student Handbook* and at www.aus. edu/osa/athletics/.

The university's intramural sports program complements students' academic, social and cultural education. Involvement in intramural sports activities allows students to develop new friendships and enjoy the benefits of exercise.

In line with its continuous endeavor to foster collegiate sports in the UAE, the Sports Complex offers students the opportunity to participate in collegiate athletic championships, symposia and training courses it organizes and hosts.

Student Activities

Under the supervision of the Student Activities Department, students are encouraged to organize many events that offer cultural entertainment to the entire university community. These events include the Global Day festivities, Club Fair, music nights, poetry nights, competitions, the UAE National Day celebration and many more. The Student Activities Department is located in the Student Center. Visit www.aus.edu/osa/activities/ for details.

Student Center

The Student Center plays a broad role in the extracurricular life of the university. It is a comfortable and inviting place where students relax. In addition to housing the Student Activities Department, the Student Center contains several meeting rooms, student lounges, a women's lounge, the Student Council office, offices for student organizations, activity rooms, a TV room, multipurpose rooms, the Internet Café, a student courtyard, a full-size eight-lane bowling alley, the Leopard Mini-Mart, a barbershop, a pharmacy, a travel office and numerous food outlets. Students can surrender found items or look for ones lost at the Lost and Found based at the Student Center reception desk.

Student Council

His Highness Sheikh Dr. Sultan Bin Mohammad Al Qassimi strongly encouraged AUS students to establish a student government in order to ensure student representation on campus. A Student Union Charter was drafted by students and approved by the Administrative Committee of the Board of Trustees during the 1997–1998 academic year. The AUS Student Council is an elected body that articulates student views and interests in the university. The Student Council is a vehicle for ensuring that students can have a voice in formulating university priorities and policies. It also provides a structure for greater student involvement on campus. The Vice Chancellor for Student Affairs advises the Student Council. For more information, please see the *Student Handbook* or visit www.aus.edu/osa/council/index.php.

Student Organizations

Student-sponsored organizations are an integral part of the learning process at most institutions of higher education. The academic experience is enriched by participation in activities that allow students to pursue their personal interests outside the classroom.

The Student Activities Department is the central support for the numerous student organizations on campus. Its role includes supervising and providing assistance with program planning and implementation. The student organizations at AUS span a wide range of interests, including sports, music, literature, recreation, culture and social issues. There are also many cultural/ethnic/national organizations that reflect the varied backgrounds of AUS students. These organizations offer students opportunities for leadership development and for involvement in university life. Student organizations have easy access to all the facilities they may need to plan, organize and implement their activities. Each organization has access to an office that is equipped with all necessary tools to conduct their business. Conference rooms, meeting rooms and a multipurpose room are also available for student organizations' use.

Interest-oriented and ethnic/national clubs represent the diversity of the

AUS community's professional and extracurricular interests and cultural backgrounds. They organize numerous professional and cultural activities throughout the academic year and play a vital role in fostering a rich multicultural environment on campus. For a complete listing of student clubs, visit www.aus.edu/osa/activities/clubs_orgs.php.

Participation in student organizations is strongly encouraged. Students are also encouraged to form organizations/clubs that promote their interests and hobbies.

Student Publications

Practical writing experience is available to AUS students through three student publications, the *Leopard*, *Realms* and *Tatra*. Students interested in contributing to or working on these publications should contact Student Activities for further information.

The *Leopard* Newspaper: "A Reason to Roar": The *Leopard* is an official university newspaper and a voice of AUS students. The leopard is the official AUS mascot and was chosen because the UAE preserves and protects the Arabian leopard, which is currently on the brink of extinction.

Realms: This magazine was founded as a literary outlet for AUS students. *Realms* gives all students a chance to read the stories, poems and essays of their classmates, as well as to contribute their creative work. *Realms* aims to foster an interest in creative writing and literature and to help students view the English language as a means of expressing their thoughts and feelings and not merely as an academic tool.

Tatra: This literary magazine club motivates the Arabic-speaking students of AUS to write poetry and prose in Arabic for inclusion in *Tatra*, which is published in Arabic every spring semester. The club also organizes events and meetings concerning Arabic literature to discuss the latest books published in Arabic, as well as various workshops on Arabic calligraphy and writing.

Student Educational Services

Career Advising and Placement

Located on the mezzanine floor of the Main Building, Career Advising and Placement Services (CAPS) offers all students and alumni comprehensive career services. CAPS works closely with industry in Sharjah and the other emirates in order to promote interaction between potential employers and AUS students and graduates. CAPS organizes corporate briefings, employer receptions and the annual Career Fair. It also provides information on full-time and part-time job opportunities, internships and summer employment. CAPS offers career development workshops, one-to-one interviews, drop-in sessions, career assessments and other services. Advice on working abroad is also available. CAPS has a career resource library and an up-to-date database of employers in the UAE and Middle East.

CISCO Academy

AUS hosts a Cisco regional networking academy in the College of Engineering. The academy trains students and professionals to design, build and maintain computer networks and prepares them for industry-standard certification. For more details see the College of Engineering section in the *AUS Undergraduate Catalog* or visit www.aus.edu/engr/cisco/.

Learning and Counseling

Learning and Counseling Services (LCS) offers support services to enhance the success of students. These services include assisting with academic growth, educational and career goals, problem solving, decision making, understanding and appreciation of oneself, and interpersonal relationships.

Counseling is strictly confidential. The information shared with a counselor will not be disclosed to another individual or organization without the written consent of the student. Services are free, voluntary and available to all undergraduate and graduate students currently enrolled at AUS. Appointments may be arranged by calling 515 2767, 515 2790 or 515 2792, or by visiting the LCS on the mezzanine floor of the Main Building. More information on LCS can be found at www.aus.edu/osa/counseling/.

Learning and Counseling Services offers a variety of services to students, as described below. Students may choose to include any member of their family or other significant persons in the process.

Services include:

Counseling
Counselors work with students to explore any academic or personal problems or concerns they may be experiencing. Examples of common issues that bring students to LCS include adjusting to university life, study skills or time management issues, confusion about life or career goals, identity concerns, relationship conflicts, depression, anxiety, grief and loss. Students who have been counseled at home or off-campus may wish to continue with counseling at the university.

LCS provides different types of counseling services: group counseling, couples counseling, crisis counseling, family therapy and personality testing.

LCS also offers private consultation for students, faculty members and staff members who would like advice about how to help a student through a difficult time.

In addition to direct counseling, counselors can also provide referral information to students.

Self-Help Resources
LCS has extensive self-help resources on many subjects in the form of handouts, books, videos and links on its section of the university website. Topics include coping with stress, depression, sleep disturbance, loneliness, anxiety, eating disorders, grief and loss, substance abuse, relationship building, assertiveness,

career choices, study skills, concentration and memory, motivation, time management, and test-taking strategies.

Student Workshops

Workshops are conducted throughout the academic year on topics such as time management, study skills, communication skills, anxiety and stress management, anger management, alcohol and drugs, and eating and body image concerns. Workshop topics and dates are advertised around campus, or students can call to learn about future workshops. Students are encouraged to contact LCS with ideas for future workshops.

Writing Center

The AUS Writing Center, located on the first floor of the AUS Library building, helps students become independent, confident writers. Available to all AUS students, the Writing Center offers one-on-one writing conferences by appointment or on a drop-in basis. Consultations may include: thesis development, organization, outlining, paragraph development, vocabulary, sentence structure and mechanics. Students may visit the Writing Center to work on drafts, to do research or to work with a consultant on particular aspects of their writing. The Writing Center also offers workshops on a variety of writing topics throughout the academic year. For more information, visit www.aus.edu/cas/writingcenter.

Admission to Graduate Studies

American University of Sharjah is a center for high-quality graduate education and research as well as a resource for sustainable development and advancement for the Gulf region and internationally.

Students in AUS graduate programs find career advancement opportunities and personal enrichment. These programs foster a stimulating intellectual environment of collaborative research and intellectual exchange. The university's cross-disciplinary graduate courses and specialized degree programs attract excellent students who pursue creative and original work under the guidance of highly qualified, dedicated faculty members recruited from the most prestigious universities in the United States, Canada and around the world.

Degree Offerings

AUS currently offers eight programs of graduate studies leading to the master's degree. These are:

College of Arts and Sciences
- Master of Arts in English/Arabic/English Translation and Interpreting
- Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

College of Engineering
- Master of Science in Engineering Systems Management
- Master of Science in Mechatronics Engineering

School of Architecture and Design
- Master of Urban Planning

School of Business and Management
- Gulf Executive Master of Public Administration
- Master of Business Administration
- Master of Public Administration

Application Process

Admission to all AUS graduate programs is processed through the Office of Enrollment Management/Graduate Admissions. Applicants should address all inquiries, requests for application forms and correspondence to:

American University of Sharjah
Office of Enrollment Management
Graduate Admissions
P.O. Box 26666, Sharjah, UAE
graduateadmission@aus.edu
www.aus.edu/programs/graduate

To apply to a graduate program at AUS, an applicant must:

- complete the official graduate application form available from the Office of Enrollment Management/Graduate Admissions or through the AUS website
- pay the application fees
- submit official transcripts and TOEFL scores to the Office of Enrollment Management/Graduate Admissions
- submit to the Office of Enrollment Management/Graduate Admissions an equivalency of his/her degree from the UAE Ministry of Higher Education, (applies only to applicants with a bachelor's degree obtained outside the UAE)

Incomplete applications are not processed.

Upon receiving a complete application, the Office of Enrollment Management/Graduate Admissions determines if the applicant meets the general university requirements. For those applicants who meet such requirements, graduate admission committees within each program will review their applications and make recommendations for admission. Applicants must satisfy both general university requirements for graduate study and graduate program-specific admission criteria.

The Office of Enrollment Management/Graduate Admissions will notify the applicant of the university's final decision. When accepted into a graduate program, an applicant will be informed of the required tuition fees and dates for advising and course registration.

Application Deadlines

Applicants must submit completed application forms and all supporting documents to the Office of Enrollment Management/Graduate Admissions by the following dates:

Fall Semester 2008
July 31, 2008

Spring Semester 2009
December 31, 2008

Summer Term 2009
May 14, 2009

Applications received after these deadlines will be considered based on seat availability.

International Applicants

International applicants (i.e., graduates of universities located outside the UAE) are required to submit completed application forms and all supporting documents to the Office of Enrollment Management/Graduate Admissions by the following dates:

Fall Semester 2008
July 15, 2008

Spring Semester 2009
December 16, 2008

Summer Term 2009
May 14, 2009

Applicants in this category are required to present an equivalency of their degree from the UAE Ministry of Higher Education and Scientific Research located in Abu Dhabi, UAE. Details on the procedure can be obtained directly from the ministry by calling (971) 2 695 1300 or +(971) 2 642 8000, or by visiting www.mohesr.ae/equicert.

Admitted international students who need visas for the UAE should submit the visa application form, which is included in the admission package and also available from the AUS website, at least one month prior to the first day of class.

Note: *Admission is only valid for the semester for which the candidate has applied. If applicants do not enroll in the semester for which they have been accepted, they may request that their admission be deferred to the following semester. A written request should be submitted to the Office of Enrollment Management/Graduate Admissions.*

General University Requirements for Graduate Admission

To be considered for admission, all applicants must meet the general university requirements for graduate admission. Some graduate programs have additional requirements. For program-specific requirements, applicants should consult the pertinent degree program listing in this catalog.

Full Admission

For full admission to a graduate degree program at AUS, an applicant must:

- hold a four-year bachelor's degree from an independently accredited university recognized by AUS
- have attained a minimum cumulative grade point average (CGPA) of 3.0 (on a scale of 4.0) or its equivalent, and 3.0 or its equivalent in 300- and 400-level courses in discipline(s) relevant to the graduate program
- have attained a minimum Internet-Based TOEFL score of 80 or AUS Institutional TOEFL score of 550. An Institutional TOEFL taken at other institutions will not be accepted by AUS.

Furthermore, the TESOL program also requires a TWE (Test of Written English) score of 5.

Other graduate programs may require additional specific admissions requirements. For details, please refer to the relevant graduate program section of this catalog.

Conditional Admission

Conditional admission to a graduate program may be granted to applicants who meet the following requirements:

- hold a four-year bachelor's degree from an independently accredited university recognized by AUS

- have attained a minimum cumulative GPA of 2.5 (on a scale of 4.0) or its equivalent
- have attained a minimum Internet-Based TOEFL score of 71 or AUS Institutional TOEFL score of 530 (applicable to all programs but TESOL)

Conditional admission applicants may also be required to meet additional specific requirements in their requested program. Applicants should consult the relevant degree program section of this catalog.

To be accorded full admission into a graduate program, a conditional admission student must:

- achieve before the beginning of the second semester the required TOEFL score for full admission (80 for Internet-Based or 550 for AUS Institutional TOEFL) and
- achieve a cumulative GPA of at least 3.0 in the first semester (two graduate courses maximum)

If either provision is not met, the student will be dismissed.

Note: *Each graduate program may assign undergraduate prerequisite courses and/or specially tailored courses for conditional admission students. Credits from these courses do not satisfy credit requirements for completing the graduate degree and are not used to calculate the graduate cumulative GPA.*

Non-degree Admission

Non-degree graduate students are those who wish to take AUS courses for academic credit but who do not seek a master's degree. Students are admitted to AUS with non-degree status if they meet requirements for full or conditional graduate admission. Complete applications should be submitted to the Office of Enrollment Management/Graduate Admissions. Standard graduate tuition ans fees apply.

Transient Students Admission

Transient student status covers those who have obtained their undergraduate or graduate degrees from AUS and have returned to take extra course(s) at AUS, those who hold degrees from

universities other than AUS and who want to take course(s) at AUS but not toward a degree, and AUS faculty/staff and spouses of faculty/staff who want to take course(s) for reasons other than seeking a degree.

Applicants seeking transient student status at AUS must submit the Transient Student Application to the Office of the Registrar. The form is available at www.aus.edu/registration/all_forms.php.

Transient students may enroll in any university course for which they have the necessary academic background and qualifications. They must register for courses through the Office of the Registrar. In courses with enrollment limits, priority is given to AUS students.

Normally, a student can register as a transient student for no more than one academic year. Standard graduate tuition and fees apply.

Visiting Students Admission

Students may enroll as visiting graduate students at AUS for credit transfer to their home universities. To be admitted as a visiting graduate student, a student must be enrolled in a graduate program at an accredited institution and be in good academic standing in his/her current institution. In addition, students must have attained a minimum Internet-Based TOEFL score of 80. Requests for visiting student admission are submitted to the Study Abroad Department.

Students are admitted as visiting students for a maximum of one academic year, and are responsible for determining that AUS credits are transferable to their home institutions. Standard graduate tuition and fees apply.

Change of Status

Students may request a change of status (from non-degree to degree status, or from visiting to degree status) by submitting a complete application through the Office of

Enrollment Management/Graduate Admissions. All admissions requirements in place at the time of the change of status request must be met.

Credits taken while under non-degree status may be accepted with the approval of the graduate program director. The university rules and regulations governing transfer courses and credits will apply.

Transfer Credit Policy

A graduate student may transfer up to nine graduate credits from a recognized graduate school at an accredited university to his/her program of study at AUS, depending upon program specific rules and regulations. Such transfer credits should meet all of the following criteria:

1. The course work must:
   - be applied toward a graduate degree at the host institution and be taken for graduate credit
   - be approved by the graduate program director in consultation with appropriate faculty members
   - not have been used to earn another degree
   - not have been taken more than five years prior to entering a graduate program at AUS. (Some programs have more stringent time limitations on transfer credits. Consult individual program descriptions and the graduate program director for regulations.)
2. The student must have earned a grade of B or higher for 500-level or 600-level courses or other courses restricted to graduate students.

Transfer credit will not be accepted for research and thesis/dissertation hours, travel experience or work/life experience.

Applicants must request that credit transfers be reviewed at the time of application.

Tuition and Financial Assistance

Tuition and Fees

Graduate student tuition, additional fees and housing charges are given in the tables below. Non-degree, transient and visiting students must pay the same tuition and fees as regular students.

Graduate Tuition (in AED)	
Master of Arts in English/Arabic/English Translation and Interpreting	2,240/per credit hour
Master of Arts in Teaching English to Speakers of Other Languages	2,240/per credit hour
Master Science in Engineering Systems Management	2,830/per credit hour
Master of Science in Mechatronics Engineering	2,830/per credit hour
Master of Urban Planning	2,830/per credit hour
Gulf Executive Master of Public Administration	140,000 for the complete program
Master of Business Administration	2,830/per credit hour
Master of Public Administration	2,830/per credit hour

Graduate Fees (in AED)	
Application Fee	200
Late Registration Fee	400
Lab/Technology Fee A (applies for each registered Rate A course - check Course Descriptions section)	490
Lab/Technology Fee B (applies for each registered Rate B course - check Course Descriptions section)	670
Thesis or Project Extension Fee	200
Thesis Processing Fee	1,000
Internship Fee	400
Deposit Payment (for MBA program only)	500 (non-refundable, non-transferable)
Health insurance is available for graduate students. The insurance fee is 300 Dirhams (AED) per semester or 600 Dirhams per semester, depending on the type of plan applicable to each student. Visit the University Health Center's web page for more information on the health insurance plans.	

Student Housing Fees (in AED)			
AUS has twelve residential halls (eight for men and four for women). Living on campus is optional. Students should contact the Office of Student Affairs for information.			
Room		**Per Semester**	**Per Summer Term**
Private	Single occupancy with private bath and kitchenette	12,120	4,860
Semi-Private	Single occupancy with a shared bath and kitchenette	8,650	3,460
Sharing	Double occupancy with a shared bath and kitchenette	4,840	1,950
Single	Single occupancy with a common bath and no kitchenette (men only)	4,700	-
Double	Double occupancy with a common bath and no kitchenette (men only)	2,890	-
Other Fees			
Dorm Damage Deposit	Compulsory for all students residing in dormitories; refundable	1,000	-
Utilities Services Fee	Compulsory for all students residing in dormitories; charged to student's account as an addition to the room rate	140	-

Payment Methods

Tuition and fees are due each semester at or before the time of registration and form an integral part of registration. AUS accepts the following methods of payment:

- cash in UAE Dirhams (AED) only
- checks drawn on local banks in UAE Dirhams (If two or more checks return due to insufficient funds, checks will no longer be accepted.)
- banker's drafts in UAE Dirhams
- credit cards (including online payment)
- direct transfers to Sharjah Islamic Bank Account No. 0029-200170-001 (student's name and ID number must be noted on transfer)

A charge of 500 AED is added if a check is returned for insufficient funds.

All student financial transactions with the university are processed through the Student Accounts Office located on the mezzanine floor of the Main Building. Questions concerning student accounts should be directed to the Student Accounts Office by calling 515 2233 or sending e-mail to studentaccounts@aus.edu.

One US Dollar is equivalent to 3.65 UAE Dirhams.

Deferment of Tuition and Fees

Students are expected to pay their tuition and fees or to make arrangements for deferred payment during the registration period. The deferment of tuition and fees is approved only if all of the following conditions are met:

- At least 60 percent of the tuition and fees have been paid by the payment deadline.
- The student does not have access to checks or credit cards.
- The student has a clean payment history.
- The Fee Deferment Request form is completed and signed by the student and is authorized by a Finance Department official. The form is available at www.aus.edu/admin/forms/ or through Students Account.

Late Fees and Fines

All university students must adhere to university deadlines, rules and regulations. Late fees and fines may apply for late book returns, parking violations, breakage/replacement charges, late tuition payment, etc.

Financial Assistance

Graduate Student Employment Opportunities

AUS offers graduate students two types of on-campus employment: graduate assistantships and graduate work-study positions. Assistantships are available to qualified graduate students and are competitively awarded and merit based.

A variety of student work-study opportunities are available through specific departments, graduate programs and AUS internal research grants to faculty members.

Information on eligibility and application guidelines is available at www.aus.edu/gpr/graduate/ or in section 4.0 Graduate Student Employment Opportunities in the Graduate Student Handbook section at the end of this catalog.

External Sponsorship

Some students are sponsored by government organizations, public institutions or private individuals. These sponsors are sent student schedules twice a semester and academic transcripts at the end of each semester for students under their sponsorship. Students under such sponsorship and sponsors may contact Student Accounts at 515 2233 for financial information. For other information, contact the Office of Enrollment Management at externalsponsorship@aus.edu.

Academic Integrity

Student Academic Integrity Code

Academic integrity lies at the heart of intellectual life. As members of a diverse community committed to the advancement of knowledge, American University of Sharjah affirms the importance of respecting the integrity of individual work. The AUS Student Academic Integrity Code describes standards for academic conduct, students' rights and responsibilities as members of an academic community, and procedures for handling allegations of academic dishonesty. As an institution of higher learning, AUS views academic integrity as an educational as well as a judicial issue.

The first obligation of a student is to pursue conscientiously the academic objectives that he/she has chosen. Accordingly, each student is required to conform to the regulations of the university, of the college/school in which he/she has enrolled and of the classes in which he/she is registered. It is further expected that all examinations, tests, papers and other assignments will be completed according to the standards set forth in this code.

By registering as a student at AUS, all students acknowledge their awareness of the academic integrity code and university registration policies and procedures.

Students are responsible for becoming familiar with their rights and responsibilities as defined by the academic integrity code and for understanding the requirements for their particular courses (e.g., regarding such issues as collaborative work, use of study aids or take-home examinations, etc.). Students are also responsible for learning the conventions of documentation and acknowledgment of sources required in academic work.

Definition of Academic Violations

Members of the academic community are expected to conduct themselves with integrity as a matter of course. Certain violations of ethical conduct relate specifically to academic integrity. Academic violations include, but are not limited to, the following:

Plagiarism

To plagiarize is to use the work, ideas, images or words of someone else without attribution. Plagiarism may involve using someone else's wording—a distinctive name, a phrase, a sentence or an entire passage or essay—without using quotation marks. It may also involve misrepresenting the sources that were used. The issue of plagiarism applies to all student assignments.

Inappropriate Collaboration

Close collaboration on academic work requires acknowledgment. Inappropriate collaboration involves working with someone else in developing, organizing or revising a project (such as a paper, an oral presentation, a research or design project or a take-home examination) without acknowledging that person's help. The use of unauthorized assistance must be avoided in the production of all academic work. Specific policies regarding collaborative work, peer review, the use of tutors and editing may vary among individual professors.

Inappropriate Proxy

Students must attend their own classes and be present for all examinations. Those impersonated and impersonators will be suspended or dismissed from the university.

Dishonesty in Examinations and Submitted Work

All academic work and materials submitted for assessment must be the sole original work of the student, unless otherwise directed by the instructor. Communication is not allowed between or among students, nor are students allowed to consult books, papers, study aids or notes without explicit permission. Cheating includes, but is not limited to, copying from another's paper, giving unauthorized assistance, obtaining unauthorized advance knowledge of examination questions, and the use of mechanical or marking devices or procedures for the purpose of achieving false scores on machine-graded examinations. Specific policies regarding examinations may vary with individual professors. Students are prohibited from submitting any material prepared by or purchased from another person or company.

Work Completed for One Course and Submitted to Another

Students may not present the same work for more than one course. Under exceptional circumstances, faculty members may permit a significant piece of research to satisfy requirements in two courses. However, both professors must agree in advance to this arrangement. Students are reminded that when incorporating their own past research in current projects, they need to reference such previous work.

Deliberate Falsification of Data

Students may not deliberately falsify data or distort supporting documentation for course work or other academic activity.

Interference with Other Students' Work

Students may not intentionally interfere with the work of others, such as sabotaging laboratory experiments, research or digital files, or by giving misleading information or disrupting class work.

Copyright Violations

Copyright laws must be observed. These laws govern practices such as making use of printed materials, duplicating computer software, duplicating images, photoduplicating copyrighted materials and reproducing audio/visual works. The academic integrity code prohibits theft and the unauthorized use of documents and requires adherence to the laws of Sharjah and the federal laws of the UAE.

Complicity in Academic Dishonesty

Complicity in academic dishonesty consists of helping or attempting to help another person commit an act of academic dishonesty or willfully assisting another student 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, (1) doing work for another student; (2) designing or producing a project for another student; (3) willfully providing answers during an exam, test or quiz; (4) calling a student on a mobile phone while taking an exam and providing information; (5) providing a student with an advance copy of a test; (6) leaving inappropriate materials behind at the site of an exam or test; or (7) altering outcome results.

Adjudication of Academic Offenses

Jurisdiction

Academic cases resulting from alleged violations of the university's academic integrity code are within the jurisdiction of either a faculty member or the dean of a college/school.

Faculty members or students wishing to bring charges should do so through the faculty member in whose course or academic activity the alleged code violation occurred. In the case of students bringing charges against other students, the student bringing the charge must identify himself/herself to the faculty member.

Violations of the academic integrity code that involve admission and/or placement testing fall within the jurisdiction of an ad hoc committee that is called upon when such violations are reported.

The Adjudication Process

One of two procedures may be followed in the adjudication process. The first grants authority to the faculty member to exercise discretion in those cases involving a student's judgmental error rather than willful dishonesty. The second grants jurisdiction to the dean of the college/school in which the alleged violation has occurred.

1. Faculty Authority

   If a faculty member is convinced that an alleged offense has resulted from an error in judgment on the student's part rather than from purposeful dishonesty, the faculty member may decide to use the occasion for instructing the student on acceptable standards for academic work. In such cases, the faculty member may, for example, require the student to rewrite or correct the original assignment or to submit a substitute assignment.

   When faculty jurisdiction is exercised in the case of an unintentional violation of the Student Academic Integrity Code, the faculty member shall send written notification of the event to the dean (or appointed designee) of the college/school in which the offense has occurred. That dean will then notify the student's dean, if the student is enrolled in another college/school, that the offense has occurred. Through this process, the university can monitor multiple occurrences of such errors of judgment by particular students.

2. Administrative Jurisdiction

   In all other circumstances, the following procedures will be observed:

   a. Faculty members reporting an allegation of dishonesty must do so within 10 working days of the date of discovery of the alleged offense. The report should be supported by such documentation as is appropriate and delivered to the dean (or appointed designee).

   b. The dean (or appointed designee) will promptly notify the student of the charge and will arrange a meeting to discuss the charge with the student. The dean (or appointed designee) will also notify the head of the department or unit in which the offense occurred and the student's dean (if the student is a member of another college/school) that an allegation has been made.

   c. At the meeting, the student will be presented with the charge and the evidence submitted by the faculty member. He/she will be advised of the procedures, including his/her rights, and given the opportunity to respond. The student may respond immediately or respond in writing within five working days. The signed document will become additional evidence in the case. If the student fails to attend this preliminary meeting, the dean may proceed with the process as appropriate.

   d. Faculty members, at their discretion, may discuss the alleged case of dishonesty with the student before the case is adjudicated. However, faculty members are not to submit grades for the work in question or for the course until the case has been adjudicated. If the semester grades are due before the adjudication process is complete, a temporary grade of N will be assigned.

   e. When appropriate, the dean (or appointed designee) will gather additional evidence from the student, the complainant and other concerned parties before the adjudication process.

   f. After reviewing the charges and the evidence, the dean (or appointed designee) may dismiss the case or refer the case to the faculty member bringing the charge. For cases not dismissed or referred, the dean may assign a penalty. The dean may request a meeting with the student at any time.

Other Adjudication Issues

While the assignment of penalties is the province of the dean of the college/school, the faculty member making the charge may recommend a grading penalty or other sanctions.

If the student fails to attend a scheduled meeting regarding such changes, the date of which will be made known in advance to him/her, the college/school may hear the case in the student's absence or move for a continuance.

Legal counsel is not permitted at any point during the adjudication process.

The standard of proof for any instance of academic dishonesty will be clear and convincing evidence.

Penalties

Students are advised that violations of the Student Academic Integrity Code will be treated seriously, with special attention given to repeat offenders.

1. In assigning a penalty, the dean will take into account both the seriousness of the offense and any particular circumstances involved.

2. After a second determination of guilt is established through formal review, a student may be suspended or dismissed.

3. Penalties for an academic offense may include one or more of the following:

   a. resubmission of the work in question

   b. submission of additional work for the course in which the offense occurred

   c. a lowered grade or loss of credit for the work found to be in violation of the integrity code

   d. a failing grade of F or WF or denial of credit for the course in which the offense occurred

   e. suspension for one or more academic terms, including the term in which the offense occurred

   f. dismissal (for a specified term or permanently) from the university

4. Penalties (a)–(c) are levied by the dean hearing the case only with the concurrence of the faculty member bringing the charge. Penalties (d)–(f) are levied by the dean hearing the case only with the concurrence of the student's dean as applicable. If consensus cannot be reached, the Vice Chancellor for Academic Affairs or his/her representative will adjudicate.

5. Penalties (d)–(f) will become a permanent part of the student's record maintained indefinitely by the Office of the Registrar, with appropriate notation indicating that there has been a violation of the Student Academic Integrity Code. For record keeping of documents pertaining to the infringement of the academic integrity code, please refer to the appropriate section under Student Records herein.

6. The student 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.

Notification of Penalty

The dean (or appointed designee) will notify the student in writing of the findings and, as appropriate, the assigned penalty. The faculty member bringing the charge will also be notified in writing of these results, as will the head of the department in which the case occurred and the student's dean if the student is enrolled in another college/school.

If the penalty levied is (d)-(f), the dean of the college/school to which the student belongs will notify the Office of the Registrar and will take the appropriate academic action. For penalty (f), the dean of the college/school must inform the Director of Graduate and Undergraduate Programs in writing within five working days of the date of the notice.

Appeal of Penalty

In cases concerning notation to the student's record [penalties (d)–(f) in item 3 above], students will be notified in writing of their right of appeal. Appeals must be made in writing within five working days of the date of notice. Appeals are limited to grounds of excessive sanction, improper procedure and unavailability of relevant evidence at the time of the original administrative or code of conduct review panel meeting. Appeals must be submitted to the Director of Graduate and Undergraduate Programs. The Office of the Vice Chancellor for Academic Affairs will review the appeal and may consult the case's written record, the appeal request and any person involved in the adjudication process. Following the review, the Office of the Vice Chancellor for Academic Affairs may deny the appeal or may lower the sanction or remand the matter to the appropriate dean in the event of improper procedure or new evidence.

Suspension and Dismissal

The decision as to whether suspension or dismissal is appropriate in a given instance will necessarily depend on the circumstances of each case and usually on the total academic record of the student involved.

In instances where the dean of the college/school has recommended dismissal, the Academic Appeals Review Committee will review the case and make a recommendation to the Vice Chancellor for Academic Affairs.

Suspension is effective for not less than the term in which the sanction is taken or for not more than one calendar year. The length of a suspension is to be specified precisely at the time the action is taken. A student who is suspended is entitled to resume studies in the same college/school at the conclusion of the period of suspension, provided he/she has satisfied all requirements imposed by the dean when the original action was implemented. The student will then need to submit the Reactivation Form to the Office of the Registrar. The form is available at www.aus.edu/registration.

Dismissal is a penalty invoked in cases of serious infractions of rules and regulations and when circumstances indicate that a student's association with the university should be terminated in the interests of maintaining the standards of behavior and conduct normally expected in a university community. A student who has been dismissed but who has not been denied the privilege of returning to the university later may apply for readmission through the Office of Enrollment Management/Graduate Admissions after the expiration of one calendar year. Action will be taken on the application after a total re-evaluation of the record and in accordance with the admission and readmission practices in effect at the time of application. A readmitted student is governed by the academic requirements in effect at the time of readmission. The calendar year that must elapse before an application for readmission may be considered is interpreted as beginning on the final day of the term during which the disciplinary action was taken.

Student Records

Custody of Records

All transcripts and other documents students submitted from other institutions at admission time or later are the property of AUS, and, as such, are part of the student record that is under the custody of the Office of the Registrar. The university is not required to provide (or allow the making of) copies of these documents. Transcripts submitted to AUS for admission or credit transfer cannot be returned to the student or forwarded to other institutions.

Student Privacy Rights

Students have the right to:

- inspect and review information contained in their educational records. The university is not required to provide (or allow the making of) copies of these documents.
- request changes or updates to their personal data
- consent to disclosure, within the extent of UAE federal and local laws, personally identifiable information from education records

The university reserves the right to disclose students' records to the private or public authority sponsoring the student.

Academic Transcripts

A permanent record reflecting the academic achievements of each student who registers at the university (also referred to as a "transcript") is maintained by the Office of the Registrar. At the end of every semester, the Office of the Registrar issues updated transcripts for all the students who were registered for the semester. These transcripts are mailed to every individual student. These copies are not official and are only intended to update students on their academic achievement. Students may also access their transcripts through the secure online student information system. Students are encouraged to review

their records online periodically.

Students may obtain copies of their academic transcripts at AUS from the Office of the Registrar. Transcripts will only be released with a signed request from the student concerned. The request form is available at www. aus.edu/registration. A nominal fee applies. The university will issue only complete transcripts, not parts of the student record.

An explanation of the university's grading system is included in the Academic Policies and Regulations section of this catalog.

Records on Academic Integrity Code Violations

The retention of records on academic integrity code violations is governed by the following:

- In cases where penalties (a)-(c) were assigned: All records pertaining to the infringement of the code are maintained by the student's college/school. If the student does not graduate from AUS, the records are retained for five years after the student's last registration. If the student graduates from AUS, these records are destroyed by the college/school upon graduation.

- In cases where penalties (d)-(f) were assigned: The notation indicating a violation of the Student Academic Integrity Code will become a permanent part of the student's record maintained indefinitely by the Office of the Registrar. Upon graduation, all records pertaining to the violation of the Student Academic Integrity that were maintained by the college/school will be transferred to the Office of the Registrar for permanent retention. If the student does not graduate from AUS, all records pertaining to violations of the academic integrity code will be retained by the college/school for five years after the student's last registration at AUS and then transferred to the Office of the Registrar for permanent retention.

Records on Student Academic Integrity Code violations maintained by the Office of the Registrar are

subject to university regulations concerning the confidentiality of student records. Upon written request, students have the right to inspect their records related to violations of the academic integrity code.

Miscellaneous Certificates

Students may need different types of official certificates pertaining to their academic record at AUS. These certificates must be requested from the Office of the Registrar using the request forms available at www.aus. edu/registration. A nominal fee applies.

Registration and Course Information

Registration

Orientation Program

Prior to registration, each college/ school holds an orientation session to familiarize students with its specific regulations and assist them with the registration process. These sessions are also to inform the students about potential research/project areas available within the program.

Academic Advisors

Academic advising is an essential element of the educational process. American University of Sharjah requires advisor-student conferences at least once per semester. Students are assigned academic advisors who help them in planning their schedules. However, students are responsible for selecting their courses, meeting course prerequisites and adhering to the most recent university policies and procedures. The advisor assists the student in interpreting university policies and procedures. Students are required to consult with their advisor on issues regarding degree requirements. Some programs require that students have a graduate advisory committee, which has specific responsibilities identified by each graduate program in accordance with university policy.

Registration Process

Before the registration period begins, the Office of the Registrar posts the registration guide on at www.aus. edu/registration. The guide provides pertinent information and indicates the registration steps along with the place, date and time for each step. A continually updated list of courses offered is posted on the online student information system as well.

Students must register in a course prior to attending classes. It is the responsibility of the individual student to monitor his/her registration status, which may be done by accessing his/her records through the AUS website. Students who register after the designated date are charged a late registration fee of 400 Dirhams.

Continuing and returning students register through the website. New students and transfer students register with their respective colleges/schools. Non-degree, transient and visiting students register with the Office of the Registrar. Registration by way of proxy is not permitted.

New and transfer students must ensure that all documents required for finalizing their admission, particularly those indicated in the letter of admission, are submitted to the Office of Enrollment Management/Graduate Admissions before registration begins. Transfer students must complete their transfer file and be awarded transfer credits before the end of their first semester at AUS.

Thesis and Final Project Registration

See Thesis and Final Project Registration within the Graduation section herein.

Student Course Load

The normal student course load for a full-time graduate student is nine credit hours per semester. The graduate program director/coordinator may approve a student in good standing to register for up to 12 credit hours per semester.

Auditing Courses

A graduate student who wishes to attend a course but who does not wish to participate, take examinations, receive a final grade or receive credit for the course may register to audit the course with the permission of the instructor and the graduate program director/coordinator. The instructor may establish standards of class participation and attendance that must be met if a student is to remain in audit status.

Registration is managed through the Office of the Registrar. In courses with enrollment limits, priority is given to students registering for credit.

The audited course will appear on a student's transcript as audited. Tuition and fees for audit students are the same as those for students registering for credit.

Changes to or from audit status must be made before the last day of the add and drop period.

Non-degree, Transient and Visiting Student Registration

See the corresponding sections under Admission to Graduate Studies.

Tuition and Fees

Please refer to the Tuition and Financial Assistance section of this catalog for specific information on tuition, fees, deferment of tuition and fees and payment methods.

Add and Drop

Students are allowed to add and/or drop courses at the beginning of every semester/term. The add and drop period begins on the first day of class. The duration of the add and drop period may vary, and the actual dates are published in the registration guide for each semester/term, which is available at www.aus.edu/registration.

Courses dropped during the add and drop period are not recorded in a student's transcript. The semester tuition is recalculated accordingly with no fee penalty charged. Students interested in adding or dropping courses should first consult with their respective advisors.

Attendance

Attendance and participation in all class, workshop and laboratory sessions are essential to the process of education at AUS. Students benefit from the lectures and discussions with

their instructors and fellow students. For this reason, students are expected to attend class regularly. Lateness or absence hinders progress for the individual and the class and affects the student's academic achievement.

Course Withdrawal

Students are permitted to withdraw from courses without penalty by submitting the Withdrawal Form (available at www.aus.edu/registration). The student must submit the form in person to the Office of the Registrar.

Withdrawal from courses must occur no later than the end of the withdrawal period. A grade of W will be recorded on the transcript for the course from which the student has withdrawn. A W grade does not impact the student's GPA.

As of the end of the withdrawal period and up to the last day of classes, a grade of WF will be recorded for those who withdraw from a course. The student will receive 0.00 grade points (F grade) for the WF, and this will be used in calculating the student's GPA. Furthermore, as of the end of the withdrawal period, faculty members may assign a WF for excessive absence or no show.

If a student with documented medical condition (e.g., operation, hospital stay, serious illness, etc.) is withdrawn from a course after the established withdrawal deadline, the student may submit a Student Petition Form (available at www.aus.edu/registration) to the Office of the Registrar with the appropriate original medical documents. The Office of the Registrar will verify the claims and approve the change of status from a WF to a W.

Withdrawal from the University

In the event a student wishes to withdraw from the university, he/she must submit the Complete Withdrawal Form to the Office of the Registrar in person. The form is available at www.aus.edu/registration.

Depending on the time of withdrawal,

a grade of W or WF will be recorded for all the courses the student was registered for in the semester of withdrawal. In addition, the following refund schedule will apply:

Withdrawal from the University*
One week before the first day of classes
100% refund excluding the seat reservation deposit of new students
Before the end of the first week of classes
100% refund excluding non-refundable deposits
During the second week of classes
50% refund of tuition
During the third week of classes
25% refund of tuition
After the third week of classes
0% refund
*Refunds for summer term withdrawals are prorated.

Interrupted Studies and Reinstatement

Students are expected to maintain continuous enrollment (fall and spring semesters) until they complete their program. Enrollment in zero-credit courses only does not establish residency for the purpose of this policy.

A graduate student may take up to two semesters off from graduate studies but must inform the Office of the Registrar in writing of their intention to do so. Reinstatement of the student is automatic; however, students must reactivate their record by submitting a Reactivation Form to the Office of the Registrar one month ahead of registration. The form is available at www.aus.edu/registration. Courses taken at another institution during this interim period will not be transferred. No fees are charged for reinstatement.

Graduate students who were on probation prior to complete withdrawal must petition for reinstatement. Reinstatement must be approved by the student's dean or program director.

Any graduate student who leaves AUS for more than two consecutive semesters must submit a new application for admission to the Office of Enrollment Management/Graduate Admissions.

Course Information

Course Code

Every course in each discipline or field of study offered by the university is represented by a three-letter prefix followed by a three-digit number indicating the level of the course content.

Course Credit Hours

All courses are valued in credits. Normally, each credit hour represents 50 minutes of class instruction per week each semester, 120 to 180 minutes of laboratory experience per week each semester, or one or two 50-minute recitation sessions per week each semester.

The numbers in parentheses following the title of a course indicate the course contact hours distribution and the course credit information. The first digit in parentheses refers to the number of class contact hours per week the course requires, the second digit denotes the number of laboratory or practice hours required weekly, and the third digit refers to the number of credits the student will receive upon successfully completing the course.

Course Descriptions and Syllabi

Except for non-recurring topics, descriptions of courses offered by AUS are listed in the Course Descriptions section of this catalog and on the university website. Courses are grouped by college/school and sorted by course subject and course code. Descriptions of non-recurring topics are made available during registration in the college/school offering the course.

Course syllabi are available from the individual course instructor, department or program office. They include course description, course goals and objectives, content and topics, instructional material and resources, the method of evaluation, the meeting time and place, credit hours and minimum background requirements for the course.

Course Prerequisites

Certain courses require a minimum background of knowledge, as indicated by prerequisite courses cited in individual course descriptions. Titles and numbers refer to AUS courses. Equivalent courses satisfactorily completed at other institutions may also meet prerequisite requirements by transfer credit. Courses for which a grade below C was received do not satisfy prerequisite requirements.

Courses Offerings and Schedules

Courses are offered at the discretion of the individual graduate programs. Students should check with the respective programs for information on when courses will be offered.

To accommodate graduate student work schedules, some programs offer their courses in the evening or over the weekend. For details on course schedules, please refer to the semester online course offerings or check with the graduate program offering the course.

Fields of Study

Degree Offerings

American University of Sharjah has four colleges/schools that offer both undergraduate and graduate degree programs. Graduate degree programs are listed below. Undergraduate degree offerings are listed in the *AUS Undergraduate Catalog*.

College of Arts and Sciences
- Master of Arts in English/Arabic/English Translation and Interpreting
- Master of Arts in Teaching English to Speakers of Other Languages

College of Engineering
- Master of Science in Engineering Systems Management
- Master of Science in Mechatronics Engineering

School of Architecture and Design
- Master of Urban Planning

School of Business and Management
- Gulf Executive Master of Public Administration
- Master of Business Administration
- Master of Public Administration

Transferring from Non-Degree or Visiting to Degree Status

Students may request a change of status from non-degree to degree

status or from visiting to degree status by submitting a complete application thought the Office of Enrollment Management/Graduate Admissions. All admissions requirements in place at the time of the change-of-status request must be met.

Credits taken while under the non-degree or the visiting status may apply towards the degree program given the approval of the graduate program director. The university rules and regulations governing transfer courses and credits will apply.

The graduation requirements will be determined by the catalog that is effective when the student joins a major or the catalog effective the semester of the student's graduation.

Change of Program

Students seeking to change their graduate degree program must complete the Change of Major Form available from the Office of the Registrar. Requests for a change of program should be submitted to the Office of the Registrar by the last day of the 12th week of classes of the fall or spring semester.

To be eligible for a change of program, the graduate student must meet the requirements for admission to the new program. Please refer

to the relevant program's catalog section for information on admission requirements.

A change in major might entail a change in a student's catalog year. Please refer to the Catalog section under Graduation Requirements for more details.

Concentrations and Themes

Some programs allow students the choice of an area of concentration or theme. This option offers students a more in-depth knowledge of a subject area. Please refer to the relevant program section for concentration/theme requirements.

Where the concentration/theme is mandatory, students declare their choice when applying to the program. Where the concentration is an option, students indicate their choice by filling in the appropriate information on the Change of Major Form and submitting it to the Office of the Registrar.

Change of Major forms must be submitted by the last day of the 12th week of classes of the fall or spring semester. Change of Major forms will not be accepted during a summer term. Forms submitted by the deadline will be effective as of the following semester/term. The Change of Major Form is available from the Office of the Registrar.

Grades and Academic Standing

Grading System

Courses are graded using letter grades. The grade point average (GPA) is based on a four-point scale. The minimum passing grade for a graduate course is C. Normally, graduate students who receive an F in a graduate course will not be allowed to continue in the program.

The AUS grading system is provided below:

Excellent	
A	equals 4.00 grade points
Meets Expectation	
A-	equals 3.70 grade points
B+	equals 3.30 grade points
B	equals 3.00 grade points
Below Expectation	
B-	equals 2.70 grade points
C+	equals 2.30 grade points
C	equals 2.00 grade points
Fail	
F	equals 0.00 grade points
Withdrawal Fail	
WF	equals 0.00 grade points

Grades not calculated in the grade point average are:

AUD	Audit
AW	Administrative Withdrawal
I	Incomplete
IP	In Progress
N	No Grade
P	Pass; credit counted
TR	Transfer; credit counted
W	Withdrawal
WV	Waive; no credit

The grade appeals process is outlined in the Students Petitions and Appeals section herein.

Incomplete Grades and Make-Up Examinations

The work for a course must be completed by the end of the final exam day for that course. In emergency circumstances, a student may request permission from the course instructor and graduate program director to complete a course in the following semester. A grade of I (incomplete) is assigned for the course. The instructor of the course will then process an Incomplete Grade Form and submit it to the Office of the Registrar for final approval and implementation. The Incomplete Grade Form must be submitted within the final examinations period.

Students must complete an incomplete course before the end of the following semester. Otherwise, a tentative grade estimated on the basis of work already completed may be recorded. Failure to complete the course within the following semester may result in the grade being recorded as F unless a tentative grade has been reported previously.

Repeating Courses

Normally, graduate courses cannot be repeated. With the recommendation of the program director and the approval of the appropriate dean and the Director of Graduate and Undergraduate Programs, a graduate student may be allowed to repeat any course in which a grade of B-, C+, C or F is received. The original grade and the new grade will appear in the transcript, but only the new grade will be calculated into the GPA.

No course may taken more than twice.

Note: *Normally, graduate students who receive an F in a graduate course will not be allowed to continue in the program.*

Grade Point Average

AUS uses two grade point averages: the semester grade point average (SGPA) and the cumulative grade point average (CGPA).

Quality Points

The quality points earned in a course are calculated by multiplying the grade point value of the letter grade by the number of credits the course is worth. Effective June 2004, only the last entry of the repeated course is counted in the calculation of the CGPA.

Semester Grade Point Average (SGPA)

The SGPA is the grade point average of grades earned in a particular semester. It is calculated by dividing the sum of the quality points of courses taken in a particular semester by the total number of credits of the courses taken in that same semester.

SGPA = sum (quality points of courses taken in semester X) / sum (credit hours of courses taken in semester X)

Cumulative Grade Point Average (CGPA)

The CGPA is calculated by dividing the sum of the quality points of courses taken in all semesters by the total number of credits of all courses taken in all semesters.

CGPA = sum (quality points of courses taken in all semesters) / sum (credit hours of courses taken in all semesters)

Effective June 2004, only the last entry of a repeated course is considered in the CGPA calculation.

Academic Standing

A student's academic standing is determined by his/her CGPA.

Good Standing

In order to be considered in good standing, graduate students must maintain a CGPA of at least 3.0 out of 4.0. A student must be in good standing to be eligible for graduation.

Academic Probation

If a graduate student's cumulative GPA is below 3.0, the student is placed on academic probation. During probation status, the following conditions apply:

- A graduate student on probation may not register for more than six credit hours.
- A graduate student on probation may not register for thesis or final project credit hours until a cumulative GPA of 3.0 is achieved.

Probation will be removed at the end of any semester in which the student attains a CGPA of 3.00.

Academic Dismissal

A graduate student on probation who does not achieve good academic standing by the end of the regular semester following the term in which the cumulative GPA fell below 3.0 will be dismissed from the university.

Normally, graduate students who receive an F in a graduate course will not be allowed to continue in the program.

Students who have been dismissed as a result of failing to meet the requirements of good standing or who receive an F in a graduate course may petition for re-enrollment. Petitions must be submitted to the Office of the Registrar. The Student Petition Form is available at www.aus.edu/registration.

Petitions will be reviewed by the graduate program director, who will make a written recommendation to the appropriate dean. The dean will then provide a written recommendation and forward the petition to the Director of Graduate and Undergraduate Programs. Decisions regarding continuation in the program will be made by the Director of Graduate and Undergraduate Programs in consultation with the appropriate dean or appointed designee.

Students who have been academically dismissed, readmitted and subsequently dismissed will normally not be readmitted.

Student Petitions and Appeals

Student Responsibility

All official university communications are distributed through the AUS-issued e-mail address. These are considered official notifications. Students are responsible for checking their AUS e-mail accounts and for responding to or acting upon messages accordingly.

Students should keep their own records of all transactions with the university (e.g., registration schedules and forms, grade reports, payment records, etc.). It is also advisable to keep copies of all tests, digital files, papers and so forth submitted in fulfillment of course work.

Petitions

Students may petition for exceptions to academic policies of the university. Petitions are processed through the Office of the Registrar. The Student Petition Form is available at www.aus.edu/registration.

Appeal of Academic-Related Issues

In the event that a student wishes to discuss an issue pertaining to a course, instructor or other academic-related issues, the student may direct his/her concern to the involved faculty member. If the issue or grievance is not resolved, the student should contact the graduate program director and/or dean of the college/school.

If, in the judgment of the dean of the college/school, the grievance is of such gravity or its resolution would have such impact on the welfare of students generally or on the conduct of professional responsibilities in the university as to require even more formal safeguards for the aggrieved student and faculty member involved, the dean will prescribe an appropriate procedure consonant with the university's mission or refer the matter

to the Academic Appeals Review Committee through the Director of Graduate and Undergraduate Programs. Academic appeals requests must be submitted no later than the end of the first day of orientation week of the following semester.

Graduation

Thesis and Final Project

Master's theses or final project reports document research conducted by AUS graduate students under the guidance and supervision of AUS faculty members. They are the culmination of the students' programs of study and are expected to reflect appropriate scholarly depth and rigor. Theses and final projects are defended publicly.

The Office of Graduate and Undergraduate Programs, in collaboration with the Graduate Program Council, establishes and oversees the regulations and requirements for theses and final projects at AUS. Details on thesis preparation and defense are included in the Graduate Student Handbook section at the end of this catalog. Degree candidates are responsible for familiarizing themselves with and adhering to the standards and regulations of the latest edition of the AUS Guide to Formatting Graduate Theses. This manual is available from the Office of Graduate and Undergraduate Programs and online at www.aus.edu/academic/gup/graduate/thesesguide/index.php.

AUS also has a stringent policy regarding research involving humans or animals as subjects. Detailed information on such research activities may be found at www.aus.edu/gup/graduate/research/polices_research/.

It is AUS policy to maintain master's theses in the AUS Archives and also to make theses available to other students and scholars. The AUS Library is responsible for the archiving and binding of the master's thesis. Detailed procedures and requirements for submitting master's theses to the AUS Library and Archives for binding are outlined in the *AUS Guide to Formatting Graduate Theses*.

Registering for Thesis/Final Project Credit

Graduate students registering for thesis/final project credits must register through the Office of the Registrar. Only students in good academic standing may register for thesis/final project credits.

Thesis/Final Project First Registration

The thesis proposal must be formally and orally presented to and approved in writing by the thesis committee before registration in the thesis course (XXX 699). Final project proposals must be approved by the program coordinator before registration in the final project course (XXX 698). For details on thesis/final project proposal preparation and submission, please refer to section 3.0 Thesis in the Graduate Student Handbook part of this catalog.

Once the thesis/final project proposal is approved and before the end of the withdrawal period, the program directors will e-mail the Office of the Registrar the list of the students who will be signing up for thesis/final project credits, along with their thesis/final project titles and the names of their college/school advisors.

In the first semester of thesis/final project work (usually no earlier than the third semester of enrollment in the graduate program), a student can enroll for either three or six thesis/final project credit hours.

Thesis/Final Project Continuous Enrollment

Students who do not complete their thesis/final project after one semester or more of thesis/final project work will need to maintain continuous enrollment in the thesis/final project.

Before the end of the add and drop period, the program director will e-mail the Office of the Registrar a list of the names and IDs number of those students maintaining continuous enrollment for registration into their respective thesis/final project courses and the appropriate credit and billing hours.

Thesis/Final Project Time Extensions

Students who do not complete the thesis/final project after registering for six credit hours must register for the full thesis/final project credits but with zero billing hours until the thesis/project is finished and defended. A fee of 200 Dirhams per semester is charged to establish continuous enrollment. Failure to pay the 200 Dirhams will be considered an interruption of studies (see Interrupted Studies and Reinstatement under the Registration section).

All students must be registered in the semester in which they defend their thesis.

Note: *A student must complete all degree requirements within five years from the time of initial enrollment into the program*.

Switching from Final Project to Thesis and Vice Versa

A student who switches from thesis to final project (or vice versa) will be given an N for no grade for the thesis/final project credit hours (i.e., XXX 698 or XXX 699) completed for the first option selected. The student must pay for any additional credit hours or courses required as a result of switching from thesis to final project (or vice versa).

Grading of Thesis/Final Project

A thesis/final project grade will be awarded after completion and public defense of the thesis/final project.

If the thesis/final project work continues into a second semester, an IP grade will be awarded and the student must register for the thesis/final project course again but only for the balance thesis credit hours (i.e., enroll in the final three credits if he/she only enrolled in three the previous semester).

The IP designation will be used until completion and successful defense of the thesis/final project.

Graduation Requirements

Catalog

The graduation requirements for any individual student are determined either by the catalog that was effective for the academic year when the student was admitted in the major or the catalog effective for the academic year when the student graduates.

If a required course within a program changes its number of credits, then the number of credits required by the program for graduation may, at the discretion of the college/school, change by the same amount provided the minimum total number of credits for graduation is 36 and the CGPA is at least 3.00. In case of substantial changes in course offerings, equivalent graduation requirements are determined by the dean of the student's college/school.

Caution: *The course offerings and requirements of American University of Sharjah are under continual examination and revision for improvement. This catalog is not a contract; it merely presents the requirements in effect at the time of publication and in no way guarantees that these requirements will not change. The student assumes full responsibility for compliance with all academic requirements.*

Courses

Courses are considered primary components of the curriculum and should not be split into individual credits to be counted in different areas of the degree audit.

Graduation Residence Requirements

In order to obtain a master's degree from AUS, students must complete at least three semesters in residence at AUS.

Time Limit on Duration of Study and Course Year Limit

Regardless of the catalog by which the student's graduation requirements are governed, all degree requirements must be completed within five years of admission to AUS as a graduate student, inclusive of any leave.

In addition, credits more than eight years old (courses transferred to AUS) at the time of graduation may not be counted toward the fulfillment of a graduate degree program.

Academic Standing Requirement

A student must be in good academic standing to be eligible for graduation.

Graduation Procedures

Participation in the Commencement Ceremony

The university holds two commencement exercises: a fall commencement ceremony at the end of the fall semester and a spring commencement ceremony at the end of the spring semester.

Only students who have successfully completed degree requirements and all thesis requirements, including corrections and final submission of the completed thesis to the library, by the end of the term for which they have applied to graduate are certified for conferral of a degree. Students who have been certified for conferral of a degree in a summer term or a fall semester are eligible to participate in the corresponding fall commencement ceremony. Likewise, students who have been certified for conferral of a degree in a spring semester are eligible to participate in the corresponding spring commencement ceremony.

Students who do not wish to participate in the commencement exercises of their semester of graduation must complete an Absentia Form, which is available at www.aus.edu/registration or www.aus.edu/commencement. Absentia graduates are not eligible to participate in another semester commencement ceremony.

Application for Graduation

Candidates for graduate degrees file an Application for Graduation form (available at www.aus.edu/registration or www.aus.edu/commencement) with the Office of the Registrar during the registration period of the last expected term of study. Only after an Application for Graduation form has been filed can the Office of the Registrar begin processing the necessary information for final certification for graduation.

Students who fail to complete all degree requirements by the end of the term for which they apply to graduate need not reapply for graduation. Their previous application will be automatically moved to the following semester.

Conferral of Degrees

Degrees are conferred at the end of the semester in which requirements have been met. Conferral of the degree is noted on the academic transcript of the graduate with the date of graduation.

Names on Degrees

The names of AUS students will be spelled in English exactly as they appear on their passports or identity cards when printed on degrees. If a name on a passport or an identity card does not appear in English, then the spelling of the name will be printed according to the personal preference of the student concerned.

Attestation of Degrees and Transcripts

The Office of the Registrar offers the service of attesting degrees and transcripts with the UAE Ministry of Higher Education and Scientific Research once at the end of every semester. The office also provides all information relevant to the attestation process to assist graduates who wish pursue this process individually. For details, please see www.aus.edu/commencemnt.

College of Arts and Sciences

Dean
William Heidcamp

Associate Dean
Ibrahim El-Sadek

Master of Arts in English/Arabic/English Translation and Interpreting (MATI)

Nawar Golley, Head
Department of Arabic Studies

Translation and interpreting services are in demand now more than ever as the world market expands and the trend toward globalization gathers momentum. The vital role that English continues to play in international communication and the growing impact of the Arab region on world affairs combine to create a demand for highly trained English/Arabic translators and interpreters.

The Master of Arts in English/Arabic/English Translation and Interpreting (MATI) degree at AUS is designed to respond to these demands. The program aims to equip graduates from a variety of disciplines with highly specialized translation and interpreting skills in English and Arabic. The program also addresses the need for upgrading the skills of professionals who are already working as translators and interpreters. Courses are intended to produce graduates conversant with the various forms of translation and interpreting required in the complex web of communication. This diverse range of skills is placed within a general theoretical framework, which provides the student with the conceptual tools to identify, analyze and resolve problems and develop a reflective approach to translation.

The MATI program enables students to achieve a high level of competence in English/Arabic/English translation and interpreting, provides them with advanced training in translation and interpreting techniques, and helps them develop a thorough understanding of translation theory and its relevance to the practical concerns of translators. In addition, students can further develop their knowledge of academic writing conventions and research methods. More details on the program are available at www.aus.edu/cas/mati.

Admission Requirements

Applicants are required to fulfill the university's general admission requirements for graduate studies.

In addition, non-native speakers of Arabic must hold a BA in Arabic.

Conditional admission status may be granted to applicants with a minimum overall GPA of 2.5 (or equivalent) and a 2.5 or its equivalent in 300- and 400-level courses in discipline(s) relevant to the program, and at least three years of relevant practical experience in translation and/or interpreting. In such cases, the student must take TRA 500 Principles and Strategies of Translation and another course as specified by the program director, and must attain a GPA of 3.0 (B) or above for that semester to achieve full admission and to be allowed to proceed.

Degree Requirements

To graduate with the MA in English/Arabic/English Translation and Interpreting, students must complete all the requirements of the program, which consist of 36 credits inclusive of a research thesis (eight required courses and three advised electives). Students must complete the degree requirements within five years from the time of initial enrollment in the program. A minimum cumulative GPA of 3.0 is required for graduation. Courses are offered during the weekday evenings.

Required Courses (27 credits)
- TRA 500 Principles and Strategies of Translation
- TRA 501 Terminology and the Translator
- TRA 503 Theoretical Models of Translation
- TRA 505 Interpreting and the Profession I
- TRA 509 Interpreting and the Profession II: Simultaneous Interpreting
- TRA 558 Contrastive Linguistics and Translation
- TRA 695 Translation Research Seminar
- TRA 699 Master's Thesis

A complete guide for preparing the thesis is given at www.aus.edu/academic/gup/graduate/thesesguide/index.php. For information on thesis proposal, thesis defense and deadlines, please refer to the Graduate Student Handbook section at the end of this catalog.

For thesis registration details, please refer to Thesis and Final Project under the Academic Policies and Regulations section of this catalog.

Elective Courses (a minimum of 9 credits)
Students must complete three courses (a minimum of nine credits) from the course list below, in consultation with their advisor.
- ELT 501 Advanced English Grammar
- TRA 502 Arabicization and Translation
- TRA 504 Discourse Semantics and Pragmatics in Translation
- TRA 506 Perspectives on Translation Quality Assessment
- TRA 508 Research and Academic Writing
- TRA 556 Rhetoric for Translators
- TRA 610 Intercultural Communication and Translation
- TRA 694 Special Topics in Translation and Interpreting

Master of Arts in Teaching English to Speakers of Other Languages (MATESOL)

William Haney II, Head
Department of English

The mission of the Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) program is to provide students a balanced foundation of both practical and theoretical knowledge needed to teach English at various proficiency levels, and to prepare them for doctoral studies in areas related to language learning and teaching. By combining theory and practice, the curriculum aims to produce informed teachers capable of using theory to enhance their teaching practice.

Program Goals, Objectives and Learning Outcomes

To fulfill this mission, the program strives to:

- prepare students for positions requiring high levels of proficiency in teaching English as ESL/EFL at the secondary and tertiary levels
- equip its graduates with the required competencies to contribute to the field and be prepared to enroll in PhD programs

The educational objectives of the MA TESOL program are to:

- provide students with state-of-the-art knowledge in TESOL, and develop strategies for adapting that knowledge to serve the specific needs of the region
- explain the relation between the form and function of English
- demonstrate the practice of teaching English in ESL/EFL classroom settings
- provide students with knowledge about how languages are learned
- teach students how to evaluate the effectiveness and validity of different testing procedures
- develop students' research skills
- enhance students' awareness of the role of culture in learning and teaching in an ESL/EFL environment
- familiarize students with computer-assisted learning and teaching and supervise ESL/EFL classroom teachers

Upon graduation from the MA TESOL program, students should be able to achieve the following outcomes:

- assess various approaches to teaching language skills
- evaluate the effectiveness and validity of different teaching methodologies
- take initiative in developing appropriate teaching materials
- develop or adapt materials for special/learning teaching situations
- understand language testing concepts
- apply testing and assessment concepts to real classroom situations
- select appropriate tests for specific goals
- analyze and critique important theoretical positions in the field of applied linguistics
- adapt and apply theoretical concepts in grammar to actual ESL teaching practice
- identify personal and social factors that impact language learning
- recognize the complexities involved in language learning
- ask informed questions about the process of language acquisition
- understand the basic models explaining language learning
- apply pedagogical theories to teaching practices
- develop effective classroom observations skills
- use classroom research to improve teaching
- demonstrate critical and practical knowledge in the field of computer-assisted/enhanced language learning
- conduct original research
- recognize the pedagogical potential of available technologies and develop curricula relying on these technologies
- supervise ESL/EFL teachers

For more details, please visit www.edu/cas/matesol.

Admission Requirements

In addition to fulfilling the university's general requirements for graduate studies, the applicant must have a minimum TOEFL score of 80 (IBT)/550 (AUS Institutional TOEFL) or higher with a minimum of 5 on the TWE (Test of Written English). Only official ETS scores are accepted.

Applicants with a bachelor's degree or equivalent in English/linguistics with a minimum grade point average of 3.0 (B average) from an independently accredited university recognized by AUS are granted full admission. Holders of bachelor's degrees in other fields who satisfy all admission requirements are granted conditional acceptance pending completion of ENG 223 Introduction to Language Study and ENG 401 Advanced English Grammar with a GPA of 3.0 or higher. These courses, however, may be waived with a minimum of two years of full-time English language teaching in an accredited institution.

Degree Requirements

The MA TESOL degree is awarded after successful completion of 36 credits at the graduate level. This consists of 10 graduate-level courses and a six-credit thesis supervised by a faculty advisor and committee. Students must complete the degree requirements within five years from the time of initial enrollment in the program. A minimum cumulative GPA of 3.0 is required for graduation.

Required Courses (27 credits)

- ELT 510 Research Methods and Academic Writing
- ELT 511 Linguistics for ESL Teachers
- ELT 513 Language Acquisition and Development
- ELT 515 Methods and Materials Development
- ELT 551 Language Testing and Evaluation
- ELT 553 Technology in the ESL Classroom
- ELT 619 Practicum in TESOL
- ELT 699 Master's Thesis

Elective Courses (a minimum of 9 credits)

Students must complete three courses (a minimum of nine credits) from the following list, in consultation with their advisor.

- ELT 501 Advanced English Grammar
- ELT 503 Contrastive Linguistics

- ELT 505 Culture and the Language Teacher
- ELT 517 Curriculum Design
- ELT 521 Reading and Writing in ESL
- ELT 523 Bilingual Education
- ELT 531 Sociolinguistics
- ELT 567 ELT Leadership and Management
- ELT 611 Classroom Research
- ELT 615 Quantitative and Qualitative Research in ELT
- ELT 694 Special Topics in Applied Linguistics

The Master's Thesis

The thesis must be prepared under close supervision of a faculty supervisor on a topic related to some aspect of TESOL. It must be defended to the satisfaction of the thesis committee, which is composed of three faculty members from TESOL program faculty. One committee member may be selected from outside the TESOL graduate faculty upon approval of the director of the program. For more information, please refer to the Graduate Student Handbook section at the end of this catalog. A complete guide for preparing the thesis is given at www.aus.edu/academic/gup/graduate/thesesguide/index.php.

For thesis registration details, please refer to Thesis and Final Project under the Academic Policies and Regulations section of this catalog.

Academic Advising

Students work closely with their advisor in selecting elective courses that address their individual needs. The advisor also encourages students to develop professional portfolios that include samples of selected work such as research papers, teaching reports, projects and lesson plans.

College of Engineering

Dean
Yousef Al-Assaf

Associate Dean
Hany El Kadi

Master of Science in Engineering Systems Management (MSESM)

Moncer Hariga, Coordinator

Faculty
Fouad Abdel Aziz
Ibrahim Al-Kattan
Hazim El-Baz

The mission of the Master of Science in Engineering Systems Management (ESM) program is to significantly increase the opportunities for practicing, degreed engineers working in engineering management and in systems engineering positions to be successful in their efforts to build effective teams, lead and manage major engineering projects, and expand economic development for the private and public sectors of the UAE and the Gulf region countries.

The curriculum provides core courses followed by concentration courses in the theme areas of construction management (CM), engineering management (EM) and information technology management (ITM).

The ESM program is designed to educate engineers of all disciplines in techniques to manage and lead industrial and public projects in a systematic and effective manner. With quality standards similar to those established in the United States, the program offers a multidisciplinary curriculum designed to integrate management skills with technical knowledge from different engineering disciplines for the purpose of accomplishing work activities and entire projects more economically and productively. ESM encompasses the integration of system elements—people, information, hardware, software, facilities, equipment, energy and processes—to manage work activities and projects in the public and private sectors. The program provides students from engineering and related disciplines with the knowledge and skills needed to plan, design, analyze and improve integrated systems of people, material, technology and information. It also aims to contribute to the related world body of knowledge and advance research and development efforts in the region.

Program Educational Outcomes

Graduates of the ESM program are expected to be able to:

- apply the techniques, tools and skills of engineering systems management to address real-world problems
- conduct economic and financial analysis of projects and engineering operations
- function as effective managers and members of multidisciplinary teams and communicate effectively in both written and verbal forms
- recognize professional and ethical responsibilities and act accordingly within a global and social context
- engage in theoretical or applied research projects

Admission Requirements

In addition to meeting the university's general graduate admission requirements, applicants must meet specific requirements of the ESM program. These requirements are:

- a bachelor of science degree in engineering from an accredited institution. Degreed individuals in fields closely related to engineering such as computer science or information technology may be considered only for the information technology theme.
- one year of professional experience

Degree Requirements

Students in the ESM program must choose from two options: the thesis or professional project option, or the course option, as described below.

Thesis or Professional Project Option
The 36 credit hours needed as degree requirements for this option include:

- 15 credit hours in core courses
- 15 credit hours in theme required and elective courses
- six credit hours in Master's Thesis (ESM 699) or
  Professional Project (ESM 698)

Course Option
The 39 credit hours needed as degree requirements for this option include:

- 18 credits in core courses
- 21 credits in theme required and elective courses

Normally, the degree can be finished in a minimum of four semesters. A student must complete the degree requirements within five years from the time of initial enrollment in the program.

Prerequisite Discipline-Bridging Courses

- Students with no prior background in engineering statistics will be required to take ESM 501 Fundamentals of Probability and Statistics.
- Students with no prior background in engineering economy will be required to take ESM 502 Fundamentals of Engineering Economy.

Credits for prerequisite bridging courses do not count toward fulfillment of degree requirements.

Required Courses

Core Courses (15/18 credits)

Students in the thesis/professional project option must complete 15 credits in course courses; students in the course option must complete 18 credits.

- ESM 520 Management for Engineers
- ESM 540 Modeling and Simulation
- ESM 555 Information Technology Management
- ESM 560 Quality Engineering and Management
- ESM 600 Research Methodology (course option only)
- ESM 575 Advanced Engineering Economy

Theme Courses (3/6 credits)

Students in the thesis/professional project option must complete three credits in theme required courses. Students in the course option must complete six credits.

Construction Management Theme
• ESM 570 Project Management
• ESM 686 Capstone Course in Construction Management (course option only)

Engineering Management Theme
• ESM 570 Project Management
• ESM 685 Capstone Course in Engineering Management (course option only)

IT Management Theme
• ESM 580 IT Project Management
• ESM 687 Capstone Course in Information Technology Management (course option only)

Elective Courses

Students in the thesis/professional project option must complete a minimum of 12 credits in theme elective courses. Students in the course option must complete a minimum of 15 credits.

Construction Management Theme
• ESM 600 Research Methodology (thesis/professional project option only)
• ESM 642 Business Process Management
• ESM 644 Financial Management for Engineers
• ESM 650 Construction Management
• ESM 652 Construction Planning and Scheduling
• ESM 654 Material Management
• ESM 660 Legal Aspects of ESM
• ESM 667 Construction Contracting and Cost Estimate
• ESM 668 Construction Safety Management
• ESM 694 Special Topics in ESM

Engineering Management Theme
• ESM 600 Research Methodology (thesis/professional project option only)
• ESM 610 Strategic Technology Management

• ESM 632 Applied Operations Research
• ESM 636 Human Resources Management
• ESM 638 Decision Analysis
• ESM 640 Supply Chain Management
• ESM 642 Business Process Management
• ESM 644 Financial Management for Engineers
• ESM 660 Legal Aspects of ESM
• ESM 694 Special Topics in ESM

IT Management Theme
• ESM 600 Research Methodology (thesis/professional project option only)
• ESM 612 Information Systems Management
• ESM 614 Communication and Network Management
• ESM 616 Infrastructures for e-Businesses
• ESM 620 Security Management
• ESM 624 Knowledge Management
• ESM 626 Data Warehousing and Business Intelligence
• ESM 642 Business Process Management
• ESM 644 Financial Management for Engineers
• ESM 660 Legal Aspects of ESM
• ESM 694 Special Topics in ESM

Thesis and Professional Project Advising

A student must complete his/her research thesis or professional project under the direct supervision and guidance of the principal advisor. This faculty member is usually the chair of the student's advisory committee. The thesis advisor and one of the other two members must be from the program faculty. The third member may be selected from outside AUS with the approval of the program director. For more information, please refer to the Graduate Student Handbook section at the end of this catalog. A complete guide for preparing the thesis is given at www.aus.edu/academic/gup/graduate/thesesguide/index.php.

For registration details, please refer to Thesis and Final Project under the Academic Policies and Regulations section of this catalog.

Master of Science in Mechatronics Engineering (MSMTR)

Rached Dhaouadi, Coordinator

The Master of Science in Mechatronics Engineering (MSMTR) program is committed to being an international, multidisciplinary center of excellence in synergistic applications of the latest techniques in embedded systems, precision mechanical engineering, control theory, computer science and electronics through education, research and outreach. The technological gap between developing and industrialized nations continues to widen at an alarming rate, largely due to the lack of skilled engineers capable of integrating new technologies into existing systems and networks. The mandate of the mechatronics engineering program is to improve this situation by equipping engineers with the design, analysis and synthesis abilities to plan, implement and manage the latest technologies. The curriculum of the mechatronics program meets the region's needs— both present and future—through the education of engineers and scientists.

Professional jobs considered to be in the mechatronics engineering field are grounded in the multidisciplinary aspects of electrical, mechanical, control, computer and software engineering. The unique skills of the mechatronics graduate are becoming increasingly valuable to employers in a variety of areas, including modern industrial installations and systems, computer integrated manufacturing systems, maintenance diagnosis and troubleshooting, defense systems, vehicle design and manufacturing, robotics and many more.

This graduate program provides students with state-of-the-art knowledge in their areas of specialization and with practical strategies for adapting that knowledge to serve the specific needs of the region. Multidisciplinary engineers are needed now more than ever to meet the demands for a flexible engineering workforce to deal with highly integrated engineering systems.

Program Educational Objectives

Graduates of the Master of Science in Mechatronics Engineering program are expected to be able to:

- apply the latest techniques in precision mechanical engineering, control theory, computer engineering and science, and electronics to design more functional, adaptable and cost-effective products

- provide employers with interdisciplinary skills necessary to utilize cutting-edge technology tools in the design, development and implementation of modern engineering systems

- understand and develop technologies such as information technology, embedded systems, modeling and simulation, and precision engineering systems in the design and development of smart products

- apply mechatronics principles in the broad context of engineering system design

- address open-ended problems and maintain an attitude of self-learning

More details on the program are available at www.aus.edu/engr/mechatronics/index.php.

Admission Requirements

In addition to meeting the university's general graduate admission requirements, applicants must meet the specific requirements of the mechatronics engineering program. Applicants must hold a bachelor of science degree in engineering from an accredited institution. Degreed individuals in fields closely related to engineering or a quantitative science may be considered on a case-by-case basis. An applicant with a bachelor's degree in technology (or less than four years of university-level work) is not normally admissible to the program.

Waiver Policy

Students may qualify to waive up to nine credits (three courses) from prerequisite discipline-bridging courses (see Degree Requirements). In general, a course may be waived if the student has completed comparable course work at the undergraduate level. Students may be required to submit

course documentation. Waivers are only granted after an official, sealed transcript is received by the AUS Office of Enrollment Management/Graduate Admissions. A petition for waiving a discipline-bridging course must be submitted before the first semester of enrollment in the program. Listed below are the waiver rules:

- Students may waive prerequisite discipline-bridging courses if two similar undergraduate courses have been taken at an accredited university toward a degree completed within five years prior to admission to the AUS program. Only courses with a minimum grade of B (3.0) will be considered.

- Students with professional experience that indicates mastery of a given discipline-bridging course content may be granted a waiver.

- Students may be required to take a placement exam in order to waive a discipline-bridging course.

Degree Requirements

The formal program of study includes a minimum of 30 credits, including the completion of either a research thesis or design project. Students must file formal study plans upon the completion of 12 credits of approved MTR graduate courses. Students must complete the degree requirements within five years from the time of initial enrollment in the program. A minimum cumulative grade point average of 3.0 is required for graduation.

Thesis Option

Students in the thesis option must complete a minimum of 30 credit hours, as follows:

- 18 credits in core courses

- a minimum of six credits in elective courses

- MTR 699 Master's Thesis (6 credits)

Design Project Option

Students in the design project option must complete a minimum of 30 credit hours, as follows:

- 15 credits in core courses

- a minimum of 12 credits in elective courses

- MTR 691 Mechatronics Design Project (3 credits)

Prerequisite Discipline-Bridging Courses

Students admitted to the program must complete the two prerequisite discipline-bridging courses listed below. One or both courses could be waived by the Mechatronics Engineering Admissions Committee, depending on the student's background. The waiver must be established at the time of admission. Prerequisite discipline-bridging courses do not generate credits toward the completion of the degree.

- MTR 501 Introduction to Mechatronics

- MTR 515 Information Technology for Mechatronics (Students with a Bachelor of Science in Computer Engineering are exempted.)

Core Courses (15/18 credits)

Students in the thesis option must complete 18 credit hours, while students in the design project option must complete 15 credit hours from the following list of courses:

- MTR 500 Advanced Engineering Mathematics

- MTR 520 Embedded Systems for Mechatronics

- MTR 540 Advanced Control Systems

- MTR 590 Mechatronics Design

- MTR 600 Modeling and Simulation of Dynamic Systems

- MTR 605 Digital Signal Processing (thesis option only)

- MTR 695 Mechatronics Seminar

Elective Courses (6/12 credits)

Students in the thesis option must complete a minimum of six credit hours, while students in the design project option must complete a minimum of 12 credit hours from the following list of courses:

- MTR 605 Digital Signal Processing (design project option only)

- MTR 610 Automated Manufacturing Systems

- MTR 615 Artificial Intelligent Systems

- MTR 620 Machinery Dynamics and Vibration

- MTR 625 Distributed Control Systems
- MTR 630 Real-Time Robotics Systems
- MTR 635 Smart Structures and Sensor Fusion
- MTR 640 Nonlinear and Intelligent Control Systems
- MTR 645 Image Processing and Computer Vision
- MTR 694 Special Topics in Mechatronics Engineering
- MTR 696 Independent Study in Mechatronics Engineering

Thesis

Students must complete a program of research culminating in a thesis, for at least six credits (MTR 699 Master's Thesis), that contributes to a selected area of knowledge. Students will be supervised by faculty members with a main advisor to supervise the research topic. The faculty advisor is appointed no later than the end of the third semester of study in the program. Students must pass a final oral thesis defense and exam. For more information, please refer to the Graduate Student Handbook section at the end of this catalog. A complete guide for preparing the thesis is given at www.aus.edu/academic/gup/graduate/thesesguide/index.php.

For registration details, please refer to Thesis and Final Project under the Academic Policies and Regulations section of this catalog.

Design Project

Students must complete a comprehensive design project for three credit hours (MTR 691 Mechatronics Design Project) during the final semester of the program. Projects are normally industry related and developed through an industrial partner. Students must pass a final oral project presentation and exam. For more information, please refer to the Graduate Student Handbook section of this catalog.

For registration details, please refer to Thesis and Final Project under the Academic Policies and Regulations section of this catalog.

Thesis and Design Project Advising

A student will complete his/her thesis or design project under the direct supervision and guidance of the major advisor. This faculty member is usually the chair of the student's master of science degree examining committee.

School of Architecture and Design

Dean
Fatih Rifki

Associate Dean
W. Eirik Heintz

Master of Urban Planning (MUP)

Varkki Pallathucheril, Coordinator

Faculty
Erik Ferguson
Jerry Kolo
Amer Moustafa

Urban planning is concerned with creating pleasing and functional places where present and future generations can live, work, entertain and engage in their customary community, social, religious and cultural activities.

Urban planning has roots in architecture, engineering, public health, law and the social sciences. Planners today combine design, analytical and communication skills to help communities manage change. Urban planning involves government, private enterprise and local communities taking concerted action toward achieving a common goal.

The Master of Urban Planning (MUP) at AUS provides professionals with specialized graduate education that enables them to undertake leadership roles in managing urban growth, developing urbanization policies and advancing social development. The program imparts to students ethical standards compatible with the values of local cultural settings, principles of social justice and concerns for environmental protection and sustainability. More details on the program are available at www.aus.edu/programs/mup.

Admission Requirements

Applicants are required to fulfill the university's general admission requirements for graduate studies. The program admits students from all fields of study including, but not limited to, architecture, engineering, business, the humanities and the social sciences. The Admissions Committee consists of the Coordinator of the Master of Urban Planning program and two faculty members who teach in the program, one from the School of Architecture and Design and one from the College of Engineering. An updated curriculum vitae (CV) must be submitted with the application package.

Degree Requirements

The MUP degree is awarded after the successful completion of 48 credits and an internship. In addition to satisfying core course requirements, students must choose between two areas of concentration: design of the built environment and transportation planning. Students must also complete a required capstone experience and four elective courses at the graduate level. Students must complete the degree requirements within five years from the time of initial enrollment in the program. A minimum cumulative grade point average of 3.0 is required for graduation.

Required Courses (30 credits)

Core Courses (21 credits)
- UPL 501 Fundamentals of Urban Planning
- UPL 541 Planning Theory and Methods
- UPL 547 Research Methods and Analysis
- UPL 548 Environmental Planning
- UPL 550 Urban Economics and Analysis
- UPL 556 Spatial Analysis for Planners
- UPL 565 Land Use Planning Principles and Practice
- UPL 597 Urban Planning Internship

Concentration: Design of the Built Environment (9 credits)
- UPL 582 Theory and Principles of Urban Design
- UPL 584 Urbanism and Urban Form Analysis
- UPL 686 Space, Society and the Public Realm

Concentration: Transportation Planning (9 credits)
- UPL 572 Urban Transportation Systems Planning Techniques
- UPL 574 Urban Transportation Systems Analysis
- UPL 676 Transportation Systems Operations and Control

Required Capstone Experience (6 credits)

Students must select one capstone experience from among the three listed below. Students must first receive permission from the program coordinator in order to choose the final project or master's thesis option.
- UPL 667 Urban Planning Studio

  This involves working as a group on applying substantive urban planning skills in a real-world setting. It involves fieldwork and hands-on analysis and application.
- UPL 698 Final Project

  This involves individual work by a student, under faculty supervision, on an applied topic. For more information, please refer to the Graduate Student Handbook section at the end of this catalog.
  For registration details, please refer to Thesis and Final Project under the Academic Policies and Regulations section of this catalog.
- UPL 699 Master's Thesis

  This involves individual work by a student, under faculty supervision, on an original piece of research. For more information, please refer to the Graduate Student Handbook section at the end of this catalog. A complete guide for preparing the thesis is given at www.aus.edu/academic/gup/graduate/thesesguide/index.php.
  For registration details, please refer to Thesis and Final Project under the Academic Policies and Regulations section of this catalog.

Elective Courses (a minimum of 12 credits)

Students must complete four elective courses (a minimum of 12 credits) selected in consultation with their advisor from

any university graduate-level course not counted as a core, concentration or capstone course.

Academic Advising

Program advising procedures provide students with orientation and guidance on the program and the profession. Students are assigned a faculty mentor based on their area of interest. Students meet with their faculty mentor every semester to discuss curricular progress and changes in circumstances, if any. Students subsequently meet with the program coordinator, who confirms course choices for the next semester. The program coordinator will either clear the students to register themselves via the website or register them in the courses selected for the following semester.

School of Business and Management

Dean
R. Malcolm Richards

Associate Dean
A. Paul Williams

Director of Graduate Programs and Outreach
Robert Bateman II

Gulf Executive Master of Public Administration (GEMPA)

The AUS Gulf Executive Master of Public Administration (GEMPA) program has been designed to increase the capacity of governments in the Gulf region by stimulating the ability of key executives to learn from theories, policies and practices proven successful in enhancing service quality, improving public participation and strengthening the business investment environment in other rapidly developing economies.

Emphasis is placed on learning from cultures, societies, religions, traditions, technologies and the social sciences to identify new ideas that stimulate creative problem solving and promote effective cooperation between government leaders and the public. A key element of this approach and objective of the program is to stimulate dialogue among participants and foster a network of innovative thinkers who can create solutions that serve governments throughout the Gulf region.

Development of core competencies for effective management is also a fundamental goal of the program. Individual sessions focus on key skills as they apply to the use of human, financial and data resources. Other seminars consider policy development and evaluation, effective communications and executive problem solving. Participants learn to motivate others and to drive organizational change.

Each participant is expected to integrate these skills and demonstrate their application in a project using action learning—one of the most powerful new techniques in executive education. Upon completion of the program, each participant will be more effective in his or her existing role and will be better prepared to deal with new challenges.

More details on the program are available at www.aus.edu/gempa.

Program Educational Objectives

The GEMPA program is designed to increase the capacity of governments in the Gulf region by stimulating the ability of key executives to learn from theories, policies and practices proven successful in enhancing service quality, improving public participation and strengthening the business investment environment in rapidly developing economies.

- *Breadth and diversity of perspectives*

  Students will broaden their perspectives by engaging the working knowledge and diverse viewpoints of motivated public executives through cooperative interaction with instructors and peers.

- *Integrative approach to learning*

  Students will develop an integrative approach to organizational learning, bringing together liberal thought, practical policy choices and analogies drawing on the experience of others.

- *Ethic of public service*

  Students will internalize an ethic of public service and stewardship, respect for the rule-of law and concern for effective communication with stakeholders in society.

- *Executive management skills*

  Students will apply executive management skills and competencies to new challenges across the full spectrum of public resource and leadership issues.

Admission Requirements

Admission to the GEMPA program is limited to experienced public officials committed to making effective use of an executive education opportunity. In addition to meeting the university's general graduate admission requirements, applicants must submit the following materials to the Admissions Committee prior to the end of the second week of July:

- a graduate application form (on paper or via e-mail)

- official transcripts from each college or university attended

- a résumé or CV indicating current position title, service level rating and awards or special recognition received. Participants are normally expected to have at least five years of service in a governmental or nonprofit organization, with at least one year in a midlevel or senior management position.

- a letter from a supervisor or other executive of the individual's employer, indicating the applicant's potential for taking on increased levels of responsibility

- a statement of interest in which the applicant describes his or her reasons for seeking admission to the program

- an example of the potential participant's written work, such as a report or policy statement

After reviewing these materials, the Admissions Committee will schedule interviews with candidates judged most likely to benefit from the program. The evaluation and interview results will be used by the committee to prepare a ranked list of candidates for not more than 20 available seats in each cohort.

In order to promote the geographic diversity of each cohort, the committee may set aside a predetermined number of admission vacancies for each Gulf state, releasing any unfilled vacancies on a specific date to other applicants on the admissions list.

Conditional Admission

Conditional admission is not applicable to the GEMPA program.

Transfer Policy

Transfers or non-degree students are not admitted to the GEMPA program.

Waiver Policy

The waiver policy is not applicable to the GEMPA program.

Academic Load

GEMPA course instruction takes place in four-day sessions, usually scheduled over a single weekend each month, excluding Ramadan. Attendance at all sessions is required. Courses often span traditional academic terms but approximate a six-credit load per semester.

Each course in the GEMPA program is designed to convey new ideas and teach practical concepts that participants can apply in their own areas of responsibility. Faculty members update course content continuously to include the latest in management thinking and real-world application.

Participants are expected to attend all courses with their cohort, but the GEMPA Academic Coordinator may, in extenuating circumstances, allow a participant to take a course with the subsequent cohort to fulfill this requirement.

Courses are often taught away from AUS, but in each case one or more instructors have face-to-face interaction with participants. Reading selections, exams and class assignments are administered through the AUS web-based learning system.

Participants are working officials in government, non-profits or similar organizations. Courses frequently require the application of administrative leadership concepts in practical assignments. Each participant is required to undertake an action learning project within his or her organization.

Academic Standing

In addition to the university guidelines on repeating courses and academic dismissal, as outlined in the Academic Policies and Regulations section of this catalog, the following rules apply:

- Participants may retake no more than two courses with a subsequent cohort to improve their grade.
- Only two course grades of C (2.00) are allowed. If the student receives a third C, he/she is normally dismissed from the program.

In exceptional circumstances, the program director may allow participants who have left the program to return, provided that no more than one year has elapsed between the last course completed and the return of the participant to the program.

Degree Requirements

The Gulf Executive MPA degree requires completion of 40 credits, normally over a 22-month period. Course and seminar credits vary from one to three credits, depending on the length of instruction and the nature of assignments. All courses must be successfully completed to earn the degree.

Participants must take a comprehensive exam constituting an action learning project (GMPA 632) that must be presented in both written and oral form. This project requires the student to take a leading role in an organizational change initiative in which he or she applies the knowledge and skills learned during the GEMPA experience. Specific guidelines for the project, the written report and the oral presentation will be available from the GEMPA Academic Coordinator and on the GEMPA website at www.aus. edu/gempa.

All participants must complete their degree requirements within three years from first enrollment. All credit applied toward the degree must be completed in the AUS Gulf Executive MPA program.

Required Courses (40 credits)
- GMPA 500 Executive Writing and Research
- GMPA 501 Economics for Public Executives
- GMPA 504 Executive Problem Solving
- GMPA 506 Government Informatics
- GMPA 600 Public Administration Colloquium (non-credit colloquium)
- GMPA 601 Policy, Politics and Administration
- GMPA 605 Financial Management and Budgeting
- GMPA 606 Strategic Human Resource Management

- GMPA 607 Public Marketing and Strategic Communication
- GMPA 612 Organizational Transformation
- GMPA 614 Analysis and Evaluation
- GMPA 615 Managing the Public Private Partnership
- GMPA 616 e-Governance
- GMPA 617 Public Ethics and the Rule of Law
- GMPA 619 Executive Leadership
- GMPA 632 Learning in Public Management
- GMPA 680 Project Management for Executives

Academic Advising

The SBM Office of Graduate Programs provides academic and career advising to participants through the SBM Director of Graduate Programs and the Graduate Program Advisor. Additionally, the graduate committee provides assistance in advising as required. The graduate committee consists of faculty members who teach in the GEMPA program and are appointed on a yearly basis.

Master of Business Administration (MBA)

The AUS Master of Business Administration (MBA) program is committed to helping individuals in the Gulf region to think and act globally and integrate knowledge into problem solving. The program provides advanced management education in an environment that encourages students to extend their leadership capabilities. It is built on the premise that up-to-date expertise is what gives workers a value-added capacity in a knowledge-based economy.

Through this program, students are prepared for careers in management and leadership positions in both the private and public sectors. Students will acquire a comprehensive foundation in the fundamentals of business in the global environment in which they function. They will also learn the skills and analytical tools for effective communicating and decision making.

AUS faculty worked in close cooperation with American University, Washington, DC, to design this program. Individual participation is emphasized through class discussions, case study methodology, and interaction and cooperation with other students in the class. Graduates of the MBA program are prepared to identify, analyze and understand the interrelationships among business organizations and international and domestic institutions in the UAE and throughout the world. Students also develop an awareness of societal and environmental needs and concerns as they relate to ethical, professional and socially responsible business practices. More details on the program are available at www.aus.edu/mba.

Program Educational Objectives

The MBA program prepares students for careers in management and helps them develop the decision-making skills necessary to lead successful business enterprises. The curriculum presents global business perspectives and challenges students to apply them to the Gulf region. MBA graduates are expected to achieve the following objectives:

- *Proficiency in the core business knowledge required of an executive manager*

  Students will appropriately apply principles of economics, financial analysis, information and operations management, and marketing to the diagnosis of complex business problems.

- *Understanding of the interrelations between business organizations and other societal institutions*

  Students will use principles of ethics and social responsibility to understand the management of relationships between a business enterprise and its key internal and external stakeholders.

- *Teamwork, interpersonal, communication and leadership skills*

  Students will demonstrate graduate-level competence in team interaction and presentation skills, use of technology, writing and leadership through participation in projects that emphasize the role of the executive in managing change.

- *Decision-making skills rooted in critical thinking, analysis and problem solving*

  Students will have the ability to evaluate and select from alternative courses of action, using appropriate methods to consider and integrate data with the theory and practices common to business organizations.

Admission Requirements

In addition to meeting the university's general graduate admission requirements, applicants must meet the specific requirements of the MBA program. Admission to the MBA program is competitive. Applicants are required to submit an acceptable score on the Graduate Management Admission Test (GMAT). This score is then combined with the student's undergraduate grade point average for the last two years of study. The resulting index is used to assist the Admissions Committee in determining the admission status of an applicant. GMAT scores more than five years old will not be accepted. Preference is given to applicants who have at least two years of work experience.

Conditional Admission

Conditional admission is limited and difficult to receive. During the semester in which they have conditional admission status, applicants must satisfy all admission requirements for the MBA program. Failure to do so will result in the student being unable to take any further courses in the MBA program.

Academic Load

An MBA student may register for up to nine credits per semester. Upon a student's request, the program director can approve three additional credits if the student has completed the first semester in the MBA program with a cumulative GPA of 3.5 or above.

Academic Standing Policy

In addition to the university guidelines on academic dismissal, as outlined in the Academic Policies and Regulations section of this catalog,

the following rule applies:

- A student is allowed to receive two Cs (C or C+) in courses in the MBA program. If the student receives a third C or C+, he/she is normally dismissed from the program.

Degree Requirements

To be awarded an MBA degree, students must complete 30 credits in MBA core courses and electives as follows:

- 24 credits in MBA core courses
- a minimum of six credits in elective courses.

In addition, students may be required to complete 21 credits (seven courses) in foundation courses.

Courses are offered in the evenings. The MBA program can be completed in 24 months, including summers, if all the foundation courses are required and 16 months if all the foundation courses are waived.

Foundation Courses Requirement

Students admitted to the MBA program may be required to complete a maximum of 21 credits in foundation courses, which serve as preparation for the core courses. The number of foundation courses required will depend on courses completed by the student as an undergraduate. Foundation courses may be waived when the waiver policy requirements are met.

Foundation Courses (21 credits)

- MBA 501 Foundations of Economics
- MBA 502 Organizational Behavior
- MBA 503 Accounting Concepts
- MBA 504 Managerial Statistics
- MBA 505 Financial Management
- MBA 506 IT Essentials for Managers
- MBA 507 Marketing Concepts

Waiver Policy

Students may qualify to waive up to 21 credits (seven courses) from the foundation courses. In general, a course may be waived if the student has completed comparable course work at the undergraduate level.

Students may be required to submit course documentation. Waivers are only granted after an official, sealed transcript is received by the AUS Office of Enrollment Management /Graduate Admissions. Waivers are evaluated at admission. Listed below are the waiver rules:

- Students may waive foundation courses if two similar undergraduate courses have been completed at an accredited university toward a degree completed within five years prior to admission to the AUS program. Only courses with a minimum grade of B will be considered.
- Students with professional experience and/or holders of commonly recognized certificates (e.g., CPA or CFA) that indicate mastery of the content of a foundation course may be granted a waiver.
- Students may be required to take a placement exam in order to waive a foundation course.

Core Courses Requirement

To be awarded an MBA degree, students must complete 24 credits in core courses. With permission of the SBM Director of Graduate Programs, students may replace up to two core courses with elective courses in related subjects, provided that the electives meet the educational objectives of the program.

Students may not substitute for a core course if the corresponding foundation course was waived.

Core Courses (24 credits)

- MBA 601 Managerial Economics
- MBA 606 Management Information Systems
- MBA 609 Operations Management
- MBA 611 Advanced Financial Management
- MBA 612 Leadership and Change Management
- MBA 613 Accounting Analysis for Managers
- MBA 614 Marketing Management
- MBA 618 Strategic Management in a Global Environment

Elective Courses Requirement

Students must complete two courses (a minimum of six credits) from the elective courses list, in consultation with their advisor.

Elective Courses
(a minimum of 6 credits)

- MBA 607 Business Communication
- MBA 610 Business Research Applications
- MBA 615 Innovation and Entrepreneurship
- MBA 616 e-Commerce Business Models and Technology
- MBA 617 Ethical and Legal Issues
- MBA 632 Investment Analysis
- MBA 633 Financial Futures and Derivatives
- MBA 634 Commercial Banking
- MBA 635 Islamic Economics
- MBA 636 Islamic Banking and Finance
- MBA 651 Supply Chain Management and Strategy
- MBA 652 Modeling and Analysis of Supply Chain Processes
- MBA 653 Supply Chain Management Technology and Applications
- MBA 654 Transportation and Logistics Management
- MBA 655 Information Systems Design
- MBA 661 Strategic Human Resources Management
- MBA 662 International Human Resource Management
- MBA 663 Staffing
- MBA 664 Training and Development
- MBA 672 Managing Family Businesses
- MBA 694 Special Topics in Business

Concentrations

Students enrolled in the program have the option to choose an area of concentration in one of the following fields: finance, human resource management or supply chain management. Students who select an area of concentration are required to complete 33 credits in core courses and concentration electives as follows:

- 24 credits in MBA core courses
- a minimum of nine credits in concentration electives

In addition, the following restrictions apply:

- Students concentrating in finance cannot substitute MBA 611.
- Students concentrating in human resource management cannot substitute MBA 612.
- Students concentrating in supply chain management cannot substitute MBA 609.

Finance Concentration (9 credits)

Students may choose from the following or any other approved elective:

- MBA 632 Investment Analysis
- MBA 633 Financial Futures and Derivatives
- MBA 634 Commercial Banking
- MBA 635 Islamic Economics
- MBA 636 Islamic Banking and Finance

Human Resource Management Concentration (9 credits)

Required Course (3 credits)

- MBA 661 Strategic Human Resource Management

Elective Courses (6 credits)

Students may choose from the following or any other approved elective:

- MBA 662 International Human Resource Management
- MBA 663 Staffing
- MBA 664 Training and Development

Supply Chain Management Concentration (9 credits)

Students may choose from the following or any other approved elective:

- MBA 651 Supply Chain Management and Strategy
- MBA 652 Modeling and Analysis of Supply Chain Processes
- MBA 653 Supply Chain Management Technology and Applications
- MBA 654 Transportation and Logistics Management

Academic Advising

The SBM Office of Graduate Programs provides academic and career advising to students through the director, advisor and graduate faculty in the School of Business and Management. Additionally, the graduate committee provides assistance in advising as required. The graduate committee consists of faculty members who teach in the MBA program and are appointed on a yearly basis.

Master of Public Administration (MPA)

The AUS Master of Public Administration (MPA) program provides a rewarding opportunity for working public officials to improve their administrative knowledge and problem-solving skills. Because effective public management delivers services that enhance quality of life and create an attractive business investment environment, AUS offers students interested in public service a well-rounded experience based on the fundamental bodies of knowledge necessary for responsible leadership positions.

The MPA degree requires completion of 36 to 51 credits, depending on previous course work. Designed to be challenging, the program also allows each participant great flexibility in tailoring their progress to personal circumstances. Full-time students may complete the MPA in less than 24 months, but others who attend part-time may elect to take as long as five years to finish.

Concepts covered in the program include principles of financial and human resource management, organizational theory and motivation, quantitative and qualitative problem solving, management of relations with the private sector, ethics and public policy analysis. Students will learn leadership skills and have an opportunity to apply them in action learning projects. Participants interested in organizational transformation, e-government, logistics management and other

aspects of the discipline will also have an opportunity to pursue these interests with faculty who are knowledgeable in their field. Student involvement will be stimulated with case studies, class discussion, team projects and action learning exercises. In developing the MPA program, our faculty have drawn on examples from several of the most highly respected programs in the US and Europe. An MPA from AUS reflects the state-of-the-art in public administration education adapted to the local context. More details on the program are available at www.aus.edu/mpa.

Program Educational Objectives

The MPA program enhances the managerial and leadership skills of participants in ways that allow them to extend the capacity of governmental and nonprofit organizations to deliver public services and promote a positive climate for investment. Expected outcomes include the following:

• *Breadth of conceptual and managerial knowledge*

Students will have an understanding of public finance, human resources, service processes and administrative law, as well as appropriate techniques for managing each of these functions in a public sector organization.

• *A sense of personal ethics and stewardship, grounded in appreciation for the public good*

Students will understand the importance of trust and integrity, both for the management of public resources and for the ability of a leader to motivate change within organizations.

• *Ability to learn from practice, including experienced leaders, case studies and analogy*

Students will have an appreciation for the advantages of learning broadly, drawing on history, the experience of serving officials, case-level analysis and the lessons of policy adoption or implementation in other societies.

• *Communication skills in addressing public issues in both written and oral form*

Students will understand the importance of two-way communication for the

ability of government to carry out its mission and maintain legitimacy, including the need for transparency, accountability and representation.

• *Understanding of the broad context of government and its role in development of a modern society*

Students will recognize the interplay between politics and administration and its evolution in the formulation of public policy for society in transition.

Admission Requirements

In addition to meeting the university's general graduate admission requirements, applicants must meet the specific requirements of the MPA program. Admission to the MPA program is highly competitive. Applicants are required to submit an acceptable score on the Graduate Record Examination (GRE), although a Graduate Management Admission Test (GMAT) score will also be accepted. This score is then combined with the student's undergraduate grade point average for the last two years of study. The resulting index is used to assist the Admissions Committee in determining the admission status of an applicant. GRE or GMAT scores more than five years old will not be accepted. Preference is given to applicants who have at least two years of work experience.

Conditional Admission

In addition to the university requirements relating to conditional admission, the MPA program allows students to complete only two graduate courses under conditional admission status. Conditional admission is limited and difficult to receive. During the semester in which they have conditional admission status, applicants must satisfy all admission requirements for the MPA program.

Academic Load

An MPA student may register for up to nine credits per semester. Upon a student's request, the program director may approve three additional credits if the student has completed the first

semester in the MPA program with a cumulative GPA of 3.5 or above.

Academic Standing Policy

In addition to the university guidelines on academic dismissal, as outlined in the Academic Policies and Regulations section of this catalog, the following rule applies:

- A student is allowed to receive two Cs (C or C+) in courses in the MBA program. If the student receives a third C or C+, he/she is dismissed from the program.

Degree Requirements

To be awarded an MPA degree, students must complete 36 credits in MPA core courses and electives as follows:

- 30 credits in MPA core courses
- a minimum of six credits in elective courses.

In addition, students may be required to complete 15 credits (five courses) in foundation courses.

Students must attend a two-day, non-credit colloquium during the first year of study. This event will introduce some of the key themes associated with administration in the public sector.

During the final year in the program, students must complete a comprehensive exam constituting an action learning project (MPA 685) that must be presented in both written and oral form. This project requires the student to take a leading role in an organizational change initiative in which he or she applies the knowledge and skills learned during the MPA experience. Specific guidelines for the project, the written report and the oral presentation are available from the program director and on the MPA website.

Courses are generally offered in the evening.

Foundation Courses Requirement

Students admitted to the MPA program may be required to complete a maximum of 15 credits in foundation courses, which serve as preparation for the core courses (see below). The number of foundation courses required will depend on courses completed by the student as an undergraduate. Foundation courses may be waived when the waiver policy requirements are met.

Foundation Courses (15 credits)

- MPA 501 Public Managerial Economics
- MPA 502 Organizational Behavior and Administrative Practice
- MPA 503 Government Accounting Concepts and Analysis
- MPA 504 Methods of Problem Solving
- MPA 506 MIS for Public and Non-profit Organizations

Waiver Policy

Students may waive any or all of the foundation courses if they have completed comparable course work at the undergraduate level. Waivers are evaluated at admission. The following waiver rules apply:

- A foundation course may be waived if the student has completed two similar undergraduate courses at an accredited university within the five years prior to admission to AUS. Only courses in which the student achieved a minimum grade of B will be considered.
- Students with professional experience or holders of commonly accepted certifications (e.g., CPA or CFA) that indicate mastery of the content of a foundation course may be granted a waiver.
- Students may be required to take a placement exam in order to waive a foundation course.

Core Courses Requirement

Students must complete the following MPA courses for a total of 30 credits.

Core Courses (30 credits)

- MPA 600 Public Affairs Colloquium
- MPA 601 Public Administration and the Policy Process
- MPA 604 Public Policy and Program Evaluation
- MPA 605 Public Financial Management
- MPA 606 Public Human Resource Strategies
- MPA 607 Public Communication

- MPA 615 The Public-Private Partnership
- MPA 617 Ethics, Law, Democracy and Society
- MPA 619 Executive Leadership
- MPA 632 Comparative Administrative Systems
- MPA 685 Capstone Course in Public Management

Elective Courses Requirement

Students must complete six credits in MPA elective courses. For individuals without two years of work experience in government or the non-profit sector, at least three credits must be in a public sector internship, for which the policies and forms are available from the program director.

Elective Courses (a minimum of 6 credits)

- MPA 610 Management of Non-profit Organizations
- MPA 612 Managing Organizational Change
- MPA 616 e-Government
- MPA 629 Team Development and Leadership
- MPA 670 Transportation and Logistics Management
- MPA 680 Project Management
- MPA 694 Special Topics in Public Administration
- MPA 697 MPA Internship in a Public Organization

Students may also take approved electives in the MBA, urban planning and engineering systems management graduate programs.

Academic Advising

The SBM Office of Graduate Programs provides academic and career advising to students through the director, advisor and graduate faculty in the School of Business and Management. Additionally, the graduate committee provides assistance in advising as required. The graduate committee consists of faculty members who teach in the MPA program and are appointed on a yearly basis.

College of Arts and Sciences

ELT   TESOL

ELT 501 Advanced English Grammar (3-0-3). Examines the structure, function and meaning of contemporary English. Discusses issues relative to descriptive/ prescriptive approaches to language and ESL instruction.

ELT 503 Contrastive Linguistics (3-0-3). Compares and contrasts English and Arabic phonology, morphology, syntax and semantics. Promotes a functional approach to language to demonstrate the applications of contrastive linguistics to ESL teaching.

ELT 505 Culture and the Language Teacher (3-0-3). Investigates how identities, values, assumptions, behaviors and communication styles affect teaching and learning a second language. Analyzes methods and approaches for cross-cultural research.

ELT 510 Research Methods and Academic Writing (3-0-3). Develops students' academic writing competencies and research skills. Introduces students to quantitative and qualitative research methods and teaches them how to conduct and report research.

ELT 511 Linguistics for ESL Teachers (3-0-3). (Formerly ENG 511). Focuses on areas in linguistics relevant to ESL teachers. Explores ways of utilizing research and generalizations derived from linguistics to inform ESL teaching practice.

ELT 513 Language Acquisition and Development (3-0-3). Focuses on processes involved in acquiring first and second languages. Examines different theoretical perspectives explaining acquisition and analyzes the factors that affect language development and learning. Explores the implications of SLA research in ELT classroom contexts.

ELT 515 Methods and Materials Development (3-0-3). Examines traditional and contemporary approaches to English language teaching. Various aspects of classroom practice are analyzed, including teacher and learner roles, classroom management, and integrated versus separate teaching of the language skills.

ELT 517 Curriculum Design (3-0-3). Introduces students to the principles of ESL course design. Examines the stages of developing and evaluating learning centered curricula and materials. Prerequisite/concurrent: ELT 515.

ELT 521 Reading and Writing in ESL (3-0-3). Discusses various theoretical models dealing with teaching literacy skills in a second language to children and adults. Explores ways to adapt and apply these models for effective ESL instruction. Prerequisite: ELT 510.

ELT 523 Bilingual Education (3-0-3). Reviews different models of bilingual education and issues in bilingualism. Discusses how to achieve a balanced bilingual education system by examining the challenges posed by cultural and linguistic diversity in a bilingual education setting.

ELT 525 Pragmatics for ESL Teachers (3-0-3). Focuses on social implications of language use in social contexts (world English, international English, regional English or intranational English). Provides training for ESL/EFL teachers in practical and theoretical areas of pragmatics and teaches them how to prepare, present and evaluate lessons in pragmatics utilizing authentic materials. Prerequisite: ELT 511.

ELT 531 Sociolinguistics (3-0-3). Studies the relationship between language, society and culture. Investigates the implications of sociolinguistic research for ESL teachers. Prerequisite: ELT 510.

ELT 551 Language Testing and Evaluation (3-0-3). Covers the fundamental goals, principles, standards and uses of language assessment and language assessment research. Reviews the factors involved in assessing proficiency in second language skills and in selecting appropriate testing instruments and evaluation tools. Prerequisite/ concurrent: ELT 515.

ELT 553 Technology in the ESL Classroom (3-0-3). Introduces a wide range of current applications of technology in the ESL classroom. Focuses on creating innovative and effective ESL learning and teaching environments using computers and other educational technologies. Prerequisite/concurrent: ELT 515.

ELT 567 ELT Leadership and Management (3-0-3). Introduces students to basic concepts in ELT leadership and management. Explores the areas of educational organizations, human resources in ELT, language program development and marketing as well as establishing stakeholder relations. Prerequisite: ELT 515.

ELT 611 Classroom Research (3-0-3). Reviews ESL classroom-based research as a means of understanding how ESL instruction and learning take place. Discusses research topics such as teacher talk, wait time, conversational repair, error correction, learning strategies and feedback. Prerequisite: ELT 510.

ELT 615 Quantitative and Qualitative Research in ELT (3-0-3). Surveys both quantitative and qualitative theoretical and epistemological approaches in TESOL research. Emphasizes how choices in research designs and analytical procedures impact data collection and results. The course is applications-oriented using the results of established theory. Graduate students can use this course to develop their research project proposals. Prerequisite: ELT 510.

ELT 619 Practicum in TESOL (1 to 3 credits). Provides the opportunity to observe, explore and implement effective ESL teaching strategies. Involves weekly seminars in which the students discuss their classroom experiences and reflect on their personal growth as ESL teachers. Prerequisite: ELT 551.

ELT 699 Master's Thesis (6 credits). Requires students to complete individual and original research work on a topic related to some aspect of TESOL that addresses both theoretical and practical aspects of ELT. The thesis is supervised by the thesis faculty supervisor and is defended to the satisfaction of the committee of three faculty members. Graded as Pass/Fail.

TRA English/Arabic/English Translation and Interpreting

TRA 500 Principles and Strategies of Translation (3-0-3). Provides advanced training in principles and methods of translation from English to Arabic and vice versa. A variety of text types are covered, ranging from legal to journalistic genres.

TRA 501 Terminology and the Translator (3-0-3). Reviews the field of terminology in the work of the translator. Covers term formation, standardization and banks, among others. Uses samples from humanities and technical-scientific texts to apply terminology theories and models.

TRA 502 Arabicization and Translation (3-0-3). Reviews the process of Arabicization and its impact on translating into Arabic. Covers term formation, standardization, coordination and banks, among others. Uses samples from humanities and technical-scientific texts to demonstrate theories of Arabicization.

TRA 503 Theoretical Models of Translation (3-0-3). Provides the students with a conceptual map of translation studies and outlines the various theoretical approaches to translation equivalence. Students are introduced to the range of factors that govern the process of translation and to the theoretical underpinnings that have motivated different attitudes to translating and translations. Prerequisite: TRA 500.

TRA 504 Discourse Semantics and Pragmatics in Translation (3-0-3). Addresses the needs of the practicing translator and interpreter within a discourse framework. Advanced training in semantics and pragmatics is provided, and linguistic analysis in these domains is re-considered from the vantage point of cross-cultural communication.

TRA 505 Interpreting and the Profession I (3-0-3). Provides the students with high-level training in those interpreting skills most relevant to the translator at work. Provides advanced training in liaison and consecutive interpreting with a focus on professional standards and community needs. Theoretical insights into the process of interpreting are presented and placed within an overall, practice-driven model of the process.

TRA 506 Perspectives on Translation Quality Assessment (3-0-3). Enables students both to achieve competent standards of translation and to reflect on the process of deriving texts from English or Arabic. Emphasis is placed on texts with a persuasive function in professional settings such as journalism, advertising and translation for the media.

TRA 508 Research and Academic Writing (3-0-3). Introduces students to the conventions of academic writing in both English and Arabic, and of promoting an "action research" stance. These research skills are applied to the work of the translator and interpreter both as practitioners and as analysts.

TRA 509 Interpreting and the Profession II: Simultaneous Interpreting (3-0-3). Builds on TRA 505 and provides high-level training in those skills most relevant to Simultaneous Interpreting (SI), including professional standards and international conventions as well as equipment simultaneous interpreters use. Theoretical insights into the process of interpreting are presented and placed within an overall, practice-driven model of the process. Prerequisite: TRA 505.

TRA 556 Rhetoric for Translators (3-0-3). Surveys the various traditions within both English and Arabic grammar and rhetoric. This is related to the concerns of the translator in dealing with modern standard Arabic and English composition. Develops and applies a text-linguistic model rooted in rhetorical thinking, particularly to the translation of sacred and sensitive texts.

TRA 558 Contrastive Linguistics and Translation (3-0-3). Deals with how English and Arabic compare and contrast at various levels of linguistic organization: phonology, morphology, syntax and semantics. Promotes a discourse pragmatic perspective throughout to enable students to look at the way texts are organized functionally. Prerequisite: TRA 500.

TRA 610 Intercultural Communication and Translation (3-0-3). Provides an in-depth view of the way in which cultures influence communication and representations. Covers perception differences, worldview, identity, verbal and non-verbal communication styles in both high and low context cultures, and the effect of bias and conflicting value systems on cross-cultural communication through translation.

TRA 695 Translation Research Seminar (3-0-3). Allows students to share what they have learned throughout the course as they develop their thesis proposal. Students further refine their research skills, learn appropriate presentation formats and enhance their professionalism in a supportive environment. Prerequisite: permission of program director.

TRA 699 Master's Thesis (6 credits). Requires students to complete an extended piece of individual research (10,000–12,000 words) on a topic within translation/interpreting studies, including an extended translation (c. 5000 words) and a commentary, chosen in consultation with the thesis faculty supervisor. Emphasis is placed on the theoretical and practical aspects of translating or interpreting. The thesis must be completed within two consecutive academic semesters. An extension may be allowed if a candidate presents acceptable mitigating circumstances. The thesis is defended to the satisfaction of a committee composed of three faculty members. Graded as Pass/Fail. Prerequisite: permission of program director.

Independent Study

Independent study is the umbrella term used to label two types of independent work: independent course and directed study.

Students are allowed to take one independent study. A second independent study could be approved by the student's associate dean for graduation purposes only.

Independent Course (1 to 4 credits). A course listed in the catalog but offered in an independent study format. The course is coded using the course number in the catalog.

Directed Study (1 to 4 credits). An investigation under faculty supervision beyond what is offered in existing courses.

Directed study courses are numbered as 596 or 696 courses. The three-letter course prefix reflects the field of study of the course (e.g., independent study courses in TESOL are coded as ELT 596).

Special Topics Courses

Special Topics (1 to 4 credits). Presents a theoretical or practical topic proposed by the faculty beyond what is offered in existing courses. Can be repeated for credit. Prerequisites: topic specific. Lab/tech fee may apply.

Special topic courses are numbered as 694 courses. The three-letter course prefix reflects the field of study of the course.

Descriptions of particular special topics courses are made available in the college/school offering the course during registration.

College of Engineering

ESM   Engineering Systems Management

ESM 501 Fundamentals of Probability and Statistics (1-0-1). Covers basics of probability and statistical methods and principles including data collection, descriptive statistics, elementary probability theory, statistical inference and simple regression. Prerequisite: admission to the ESM program.

ESM 502 Fundamentals of Engineering Economy (1-0-1). Covers the basics of engineering economic analysis methods and principles, including time value of money and the effects of interest, alternative evaluation methods, breakeven analysis and economic analysis of public projects. Prerequisite: admission to the ESM program.

ESM 520 Management for Engineers (3-0-3). Explores a full range of integrated topics for individuals in both public and private sector organizations who coordinate and manage engineering projects, personnel, resources and systems. Covers human resources, communication skills, leadership styles, team building, the basics of marketing management and financial management, and the management needs in multicultural and multinational environments. Integrates the core management principles with engineering experiences using case studies and applications.

ESM 540 Modeling and Simulation (3-0-3). Explores the concepts and principles associated with systems modeling and simulation using contemporary software such as simulation with ARENA. Covers probability and statistics review; modeling techniques, including problem formulation and queuing theory; and discrete event simulation modeling. Students become experienced with state-of-the-art simulation and modeling software, reflecting the joint nature of these activities using ARENA. Previous knowledge of statistics is required. Includes a team project.

ESM 555 Information Technology Management (3-0-3). Provides an overview of the important managerial and strategic issues associated with using IT in today's networked organization. Covers IS/IT strategy, IT/business strategy alignment, IT-enabled business models, IT governance, managing integration with partners, planning and implementing new systems in organizations, and managing IT outsourcing. Previous knowledge of statistics is required. Includes case studies and team projects.

ESM 560 Quality Engineering and Management (3-0-3). Covers the techniques and applications of quality control using total quality management and reliability engineering. Includes sampling procedures, product quality and control, statistical process control charts and troubleshooting, product acceptance sampling plans, process capability analysis, an introduction to six sigma and design of experiment, time-to-failure, failure rate, reliability and system reliability.

ESM 570 Project Management (3-0-3). Covers the elements of project management critical to the success of engineering projects: project management framework, strategic management and project selection, project organization, human aspects of project management, conflicts and negotiations, scope management, time management, cost management, risk management, contracts and procurement, project termination, the project management office, and modern developments in project management. Integrates and clarifies the principles and tools through case studies from a variety of disciplines.

ESM 575 Advanced Engineering Economy (3-0-3). Covers the theory and application of advanced engineering economy principles and methods. Studies the effects of inflation, depreciation and taxes, cost estimation, sensitivity analysis, risk and uncertainty, capital budgeting, multi-attribute decision making, advanced asset replacement analysis and real option analysis. Includes case studies and a term project related to the topic.

ESM 580 IT Project Management (3-0-3). Provides an overview and explores concepts of IT project management. Includes the following topics: IT project planning and its relationship to CMMI levels, IT project risk management and configuration management techniques for IT projects. Discusses prevailing alternative life-cycle models such as RUP/Agile/SCRUM and their relationship to PMBOK and CPM. Covers IT project estimation techniques such as COCOMO. Includes case studies in IT project management.

ESM 600 Research Methodology (3-0-3). Introduces the methodology of scientific research. Covers topics such as internal and external construct validity and reliability issues in research; normative, prescriptive and descriptive theories; process and variance approaches to theory formulation; introduction to quasi-experimental design and case study methodologies; practical strategies for literature review; APA and IEEE style guidelines; and presenting research results and conclusions. Includes invited speakers from industry and business. Prerequisites: ESM 520 and ESM 560.

ESM 610 Strategic Technology Management (3-0-3). Provides a broad overview of the main topics encompassed by management of technology. Covers the innovative activities beginning with research and development and extending through production and marketing. Focuses on the emergence of the knowledge economy and technology as a key knowledge asset. Includes case studies covering technological innovation, technological forecasting, technological impact identification, and technology assessment and evaluation. Prerequisite: ESM 520.

ESM 612 Advanced Information Systems Management (3-0-3). Explores the capability maturity model and integration (CMMI). Introduces CoBIT and ITIL as a framework for managing IT services. Covers service-oriented architectures, e-government systems, executive information systems (EIS), mobile information systems (MIS), enterprise systems (ERP, SCM, CRM), workflow systems, reengineering of IS, metrics and measurements, exception handling and quality assurance. Includes case studies related to the topic. Prerequisite: ESM 555.

ESM 614 Communication and Network Management (3-0-3). Addresses the key technological and managerial issues related to the design, operation and maintenance of computer networks and the enterprise telecommunication system. Provides an overview of telecom technologies, including telecom architectures and protocols, voice technologies, LANs, WANs, cellular and mobile networks, satellite systems, and Internet/intranet architectures. Covers feasibility analysis, service level agreements, service quality monitoring, network planning, network management, survivability, telecom equipment procurement, contracting, outsourcing, technology forecasting and replacement, telecom investment decisions, legal and regulatory issues in telecommunications, and performance modeling and monitoring tools. Includes case studies related to the topic. Prerequisite: ESM 555.

ESM 616 Infrastructures for e-Businesses (3-0-3). Explores the various elements of infrastructures deployed to run e-businesses, including the Internet, intranet and extranet. Covers web hosting, web servers and web services; electronic transaction processing and payment systems; trust services; modes of e-businesses, including business-to-business transactions and EDI; ethical and social issues involved in e-business; and quality of service and infrastructures. Includes case studies related to the topic. Prerequisite: ESM 555.

ESM 620 Security Management (3-0-3). Provides a solid background in the administration and management of security for computer-based systems. Introduces the management of security, including managing identity, IT threats, vulnerabilities and trust. Covers planning for security and contingencies, the development of security programs and policies, security models, practices and standards, security risk management, personnel and security, and legal and ethical issues in security. Prerequisite: ESM 555.

ESM 624 Knowledge Management (3-0-3). Introduces the roots of knowledge and knowledge management (KM); theories/definitions of knowledge; theories, applications, tools, and practices of KM; the Knowledge Management Life-Cycle Framework and Models; significant issues in KM (e.g., best practices, culture, economics, strategy, intellectual capital and sustainable innovation). Includes case studies related to the topic. Prerequisite: ESM 555.

ESM 626 Data Warehousing and Business Intelligence (3-0-3). Covers planning, designing and operating data centers; site selection; operational procedures; physical and operational security; business continuity and disaster recovery; data collection and organization; concepts and tools of data warehousing; and business intelligence and trends discovery including data visualization, data mining and machine learning techniques. Includes case studies related to the topic. Prerequisite: ESM 555.

ESM 632 Applied Operations Research (3-0-3). Covers the formulation of mathematical models, solutions using linear programming, sensitivity and cost analysis of developing alternative optimum solutions, transportation and network analysis, inventory control, production

planning and control, forecasting and stochastic modeling. Requires case studies for each topic presented in the class and a term project. Prerequisite: ESM 501.

ESM 636 Human Resources Management (3-0-3). Covers human resource planning processes, tools and techniques, job specification and methods of job analysis. Describes the requirements and ethical context of HRM methods of recruitment, evaluation, career training and development programs, salary systems and employee benefits, HR information systems and international HR issues. Integrates HR management practices and methodologies with engineering experiences. Prerequisite: ESM 520.

ESM 638 Decision Analysis (3-0-3). Covers the theory and practice of analyzing decisions in the public and private sectors. Covers multiple objectives, influence diagrams, decision trees, sensitivity analysis, probability assessment, multi-attribute utility and human biases. Describes practical applications through real-world systems model building. Uses decision analysis software and spreadsheets to solve real-life problems through case studies. Prerequisite: ESM 501.

ESM 640 Supply Chain Management (3-0-3). Covers supply chain management (SCM) concepts, an integration of purchasing, operations, logistics, management, warehouse, documentation and information flows within the supply chain cycle. Explores the following topics: chain management purposes and uncertainty processes; supply chain design, evaluation and measurement models; and trends in strategic operations, procurement and logistics within the supply chain. Requires term projects and case studies. Prerequisite: ESM 632.

ESM 642 Business Process Management (3-0-3). Introduces the important issues in alignment of business internal activities and resources with external requirements through process design and process improvements. Includes process

types and hierarchies, workflow management system, incremental process improvement, process re-engineering and benchmarking. Covers implementation and change management. Integrates the use of BPM software in practical applications in the service and manufacturing sectors. Prerequisite: ESM 540.

ESM 644 Financial Management for Engineers (3-0-3). Provides engineers with financial management knowledge necessary for value-added decision making. Covers structure and analysis of financial statements, corporate valuation, working capital management, capital structure and budget, securities analysis and financial markets, and financial forecasting. Includes practical financial management case studies in technical organizations. Prerequisite: ESM 575.

ESM 650 Construction Management (3-0-3). Covers both the fundamental concepts and contemporary applications of construction management. Discusses elements of the construction project life cycle, project stakeholders, project administration and coordination and construction delivery methods. Provides the student with the opportunity to simulate real-life construction management problems and apply acquired skills in their solution through case studies and team projects. Prerequisite: ESM 570.

ESM 652 Construction Planning and Scheduling (3-0-3). Covers the application of planning and scheduling techniques critical to the success of construction projects, critical path method, resource allocation and leveling, time-cost optimization, project monitoring, updating and control, linear scheduling, stochastic scheduling, contractual implications of construction schedules, analysis of time-related change orders and delays, schedule diagnostics, and use of construction planning and scheduling software. Includes case studies from the construction industry. Prerequisite: ESM 570.

ESM 654 Materials Management (3-0-3). Covers applications of management skills on materials,

site, personnel, planning process, information systems, expediting and quality assurance, purchasing, logistics, materials control, forecasting, inventory and warehouse management, physical distribution, just-in-time principles and total quality management. Prerequisite: ESM 570.

ESM 660 Legal Aspects of ESM (3-0-3). Introduces construction contracts and their administration with special emphasis for engineering. Covers construction claims, matters of time, delays and litigation. Includes the following professional topics: analysis of specific issues concerning contracts, subcontracting, tort claims, insurance and bonds. Covers strategies for avoiding or terminating litigation, methods of dispute resolution, key aspects of prosecuting and defending claims, the role of dispute review boards and their use, procedures of claims presentation, conducting cost evaluation of claims and methods of international construction contracts. Covers actual legal cases involving construction and law. Prerequisite: ESM 570.

ESM 667 Construction Contracting and Cost Estimate (3-0-3). Examines the cost elements of construction contracting crucial to the success of construction businesses. Provides an overview of basic cost estimating and bidding procedures, including the role of the estimator, and various levels and details of an estimate and the bidding process. Includes the following topics: accounting and cost-keeping systems, budgeting, quantity takeoff, pricing labor, material and equipment, bonding, private and public bidding formats, minority requirement, markups and bidding strategies. Prerequisite: ESM 650.

ESM 668 Construction Safety Management (3-0-3). Covers safety and health concerns in the construction worksite. Concentrates on safety process development and management in construction. Provides the student with a comprehensive background in worksite hazard assessment, safety and health program development, and risk management in the construction industry. Prerequisite: ESM 560.

ESM 685 Capstone Course in Engineering Management (3-0-3). Presents students with an opportunity to showcase the theory and the practical knowledge accumulated throughout their studies. The general intent of the engineering capstone is to demonstrate students' knowledge of the integrative aspects of ESM tools through rigorous written and oral communication of case analysis and a team project. Uses case studies to demonstrate the integrative aspects of ESM applications. Prerequisite: ESM 600.

ESM 686 Capstone Course in Construction Management (3-0-3). Presents students with an opportunity to showcase the theory and the practical knowledge accumulated throughout their studies. The general intent of the engineering capstone is to demonstrate students' knowledge of the integrative aspects of ESM tools through rigorous written and oral communication of case analysis and a team project. Uses case studies to demonstrate the integrative aspects of ESM applications. Prerequisite: ESM 600.

ESM 687 Capstone Course in Information Technology Management (3-0-3). Presents students with an opportunity to showcase the theory and the practical knowledge accumulated throughout their studies. The general intent of the engineering capstone is to demonstrate students' knowledge of the integrative aspects of ESM tools through rigorous written and oral communication of case analysis and a team project. Uses case studies to demonstrate the integrative aspects of ESM applications. Prerequisite: ESM 600.

ESM 698 Professional Project (6 credits). Requires completion of an approved professional project on a selected area of engineering management and systems engineering. Requires students to demonstrate the ability to integrate the information and the skills accumulated in their study plan through rigorous written and oral communication. A final report and presentation must be submitted to the advisory committee. Graded as Pass/Fail.

ESM 699 Master's Thesis (6 credits). Requires students to complete original research work in a multidisciplinary area in engineering systems management. Requires students to demonstrate the ability to integrate the information and the skills accumulated in their study plan through rigorous written and oral communication. The thesis is completed under the supervision of a faculty member serving as the thesis advisor, and a final defense to the advisory committee is required. Graded as Pass/Fail.

MTR   Mechatronics Engineering

MTR 500 Advanced Engineering Mathematics (3-0-3). Covers analysis of linear and nonlinear physical systems equations of motion (ODEs and PDEs), partial differential equations of mathematical physics (wave, diffusion, Laplace, Poisson Equations), transform and integral methods for solving boundary and initial value problems, and numerical methods for ordinary and partial differential equations. Prerequisite: admission to program.

MTR 501 Introduction to Mechatronics (2-3-3). Covers applied mechanical and electrical engineering principles used in mechatronics products. Introduces students to system modeling of mechanics, electromechanics, basic electronics design, signal processing and conditioning filters, power amplifiers and switches, semiconductor devices, and thermal and fluidic systems. Develops design skills in mechanisms, electronics devices and software in order to create, test and verify system functions. Includes laboratory projects. Graded as Pass/Fail. Prerequisite: admission to the MTR program. Lab/Tech fee rate A applies.

MTR 505 Applied Electrical and Electronics Systems (3-1-3). Covers operational amplifiers and their applications, power amplifiers and switches, DC and AC motors, digital systems and electronic CAD tools. Prerequisite: admission to program.

MTR 510 Applied Mechanical Systems (3-0-3). Covers modeling of thermal and fluid systems. Includes kinematics and dynamics of machinery, and CAD tools for mechanical systems. Prerequisite: admission to program.

MTR 515 Information Technology for Mechatronics (3-1-3). Covers computer organization, operating systems, computer networking (LAN and WAN), Internet programming and application, and web-based monitoring. Prerequisite: admission to program.

MTR 520 Embedded Systems for Mechatronics (2-3-3). Explores microprocessor hardware and software modules. Covers microcontroller hardware and software architectures, microcontrollers programming and interface with real-time mechatronics systems, data acquisition unit and designing stand-alone embedded systems for mechatronics products. Includes case studies and course projects. Prerequisite: admission to program.

MTR 540 Advanced Control Systems (3-0-3). Covers state variable models, design of control systems in state space, full state observers, reduced order observers, digital compensator design LQ regulator and LQG theory, servomechanism design, and design of continuous and digital control systems using modern analytic and computer design tools. Prerequisite: admission to program.

MTR 590 Mechatronics Design (2-3-3). (Formerly MTR 525). Requires individual and team projects involving the development and integration of hardware and software into a smart system, which includes sensing, processing and controlling functions. Prerequisites: MTR 501 and MTR 520.

MTR 600 Modeling and Simulation of Dynamic Systems (3-0-3). Introduces multi-domain systems. Covers mechanical, thermal, fluid, electrical, electronic and electromechanical system dynamics. Emphasizes modeling and simulation of hybrid systems using computer-aided tools. Prerequisite: MTR 500.

MTR 605 Digital Signal Processing (3-0-3). Covers signal representation and system response, signal sampling and reconstruction, convolution, transfer function and system characteristics, digital filter design and realization, adaptive filters, spectral analysis, multirate signal processing, and time-frequency analysis and wavelets. Prerequisite: MTR 500.

MTR 610 Automated Manufacturing Systems (3-0-3). Describes and demonstrates automated machine tools and machining cells. Covers machining center configuration and operation, machine tool controller, machining code generation, in-process sensing and control, cell controllers and system simulation. Prerequisite: MTR 520.

MTR 615 Artificial Intelligent Systems (3-0-3). Covers biological and cognitive paradigms, concepts of machine intelligence, intelligent agents, vision and image analysis, principles of decision making, fuzzy logic, decision trees, case-based reasoning, genetic algorithms, neural networks and expert systems. Prerequisites: MTR 515 and MTR 520.

MTR 620 Machinery Dynamics and Vibration (3-0-3). Covers machinery vibration analysis (signature analysis in time and frequency domains, fault detection, diagnosis and correction), instrumentation, case studies and machine monitoring programs. Prerequisite: MTR 500.

MTR 625 Distributed Control Systems (3-0-3). Studies distributed computer systems architecture, system elements, data communications links, software algorithms, reliability and applications. Prerequisite: MTR 500.

MTR 630 Real-Time Robotics Systems (2-3-3). Covers components of robot systems, analysis and design of modern robotic and industrial control systems, hardware and software, computational methods and techniques used in vision-based robotics, real-time embedded control, optimization techniques, matrix analysis and analytic 2D/3D geometry. Prerequisites: MTR 500 and MTR 520.

MTR 635 Smart Structures and Sensor Fusion (3-0-3). Explores basic material properties, models, and active and sensory material systems. Covers health monitoring approaches to detect damage in a structure; applications of smart materials primarily for vibration and pointing control; finite element models with piezoelectric elements use in sensor selection and actuator; the design of feedback and adaptive feed-forward control algorithms; and implementation of sensor, actuator and control electronics. Prerequisite: MTR 520.

MTR 640 Nonlinear and Intelligent Control Systems (3-0-3). Introduces nonlinear systems, Lyapunov stability theory, linearization by high gain and sliding modes, nonlinear observers, Lyapunov design methods, feedback linearization, and intelligent control strategies, such as neural networks and fuzzy logic. Prerequisite: MTR 540.

MTR 645 Image Processing and Computer Vision (3-0-3). Discusses fundamentals of digital images, image enhancement, restoration and segmentation. Covers color representation, morphological image processing, representation of images and object recognition. Prerequisite: MTR 500.

MTR 691 Mechatronics Design Project (0-6-3). Requires an extended project of interdisciplinary nature in which elements of computing, mechanics and electronics should be involved. Graded as Pass/Fail. Prerequisite: MTR 590.

MTR 695 Mechatronics Seminar (1-0-0). Explores project planning development and realization, case studies of engineering systems design and realization, and current research topics in mechatronics engineering, including areas such signal processing, image processing, control, robotics, intelligent systems, computer vision and MEMS. Prerequisite: approval of advisor.

MTR 699 Master's Thesis (6 credits). Requires students to complete extended and original research work on a topic related to elements of computing, mechanics,

electronics and intelligence. Graded as Pass/Fail. Prerequisite: approval of advisor.

Independent Study

Independent study is the umbrella term used to label two types of independent work: independent course and directed study.

Students are allowed to take one independent study. A second independent study could be approved by the student's associate dean for graduation purposes only.

Independent Course (1 to 4 credits). A course listed in the catalog but offered in an independent study format. The course is coded using the course number in the catalog.

Directed Study (1 to 4 credits). An investigation under faculty supervision beyond what is offered in existing courses.

Directed study courses are numbered as 596 or 696 courses. The three-letter course prefix reflects the field of study of the course (e.g., independent study courses in ESM are coded as ESM 696).

Special Topics Courses

Special Topics (1 to 4 credits). Presents a theoretical or practical topic proposed by the faculty beyond what is offered in existing courses. Can be repeated for credit. Prerequisites: topic specific. Lab/tech fee may apply.

Special topic courses are numbered as 694 courses. The three-letter course prefix reflects the field of study of the course.

Descriptions of particular special topics courses are made available in the college/school offering the course during registration.

School of Architecture and Design

UPL   Urban Planning

UPL 501 Fundamentals of Urban Planning (3-0-3). (Cross-listed as ARC 571). Introduces the discipline of urban planning. Surveys the history of the field as well as its links with other fields of environmental studies, such as architecture, urban design, geography, engineering and others. Overviews what planners do and the tools they use in their practice.

UPL 541 Planning Theory and Methods (3-0-3). Explores the theoretical foundations of planning and its associated methods. Examines the basic theoretical framework that fosters good planning practice. Reviews the classical theoretical paradigms of planning, examines the major roles played by practicing planners, and looks at the application of theory in dealing with such issues as community development, environmental protection, economic policies, political and administrative structure, and social equity.

UPL 547 Research Methods and Analysis (3-0-3). Introduces the quantitative and qualitative methods and techniques used in urban planning research and practice. Analytic approaches include research design, multivariate regression, survey research, case study research, evaluation and graphic data presentation. Emphasizes methods in the context of planning and urban policy research. Prerequisite/concurrent: UPL 501.

UPL 548 Environmental Planning (3-0-3). Provides a comprehensive overview of the field of environmental planning and how it relates to efforts intended to manage, organize and protect environmental resources. Reviews the political and administrative context of environmental planning. Addresses principles of sustainability, ethics and the law in relation to land, air, water and other natural resources.

Prerequisite/concurrent: UPL 501. Lab/Tech fee rate A applies.

UPL 550 Urban Economics and Analysis (3-0-3). Examines the economics of cities and urban problems. Undertakes economic analysis of the location and growth of urban and regional areas with emphasis on public policy issues. Discusses land-use patterns, measurement and change in regional economic activity, and urban problems such as transportation, housing, poverty and crime. Places special attention on local fiscal behavior, overlapping jurisdictions and the provision of local public goods, and intergovernmental fiscal relations. Prerequisite: UPL 501.

UPL 556 Spatial Analysis for Planners (4-0-3). Introduces key concepts and technical skills involved in analyzing spatial phenomena. Includes the following topics: spatial inferences, cartographic quality, geospatial data and exploratory spatial data analysis. Introduces and applies key software tools in urban and regional contexts. Prerequisite/concurrent: UPL 501. Lab/Tech fee rate A applies.

UPL 565 Land Use Planning Principles and Practice (3-0-3). Examines various theoretical and practice-based approaches to land use planning. Gives an overview of the various social, economic, political and legal influences on land use and the planning process and application appropriate to balance such influences. Prerequisite/concurrent: UPL 501.

UPL 572 Urban Transportation Systems Planning Techniques (3-0-3). Covers data collection, trip generation, trip distribution, factors underlying the choice of mode, traffic assignment, modeling and evaluation techniques, use of planning software packages, development and evaluation of alternatives. Prerequisite/concurrent: UPL 501.

UPL 574 Urban Transportation Systems Analysis (3-0-3). Explores the use of quantitative techniques for modeling urban transportation systems' performance. Covers the application of graph theory and network analysis to transportation problems, and analytical approaches to formulate network equilibrium assignment problems and solution algorithms. Introduces dynamic traffic assignment. Prerequisite: UPL 572.

UPL 582 Theory and Principles of Urban Design (3-0-3). (Cross-listed as ARC 573). Examines major concepts, principles and theories of urban design. Reviews the historic development of urban design as a professional field and surveys current urban design issues, trends and practices in both the Western and non-Western/Islamic contexts. Prerequisite/concurrent: UPL 501.

UPL 584 Urbanism and Urban Form Analysis (3-0-3). Examines urban form elements, patterns and evolution. Focuses on the forces that have shaped cities in history and analyzes contemporary trends that impact urban formation and regeneration. Explores methods of urban morphological analysis as related to urban design. Places special attention on the study of cities of the Middle East and Islamic societies. Prerequisite: UPL 501.

UPL 597 Urban Planning Internship (0-0-0). Consists of eight weeks (320 hours) of approved internship. At the end of the internship, the student must submit a report of the internship work experience. Course is offered on a Pass/Fail basis. Prerequisite: UPL 501. Registration fees apply.

UPL 667 Urban Planning Studio (12-0-6). Covers the application of substantive skills in urban planning. Focuses on comprehensive planning exercises for an urban area in the UAE/Gulf region, involving fieldwork and hands-on analysis and application. Emphasizes the methods and tools of preparing plans. Addresses development of baseline data; analysis

of existing conditions; identification of strategic planning and development issues; forecasting of future conditions; review of development goals, objectives and policies; development and synthesis of alternative plans; evaluation of alternatives; and development of implementation strategies and programs that support policymaking. Prerequisites: UPL 501, UPL 556 and completion of a minimum of 15 UPL credit hours. Lab/Tech fee rate A applies.

UPL 676 Transportation Systems Operations and Control (3-0-3). Studies the operation and control of transportation systems with emphasis on traffic characteristics, capacity analysis, traffic improvements, signalization, signs and marking, channelization, intersection capacity, and principles and techniques used to improve the efficiency and safety of transportation systems. Prerequisite: UPL 572.

UPL 686 Space, Society and the Public Realm (3-0-3). Explores the nature of urban space and its role in the social being. Focuses on the potentials of space as a tool in shaping the public realm and nurturing citizenship. Examines critical issues of globalization and the transforming role of space in the post-industrial, informational city. Prerequisite: UPL 582.

UPL 698 Final Project (6 credits). Requires students to choose an applied research topic often in conjunction with a real planning problem and/or client. Students will produce a high-quality project report guided by an advisor and a minimum of two readers. The final project serves as a capstone course requiring students to draw on the basic knowledge, skills and techniques learned from their coursework. Graded as Pass/Fail. Prerequisite: permission of program director.

UPL 699 Master's Thesis (6 credits). Requires independent, significant original research conceived and developed by the student and guided by an advisor and a minimum of two readers. Students will demonstrate scholarly capabilities and expertise based on the theoretical knowledge and methodological skills they have developed in their previous coursework. The thesis experience serves as a capstone course for students who intend to pursue careers in research, teaching and/or scholarship. Graded as Pass/Fail. Prerequisite: permission of program director.

Independent Study

Independent study is the umbrella term used to label two types of independent work: independent course and directed study.

Students are allowed to take one independent study. A second independent study could be approved by the student's associate dean for graduation purposes only.

Independent Course (1 to 4 credits). A course listed in the catalog but offered in an independent study format. The course is coded using the course number in the catalog.

Directed Study (1 to 4 credits). An investigation under faculty supervision beyond what is offered in existing courses.

Directed study courses are numbered as 596 or 696 courses. The three-letter course prefix reflects the field of study of the course (e.g., independent study courses in UPL are coded as UPL 696).

Special Topics Courses

Special Topics (1 to 4 credits). Presents a theoretical or practical topic proposed by the faculty beyond what is offered in existing courses. Can be repeated for credit. Prerequisites: topic specific. Lab/tech fee may apply.

Special topic courses are numbered as 594 or 694 courses. The three-letter course prefix reflects the field of study of the course.

Descriptions of particular special topics courses are made available in the college/school offering the course during registration.

School of Business and Management

GMPA Gulf Executive Public Administration

GMPA 500 Executive Writing and Research (2-0-2). Teaches the elements of effective writing and research. Introduces students to online research and available information resources, including journals and databases. Includes writing concepts such as organizing and prewriting, wordiness, parallel structure, paragraphing, subordination, passive voice, transitions, report structure, nominalizations, prepositional decay, proofreading, and document design and layout. Prerequisite: admission to the GEMPA program.

GMPA 501 Economics for Public Executives (3-0-3). Explores micro- and macroeconomic theory for management decisions and emphasizes basic economic reasoning in the analysis of public policy choices. Covers topics such as resource scarcity, supply and demand, household and firm behavior, market equilibrium, externalities, market failure, public goods and benefit-cost analysis. Discusses the comparative advantages of short-run fiscal and monetary policy changes and of longer-run growth policy options.

GMPA 504 Executive Problem Solving (3-0-3). Introduces basic quantitative methods and their application to executive decision making and problem solving. Presents a variety of techniques for data analysis. Covers topics such as defining problems, choosing appropriate techniques, descriptive data analysis, probability theory, sampling, point and interval estimation, analysis of comparisons and associations, and hypothesis testing. Prepares participants to be effective initiators, consumers and evaluators of quantitative studies.

GMPA 506 Government Informatics (3-0-3). Explores the organizational integration and performance implications of networked information assets in the public sector. Explores information architecture planning, open standards and interoperability of IT infrastructures, open source software applications in government, and IT investment planning and evaluation. Addresses the role of information systems at all levels of government. Considers trust and privacy issues, ethics, access and security aspects. Outlines models for organization of the IT function and management of IS resources in the government sector.

GMPA 600 Public Administration Colloquium (1-0-0). Introduces participants to each other, the GEMPA staff, SBM and AUS. Incorporates registration, computer configuration, calendaring and logistics activities. Establishes expectations and procedures for testing, assignment submission, and communication with faculty. Frames key challenges for public administration in the Gulf region. Prerequisite: admission to the GEMPA program.

GMPA 601 Policy, Politics and Administration (3-0-3). Introduces the public policy process and considers concepts such as competing values, externalities, market failure, risk and uncertainty. Explores alternate models of policy decision making and teaches approaches used by public managers to build support for specific programs. Examines the roles of agency culture,

administrative reform, public trust, judgment and ethical norms.

GMPA 605 Financial Management and Budgeting (3-0-3). Presents use of the executive budget as a device for management planning and control. Emphasizes underlying concepts of public finance and the elements of budget analysis, strategy, review and execution. Highlights factors that influence budgetary commitments and considers the interplay among tax policy, budgets and fiscal policy. Examines basic financial management functions including cash management, debt administration and communication with their impact on financial performance.

GMPA 606 Strategic Human Resource Management (1.5-0-0). Examines the management of human resources as a key element in organizational strategy and implementation. Presents the human resource inventory and considers principles of effective hiring, performance management, employee development, position classification, job analysis and managerial discretion in the context of ethical theories on equity, equality and representative governance.

GMPA 607 Public Marketing and Strategic Communication (1.5-0-0). Examines the principles of effective marketing and communication as they apply in the public sector. Encourages participants to improve their interpersonal, group and representational communication skills in written and oral form. Explores conceptual and theoretical frameworks for developing communication campaigns aimed at advancing organizational priorities and public policy.

GMPA 612 Organizational Transformation (3-0-3). Explores the principles of organizational diagnosis, planning and change. Presents methods for identifying root causes, analyzing processes, evaluating alternatives and securing support for implementation. Covers topics such as data collection methods, diagnostic models, organizational design principles, process reengineering, business case

analysis and training alternatives. Cases will allow students to apply theories, models and methods to real situations.

GMPA 614 Analysis and Evaluation (3-0-3). Focuses on quantitative and qualitative research activities essential for designing, implementing and appraising government programs. Explores approaches to assessing the effectiveness and efficiency of public services, new initiatives and ongoing agency activities. Considers the US Government Performance and Results Act, along with parallel initiatives for program reform in other nations.

GMPA 615 Managing the Public-Private Partnership (3-0-3). Explores the broad range of public-private interaction in delivery of public services. Considers tenets of the New Public Management, including entrepreneurialism in government, public-private partnerships and their implications for political, managerial, legal and ethical questions associated with use of non-governmental service providers. Considers types of services amenable to new approaches and introduces elements of performance monitoring in acquisition, contracting and program delivery.

GMPA 616 e-Governance (1-0-1). Introduces the concept of e-governance and the basic stage model of e-government. Distinguishes between models of government automation and transformation. Considers the potential influence of government information access on the development of an informed and empowered citizenry. Explores the potential of electronic media for stimulating citizen participation in public decision making.

GMPA 617 Public Ethics and the Rule of Law (3-0-3). Presents public ethics, the public good and stewardship as derived from liberal theory and moral reasoning. Considers the relationship between law and ethics in Western thought, stressing the implications of rule of law and due process for administrative practice. Reviews the impact of interests, privilege, political power and conflict of interest on integrity and public trust.

Addresses differences in values, norms and social objectives based on local culture and tradition.

GMPA 619 Executive Leadership (3-0-3). Explores leadership roles and responsibilities in creating high-performing public organizations. Emphasizes creation and implementation of an organizational vision integrating key program goals, priorities and values. Considers adaptive leadership, team-building, conflict resolution, crisis management, emotional intelligence, integrity and dealing with diversity in a cross-cultural context. Employs case analysis and discussion, role plays and an active learning project.

GMPA 632 Learning in Public Management (3-0-3). Synthesizes and integrates principles and theories from throughout the GEMPA Program, applying them to leadership, human resource management, law and ethics, policy and evaluation. Presents the notion of a learning organization and explores its implications for government performance. Introduces the concept of policy transfer and considers the ability of public organizations to learn by analogy. Explores the importance of administrative capacity and the relationship between policy and implementation

GMPA 680 Project Management for Executives (1-0-1). Explores techniques, models and tools for management of government projects. Uses case studies to evaluate leadership challenges in managing complex, highly technical and time-sensitive projects. Considers project design, planning, scheduling, systems engineering, cost estimation and control.

MBA   Business Administration

MBA 501 Foundations of Economics (3-0-3). Provides an introductory survey of microeconomics and macroeconomics, designed primarily for MBA students unfamiliar economics principles. The microeconomics side of the course includes elements of demand and supply, consumer behavior, costs, market structures and income distribution. The macroeconomic side of the course analyzes movements in prices and national output, inflation, unemployment, and monetary and fiscal policy.

MBA 502 Organizational Behavior (3-0-3). Looks into the factors that influence individual and group performance while incorporating current management theory and research. Topics discussed range from individual attitudes and motivation to leadership, change, culture and organizational structure.

MBA 503 Accounting Concepts (3-0-3). Addresses the use of accounting as a management tool, including the strengths and limitations of accounting as an information system. Explores the financial and managerial aspects of accounting, focusing on the underlying concepts of accounting, the role of accounting in management planning and control, and the usefulness of accounting data for evaluating the results of operations and decision making.

MBA 504 Managerial Statistics (3-0-3). Examines the decision-aiding tools that can be applied by managers to gain insight into decision problems, ranging from simple graphic displays of data to sophisticated statistical tests. Students use real-world data sets and PC-based software to describe sets of measurements, construct probability distributions, estimate numerical descriptive measures and build multiple regression models. Prerequisite: a college-level finite mathematics course is highly recommended.

MBA 505 Financial Management (3-0-3). Covers financial theory and techniques of analysis, including valuation theory, theories of risk measurement, managing a firm's investment decisions and capital structure, sources of financing for a firm, and financial planning and analysis.

MBA 506 IT Essentials for Managers (3-0-3). Provides an overview of the essentials of information systems management, computer hardware and software, database management systems, telecommunications and data networks, Internet technologies and security. The second part of the course covers effective methods of designing, building and testing models, and performing model-based analyses; non-technical, craft skills that expert modelers commonly employ, such as abstracting a situation, debugging a model and translating model results into managerial insights; and an introduction to statistical and management science techniques used in business today such as data analysis, simulation and optimization. The hands-on labs emphasize advance Excel skills and use Premium Solver, Crystal Ball and sensitivity tools.

MBA 507 Marketing Concepts (3-0-3). Covers the fundamental aspects of marketing including the marketing mix (product strategy, pricing, advertising and promotion, and distribution), by focusing on problem-solving and decision-making abilities. Includes lectures, case studies, projects and experiential learning activities as students learn to research consumer needs, segment markets and other basic marketing functions. Gives particular attention to localizing content to provide a stronger regional understanding.

MBA 601 Managerial Economics (3-0-3). Covers the application of economic theory to management problems using basic economic tools and techniques of economic analysis to analyze decision-making problems faced in private businesses, government agencies and non-profit organizations. Prerequisite: MBA 501.

MBA 606 Management Information Systems (3-0-3). Provides the theoretical, technological, practical and managerial foundations of management information systems. Covers information technologies, systems development, the impact of information systems on business organizations, information technology

as a competitive tool and the management of information systems within domestic and multinational corporations. Introduces students to current systems and software. Prerequisite: MBA 506.

MBA 607 Business Communication (3-0-3). Focuses on the written and oral communication aspects of the participants. Emphasis is placed on the use of technology in business communication. Covers effective business writing and presentation, listening and negotiation skills. Stresses the study and practice of advanced techniques of argumentative writing.

MBA 609 Operations Management (3-0-3). Takes an analytical approach to solving problems in production and operations management. Explores basic principles, functions and concepts involved in the design, operation and control of operations in contemporary organizations to real operations management decisions. Covers development of operations strategy, decision analysis, mathematical (linear and integer) programming, quality management and control, project management, inventory control, forecasting and process analysis. Prerequisite: MBA 504.

MBA 610 Business Research Applications (3-0-3). Introduces students to the basic tools of business research by explaining various research methodologies and techniques. Includes numerous illustrations, portraying actual research in management, marketing, finance, accounting and other areas of business, that show how to perform the research function. Prerequisite: MBA 504.

MBA 611 Advanced Financial Management (3-0-3). Examines, at an intermediate level, the problems of managing short-term assets including cash, marketable securities, accounts receivable and inventory, managing the acquisition and disposal of long-term assets and financing decisions including leverage, leasing, mergers and international issues. Familiarizes students with both the basic theories

in each of these areas and various strategies for integrating the theory with practice. Prerequisite: MBA 505.

MBA 612 Leadership and Change Management (3-0-3). Investigates the role of leadership in the context of global change. Gives particular attention to leadership issues as they pertain to organizational development, culture and the dynamics of change. Prerequisite: MBA 502.

MBA 613 Accounting Analysis for Managers (3-0-3). Explains the role of accounting information in facilitating the functions of management. Covers decision making, planning, performance evaluation, budgeting, cost control and international transfer prices. Prerequisite: MBA 503.

MBA 614 Marketing Management (3-0-3). Introduces current marketing management techniques and the tools necessary for effective marketing decision making. Provides global perspectives on marketing management and international marketing issues. Interactive learning techniques include the case method and active class participation. Incorporates issues such as ethics, minorities and the ecological environment. Requires familiarity with microeconomic theory, basic concepts of accounting and relevant support software. Prerequisite: MBA 507.

MBA 615 Innovation and Entrepreneurship (3-0-3). Considers the practices and techniques used to stimulate and sustain innovation and the entrepreneurial spirit. Examines the process of new venture formation and the issues involved in both the contexts of existing firms and freestanding new ventures. Prerequisite: MBA 609.

MBA 616 e-Commerce Business Models and Technology (3-0-3). Presents a survey of consumer and business-to-business electronic commerce models, systems and technical solutions. Includes hands-on projects and assignments. Prerequisite: MBA 606.

MBA 617 Ethics and Legal Issues (3-0-3). Intensively introduces the legal and ethical issues confronting the global business manager. Addresses

the legal system, legal processes and several areas of substantive commercial law relevant to the business manager. Discusses the developing recognition of legal and ethical issues and their managerial implications. Examines product liability, the administrative legal process of regulation, antitrust and the contract as the fundamental legal instrument of global commercial relations.

MBA 618 Strategic Management in a Global Environment (3-0-3). Focuses on developing and applying strategic management to successfully position organizations in a competitive global environment. Integrates previous course experiences to hone decision making, analysis, and oral and written communication skills. Requires students to work in small teams to analyze a real company's external environment, perform an internal corporate audit and build detailed action plans including implementation issues and financial forecasting. Prerequisites: completion of all MBA foundation courses and completion of at least five 600-level courses. Prerequisites/concurrent: MBA 609 and MBA 611.

MBA 632 Investment Analysis (3-0-3). Covers the purpose and operations of security markets; investment instruments and their characteristics; introduction to portfolio and capital market theory; theory of valuation, bonds and the term structure of interest rates; options, commodity and financial futures investment companies; and international investments. Prerequisite: MBA 611.

MBA 633 Financial Futures and Derivatives (3-0-3). Comprehensively studies equity and debt-based futures and other derivative instruments. Discusses the functioning of options and futures markets and the role the market participants. Analyzes derivative instruments with a focus on pricing, hedging techniques and arbitrage applications. Prerequisite: MBA 632.

MBA 634 Commercial Banking (3-0-3). Focuses on decision making based on an integrated approach that exposes students to the understanding of bank management. Discusses factors that influence credit, investment, funding and pricing decisions. Introduces topics that help develop an appreciation of the trade-offs between risk and return. Discusses a wide range of cases related to bank performance evaluation, making new loans, managing the investment portfolio, asset and liquidity management as well as the macro and international environment in which commercial banks operate. Prerequisite: MBA 501.

MBA 635 Islamic Economics (3-0-3). Provides the theoretical foundation for advanced studies in Islamic economics. Addresses questions concerning the need for an Islamic economic system, the viability of an economic system that is built on religious paradigm, how that system should be and how it relates to contemporary economic systems. Investigates the socioeconomic dynamics of classical Islamic economics and its views on wealth creation and distribution, optimum growth and employment, economic stability, public finance and the role of the state in economic activity. Prerequisite: MBA 501.

MBA 636 Islamic Banking and Finance (3-0-3). Provides students with a formal and intuitive understanding of the essentials of Islamic finance, including the foundation of traditional Islamic financial tools and practices and the development of modern Islamic banking and financial instruments and institutions. Relates the theory of Islamic finance to current development in Islamic banking and the finance industry. Prerequisite: MBA 501.

MBA 651 Supply Chain Management and Strategy (3-0-3). Introduces basic concepts of logistics and supply chain management. Examines supply chain management topics, tools and issues from a general management point of view. Covers supplier selection and collaboration,

performance measurement along the supply chain, strategic outsourcing, just-in-time partnership and distribution, customer relationship management, logistics, procurement, inventory and warehousing strategies, and service supply chains. Includes case assignments, discussions and mini-projects. Prerequisite: MBA 506.

MBA 652 Modeling and Analysis of Supply Chain Processes (3-0-3). Enables students to learn and apply analysis and modeling techniques to typical supply chain problems using a spreadsheet-based and example-driven approach. Covers the basics of supply chain modeling for the optimization and monitoring of a supply chain, or a segment thereof, using statistical, simulation and optimization tools and models. Examines process modeling, transportation models, facility location models, logistics cost analysis, multi-echelon inventory, linear programming, routing and scheduling, network optimization, simulation and optimum service levels. Prerequisite: MBA 506.

MBA 653 Supply Chain Management Technology and Applications (3-0-3). Provides students with the knowledge, tools and hands-on experience necessary to develop, implement and sustain IT-enabled strategies for managing supply chains. Familiarizes students with supply chain information technology trends, and explores procurement and order fulfillment strategies and the impact of the Internet on distribution and back-end supply chain processes. Uses a combination of concepts, analytical models and commercial software to give students a theoretical foundation and practical experience in applying their supply chain management knowledge. Prerequisite: MBA 506.

MBA 654 Transportation and Logistics Management (3-0-3). Introduces the transport system and related logistics activities in the context of their role in an economy. Applies public management principles to domestic and international transportation and shipping facilities, considering operations management,

material handling, warehousing and storage, environmental impact, information technology and other variables as they apply to a variety of transport modes and intermodal activities. Prerequisite: MBA 506.

MBA 655 Information Systems Design (3-0-3). Introduces students to basic elements of IS infrastructures, such as networks, intranets and XML, databases, and data warehouses and data centers. Teaches students how to plan and develop IT architectures and business applications based on business requirements. Emphasizes building shared databases and planning integrated applications such as CRM, SCM and ERP and other knowledge management and business intelligence platforms. Covers alternative paradigms for designing business solutions, including outsourcing, utility computing, open source software and grid computing. Requires a course-long project within a real-world context. Prerequisite: MBA 506.

MBA 661 Strategic Human Resource Management (3-0-3). Focuses on the strategic role of HRM. Examines the role of HRM in strategy formulation and implementation and measuring and improving HRM effectiveness. Discusses how to align HRM practices with organizational business goals. Focuses on strategic recruitment and retention practices, high-performance management practices, strategies for developing employees, and the role of HR in supporting change and in managing mergers and alliances. Prerequisite: MBA 502.

MBA 662 International Human Resource Management (3-0-3). Explores the roles of HR managers in multinational corporations and identifies and analyzes efficient management strategies and practices in the field of international HR and effective HRM policies and practices in international contexts. Focuses on the internationalization of the organizations and the cultural dimensions that have an impact on HRM activities. Studies recruitment and selection, training, development, and evaluation and compensation practices in an international

context. Covers ethics and social responsibility issues in MNE as well as the challenges of designing and implementing an iHRM policy. Prerequisite: MBA 502.

MBA 663 Staffing (3-0-3). Allows students to develop critical, analytical and integrative thinking about the staffing process in today's organizations. Examines in detail the six steps in the staffing process: job design and analysis, HR planning, recruitment, selection, orientation and retention. Explores selection interviews, interviewing skills and selection tests. Covers how to manage diversity in the staffing context as well as evaluation and improvement of the important steps in the staffing process. Includes concrete exercises and case studies. Prerequisite: MBA 502.

MBA 664 Training and Development (3-0-3). Adopts a systematic approach to training and development systems, focusing on the blend between theory and practice. Covers training in organizations, the training process, identifying learning needs and appropriate learning opportunities, designing and delivering training, the transfer of learning, reviewing and evaluating training activities, the management of transfers and promotions, the strategic development of leaders and managers, numerous developmental techniques, the learning organization and knowledge management. Studies the strategic management of training and development activities. Prerequisite: MBA 502.

MBA 672 Managing a Family Business (3-0-3). Addresses issues facing family enterprise, a unique subset of entrepreneurial, small and growing businesses. Considers family business issues, family business systems, family members as employees, boundaries and succession issues. Cases and empirical studies engage students in family business experiences. Prerequisite: MBA 612.

MPA — Public Administration

MPA 501 Public Managerial Economics (3-0-3). Establishes a background in microeconomic theory and its application to the problems faced by public managers. Emphasizes teaching students to use basic economic reasoning in the analysis of public policy choices. Covers resource scarcity, supply and demand, household and firm behavior, market equilibrium, externalities, market failure, public goods and benefit-cost analysis.

MPA 502 Organizational Behavior and Administrative Practice (3-0-3). Introduces the study of organizations and management in the public sector. Applies theories and concepts for understanding human behavior and organizational phenomena to case studies and management simulations. Considers the role of perception and attitude formation as well as the impact of organizations on people. Stresses the importance of key management competencies for motivation, communication flows, conflict resolution and decision making.

MPA 503 Government Accounting Concepts and Analysis (3-0-3). Addresses the use of accounting as a management tool in the public sector, including the strengths and limitations of accounting as an information system. Explores the financial and managerial aspects of accounting with focus on underlying concepts, the role of accounting in management planning and control, and the usefulness of accounting data for evaluating decision outcomes and assessing government performance.

MPA 504 Methods of Problem Solving (3-0-3). Introduces students to a variety of tools and techniques for data analysis, using these methods to solve problems in public management and service delivery. Covers defining problems, choosing appropriate statistical techniques, descriptive data analysis, probability theory, sampling, point and interval estimation, analysis of comparisons and associations and hypothesis testing.

MPA 506 MIS for Public and Nonprofit Organizations (3-0-3). Provides a theoretical overview of the technological, managerial, policy and ethical implications of managing information assets in the public sector and non-governmental organizations. Explores the role of information systems in supporting transactional processes, management control and strategic decision making. Considers different IT architectures and infrastructures, organization of the IT function, and management of IT resources. Assesses the social and governmental impacts of the Internet and a networked society.

MPA 600 Public Affairs Colloquium (0-0-0) (2 days). A mandatory course that serves a threefold purpose: (1) to orient new students to the MPA program, the School of Business and Management and AUS; (2) to give students an opportunity to understand the nature and scope of the skills, attitudes and attributes required of effective public administrators; and (3) to introduce students to some of the key questions and challenges that face public administration in the local context.

MPA 601 Public Administration and the Policy Process (3-0-3). Introduces the public policy process and considers concepts such as competing values, externalities, market failure, risk and uncertainty. Presents alternate models of policy decision making and explores the approaches used by public service managers to build support for specific programs. Examines the roles of agency culture, administrative reform, public trust, judgment and ethical norms. Prerequisite: MPA 501.

MPA 604 Public Policy and Program Evaluation (3-0-3). Provides students an opportunity to improve the analytical and problem-solving skills developed in earlier course work. Develops the skills necessary to undertake policy analysis and evaluations of program implementation and performance using appropriate research design. Teaches participants to be discriminating customers of program evaluation research from other sources. Prerequisites: MPA 504 and MPA 601.

MPA 605 Public Financial Management (3-0-3). Introduces fundamental concepts and practice in budgeting, financial administration and revenue generation. Considers the budget process, budget preparation, resource allocation, cost analysis and audit. Presents basic management functions including cash management, debt administration and communication of financial performance. Surveys various public funding sources in the context of the Gulf Region. Prerequisite: MPA 503.

MPA 606 Public Human Resource Strategies (3-0-3). Presents traditional issues and contemporary approaches in human resource management, considering their implications for creation of high performance public organizations. Reviews policies and management processes related to staffing, development, job design and performance evaluation. Addresses the implications for human resource strategy of labor relations, diversity, political considerations, local preferment programs and expanding legal protections. Prerequisite: MPA 502.

MPA 607 Public Communication (3-0-3). Seeks to enhance participant interpersonal, group and representational communication skills in both written and oral form. Focuses on conveying government objectives, performance information and policy within organizations and to external consumers. Explores the conceptual and theoretical framework of public relations and addresses agency campaigns, including the marketing of services, using principles from private sector marketing practice.

MPA 610 Management of Nonprofit Organizations (3-0-3). Focuses on the application of management theory and practice in nonprofit organizations. Examines the establishment of nonprofits, strategic planning, governance, accountability, communication, budgeting and fundraising, human resource management, design of volunteer programs, ethics and responsiveness to stakeholders. Prerequisite: MPA 502.

MPA 612 Managing Organizational Change (3-0-3). Presents alternative theories and methods of intervention designed to bring about effective change within organizations. Explores systematic methods for identifying root causes for poor performance, analyzing service processes, evaluating alternatives and securing support for implementation. Presents techniques including data collection methods, process reengineering, business case analysis and training alternatives. Cases allow students to apply theories, models and methods to real situations. Prerequisite: MPA 502.

MPA 615 The Public-Private Partnership (3-0-3). Explores key tenets of the New Public Management and their implications for the delivery of public services. Examines the political, managerial, legal and ethical issues associated with use of non-governmental organizations. Considers types of services amenable to new approaches and introduces elements of performance monitoring in acquisition, contracting and program delivery. Prerequisite: MPA 601.

MPA 616 e-Government (3-0-3). Introduces the concept of e-government and explores the role of IT and the Internet in the delivery of public services and reengineering of administrative processes. Explores the dramatic changes in public administration and methods of transformation. Examines issues of technology, public interfaces, transparency and accountability, access and security, equity, privacy and their impact on the deployment of government electronic services. Considers the influence of government information delivery in the development of an informed citizenry and expanded citizen participation in public decision making. Prerequisite: MPA 506; prerequisite/concurrent: MPA 607.

MPA 617 Ethics, Law, Democracy and Society (3-0-3). Considers ethical issues and moral reasoning in the context of public policy formulation and implementation. Examines ethical standards and legal requirements that apply to managers in the public

sector. Explores concepts such as the rule-of-law, constitutional constraints, administrative legitimacy, due process, rule making, administrative appeal and managerial liability. Reviews the impact of interests, privilege, political power and conflict-of-interest on public trust. Addresses differences in values, norms and social objectives based on culture and tradition. Prerequisite: MPA 601.

MPA 619 Executive Leadership (3-0-3). Presents students with an opportunity to explore dimensions of leadership in the public context and helps to develop appropriate leadership styles. Covers team-building, conflict resolution, situational and adaptive leadership, crisis management, emotional intelligence, integrity and dealing with diversity in a cross-cultural context. Involves case analysis and discussion, role playing and an active learning project. Prerequisite: minimum of 18 credits at the 600 level.

MPA 629 Team Development and Leadership (3-0-3). Applies behavioral science and group theory to improve the performance of individuals, groups and organizations. Examines data collection, group processes, team building, conflict management, professional competition and feedback. Explores methods for facilitating effective group decision making. Prerequisite: MPA 502.

MPA 632 Comparative Administrative Systems (3-0-3). Examines governmental systems of administration in developed and developing nations. Focuses on alternative approaches to government structure, decision making, civil service selection and management. Explores the role of key concepts such as merit, accountability and authority in the context of cultures and societies. Considers the importance of administrative capacity for public service delivery and economic growth.

MPA 670 Transportation and Logistics Management (3-0-3). Introduces the transport system and related logistics activities in the context of their role in an economy.

Applies public management principles to domestic and international transportation and shipping facilities, considering operations management, material handling, warehousing and storage, environmental impact, information technology and other variables as they apply to a variety of transport modes and intermodal activities. Prerequisites: MPA 501 and MPA 506.

MPA 680 Project Management (3-0-3). Examines the concepts and techniques associated with managing projects in government organizations, nonprofits and private sector enterprises delivering public services. Considers project design, planning, scheduling, systems engineering, cost estimation and control. Explores the relationship between innovation and risk. Prerequisite: MPA 506.

MPA 685 Capstone Course in Public Management (3-0-3). Synthesizes and integrates the elements of previous course work. Considers diagnosis of organizational and program problems, analysis of alternative reforms, application of new public management approaches and appropriate use of theory. Focuses on issues facing government and nonprofit organizations in service delivery, program management and organizational capacity building. Requires an action-learning project in preparation for the comprehensive oral examination. Prerequisite: minimum of 24 credits at the 600 level.

MPA 697 MPA Internship in a Public Organization (3-0-3). Provides the student hands-on experience with an approved public sector agency or nonprofit organization. Requires a minimum of 240 hours of on-the-job administrative activity benefiting the student and the organization. Requires students to submit a written report, daily journal and supervisor's assessment. Graded as Pass/Fail. Registration fee applies.

Independent Study

Independent study is the umbrella term used to label two types of independent work: independent course and directed study.

Students are allowed to take one independent study. A second independent study could be approved by the student's associate dean for graduation purposes only.

Independent Course (1 to 4 credits). A course listed in the catalog but offered in an independent study format. The course is coded using the course number in the catalog.

Directed Study (1 to 4 credits). An investigation under faculty supervision beyond what is offered in existing courses.

Directed study courses are numbered as 596 or 696 courses. The three-letter course prefix reflects the field of study of the course (e.g., independent study courses in MBA are coded as MBA 696).

Special Topics Courses

Special Topics (1 to 4 credits). Presents a theoretical or practical topic proposed by the faculty beyond what is offered in existing courses. Can be repeated for credit. Prerequisites: topic specific. Lab/tech fee may apply.

Special topic courses are numbered as 694 courses. The three-letter course prefix reflects the field of study of the course.

Descriptions of particular special topics courses are made available in the college/school offering the course during registration.

Graduate Student Handbook

Foreword

The Graduate Student Handbook provides information on the policies and procedures related to theses, final projects, graduate student employment and graduate student work-study opportunities at AUS.

The preceding 2008–2009 catalog section contains detailed information on admission, tuition, academic policies and regulations, and program requirements.

The catalog is the official university document that describes the academic requirements for each degree.

1.0 Office of Graduate and Undergraduate Programs

The Office of the Graduate and Undergraduate Programs is a division of the Office of the Vice Chancellor for Academic Affairs.

The office is responsible for academic-related matters and for facilitating the activities of the Office of Research and the Faculty Development Center.

> Office of Graduate
> and Undergraduate Programs
> American University of Sharjah
> P.O. Box: 26666, Sharjah, UAE
> Tel: +(971) 6 515 2281
> Fax: +(971) 6 515 2050
> gup@aus.edu

2.0 Graduate Program Council and the Graduate Program Curriculum Committee

The Graduate Program Council (GPC) is a standing university-level committee responsible for developing policies and procedures related to graduate studies at AUS. The committee recommends policies and procedures for both the programs and the graduate students.

The Graduate Program Curriculum Committee (GPCC) is a standing university-level committee charged with ensuring that the curricular integrity of graduate academic programs is maintained. The committee makes recommendations to the Vice Chancellor for Academic Affairs.

The members of both the Graduate Program Council and the Graduate Program Curriculum Committee are listed at www.aus.edu/academic/gup/graduate.

3.0 Master's Thesis

A thesis is a formal manuscript that identifies theories or hypotheses, tests these hypotheses and accepts or rejects them using formal, systematized research methodology. On the basis of the findings, the researcher draws conclusions and makes recommendations.

The thesis is an opportunity for the student to conduct developmental research or a focused project on a particular topic of personal interest.

A thesis presents the results of an original, creative investigation leading to new insights, conclusions and recommendations appropriate to the investigated topic. The key outcome is the development and documentation of new knowledge. Therefore, students are expected to prepare and submit scholarly papers to peer-reviewed journals based on the research presented in the formal and approved thesis document.

The master's thesis at AUS must have appropriate depth for graduate work. As the culmination of the program of study, it should reflect scholarly depth and rigor. "Literature review" and "routine implementation" theses are not acceptable for completing the master's degree.

Several distinct steps occur in the preparation of a thesis:

- selecting the thesis research topic

- preparing and submitting the formal thesis proposal for approval by the thesis supervisor and thesis committee
- conducting research and writing the thesis under the direction of the thesis supervisor and committee
- conducting the oral thesis defense
- submitting the approved thesis for certification by the AUS Office of Graduate and Undergraduate Programs
- submitting the thesis to the AUS Archives within the AUS Library for binding and archiving

3.1 Selecting the Thesis Research Topic

Prior to registering for the thesis course (e.g., XXX 699), students should develop and submit a list of potential topics to their academic advisor and the graduate program director. A master's thesis committee (MTC), composed of the thesis supervisor (TS) and at least two other faculty members, is then formed and will approve the topic.

After the final thesis topic is approved, the student must provide the thesis supervisor with an outline of the work to be conducted, which should include a schedule. All members of the MTC must approve in writing the topic and work outline.

While students are given a great deal of latitude in selecting thesis topics, work must be done within an area appropriate to the chosen graduate program. Furthermore, the thesis must not have been submitted for credit elsewhere or have been published previously.

3.2 Preparing and Submitting a Thesis Proposal

The thesis proposal must be formally presented to and approved in writing by the thesis committee before registration in the thesis course (XXX 699). Only students in good academic standing may register for thesis credits.

The thesis proposal should, at a minimum, include the following sections in the order listed below:

- proposed thesis title
- abstract
- problem statement (must include a hypothesis and/or a list of basic research questions central to the problem)
- significance of the research
- review of the literature
- summary of planned research methodology (summarizes the research methods to be used and why these particular methods are appropriate)
- preliminary bibliography

Specific graduate programs may have requirements for additional sections and page limitations. Students should consult their thesis supervisor and graduate program director.

3.3 Conducting Thesis Research and Writing the Thesis

When beginning the process of researching and writing the thesis, the student and the thesis supervisor must agree upon a review process and schedule to ensure satisfactory and timely completion of the final written document. Frequent consultant with the thesis advisor is expected throughout the research and writing phase. The final draft of the thesis must be distributed to the thesis committee at least three weeks prior to the final defense and review.

3.4 Conducting the Oral Thesis Defense

An oral presentation (defense of the thesis) explaining the thesis and responding to questions by members of the thesis committee is required of all thesis students. It is the student's responsibility to schedule this presentation with the thesis committee members and to notify the graduate program director. All committee members must be present unless an unforeseen emergency occurs. The committee meeting may not be scheduled until the entire committee approves the final draft of the thesis as ready for defense.

The oral defense has two parts. The first part is open to the public. The director of the relevant graduate program will notify the Director of Graduate and Undergraduate Programs of the date, time and place of the defense so that members of the academic community may be invited.

The public part of the defense should be no longer than 40 minutes, with an additional 15–30 minutes for questions. The presentation should include a summary of key content points that explain the intellectual contributions of the work, conclusions, recommendations and lessons learned.

The second part of the oral defense is a 30-minute closed session limited to the student, the thesis supervisor and the thesis committee. In this session, the committee may ask additional questions and may convene privately to deliberate on their recommendations for the thesis grade.

A timeline for completion of this requirement will be indicated in each semester's academic calendar. Failure to complete the requirement by that timeline will prevent the student from participating in the commencement exercise of that semester.

3.5 Guide for Preparing the Thesis

A complete guide for preparing the thesis is given on the website of the Office of Graduate and Undergraduate Programs: www.aus.edu/academic/gup/graduate/thesesguide/index.php.

4.0 Graduate Student Employment Opportunities

4.1 Graduate Assistantships: Policies, Selection Requirements and Application Procedures

The purpose of offering graduate assistantships at AUS is to attract highly qualified students who bring benefit to the academic community. Two categories of graduate assistantships are provided: graduate research assistantships (GRAs) and graduate teaching assistantships (GTAs). Both types of assistantships are competitively awarded on a semester-by-semester basis and follow the same application process. Graduate assistantships can be held for a maximum of two years.

4.1.1 Eligibility Requirements

Graduate assistantships are available to graduate students who have been admitted to the university in good standing, meeting or exceeding all university and program-level requirements for full admission. Students on conditional or probationary status are not eligible for graduate assistantships. Applicants to AUS must indicate whether they wish to be considered for a graduate assistantship on the graduate admission application form.

Students already enrolled in a graduate program but not holding a graduate assistantship may also apply through the relevant program at the college/school level. The graduate assistantship application form for continuing students can be found at www.aus.edu/academic/gup/graduate/.

Graduate assistants must achieve and maintain a satisfactory academic record with a GPA of 3.0 or greater.

Specific graduate programs may establish additional and/or higher standards, which can be found on the relevant graduate program's website.

4.1.2 Types of Assistantships Available at AUS and Corresponding Workload

For each of the two categories of graduate assistantship (GRA and GTA), AUS offers two types of assistantships within its master's degree programs (excluding the GEMPA program):

- full-time assistantships
- part-time assistantships

Full-Time Assistantships

This type of graduate assistantship is highly competitive and is for full-time graduate students at AUS. Students must take a minimum of nine credit hours each term of their assistantship or be registered for thesis/project

credit. They may take no more than 12 credit hours per term. They work a maximum of 20 hours per week as research assistants or teaching assistants during the academic year for members of the graduate faculty. Full-time graduate assistants receive a tuition waiver for nine credit hours, as well as a work stipend.

Full-time graduate students may hold graduate assistantships and concomitantly serve as work-study students at AUS only if the total hours worked does not exceed 20 per week.

Graduate students who are employed full-time may not hold full-time graduate assistantships but are eligible for part-time assistantships.

Part-Time Assistantships

The part-time assistantship is also highly competitive. It is open to both full- and part-time graduate students at AUS. Part-time assistants must take six credit hours or be registered for thesis/project credit each term of their assistantship. They work a maximum of 10 hours per week as research assistants or teaching assistants for members of the graduate faculty. Part-time assistants receive up to six credit hours of tuition waiver each term of their assistantship and a stipend based on the level of support offered.

Part-time graduate students may hold graduate assistantships and concomitantly serve as work-study students at AUS only if the total hours worked does not exceed 10 per week.

4.1.3 Appointments and Responsibilities

Graduate assistants are appointed on semester-by-semester basis.

The director of the relevant graduate program or faculty supervisor is required to provide a detailed statement of duties and assignments for the graduate assistant at the beginning of the appointment. Graduate assistants are responsible for adhering to weekly workload expectations.

Both full- and part-time assistants may conduct research, serve as lab assistants, teaching assistants or research assistants.

Information about stipends and benefits is posted at www.aus.edu/academic/gup/graduate/Graduate%20Student%20Employment/assistantship.php.

4.1.4 Application Package

New Students Applying for a Graduate Assistantship

New students applying for graduate assistantships must submit the following to the Office of Enrollment Management/Graduate Admissions:

• a complete Application for Graduate Admission with the box requesting consideration for assistantship marked

• three recommendation forms/letters of recommendation

Continuing Students Applying for a Graduate Assistantship for the First Time

Continuing students applying for a graduate assistantship for the first time must submit the following to the relevant graduate program director by the deadline established by each college/school:

• an Application for Graduate Assistantship (Continuing Students Only)

• AUS transcripts

• three recommendation forms/letters of recommendation

Continuing Students Seeking to Maintain a Graduate Assistantship

Continuing students seeking to maintain a graduate assistantship must submit the following to the relevant graduate program director by the deadline established by each college/school:

• an Application for Graduate Assistantship (Continuing Students Only)

• AUS transcripts

The recommendation form and the Application for Graduate Assistantship (Continuing Students Only) are available at www.aus.edu/academic/gup/graduate/forms.php.

4.1.5 Deadlines

New Students Applying for a Graduate Assistantship

Please refer to the Graduate Academic

Calendar at the front of this catalog.

Each college/school must submit recommendations for graduate assistantship assignments to the Office of Graduate and Undergraduate Programs by 5:00 p.m. on the last day of the undergraduate registration week in the semester during which the assistantship is requested.

Recommendations must be signed by the relevant graduate program director and dean and must include the following:

• a cover letter from the dean's office

• a photocopy of the completed Application for Graduate Admission form (with box requesting consideration for assistantship marked) for each student

• a photocopy of transcript for each student

• photocopies of three recommendation forms/letters of recommendation for each student

Continuing Students Applying for a Graduate Assistantship for the First Time

Each college/school establishes an internal deadline when applications for an assistantship should be submitted.

Each college/school must submit recommendations for graduate assistantship assignments to the Office of Graduate and Undergraduate Programs by 5:00 p.m. on the last day of the undergraduate registration week in the semester during which the assistantship is requested.

Recommendations must be signed by the relevant graduate program director and dean and must include the following:

• a cover letter from the dean's office

• an Application for Graduate Assistantship (Continuing Students Only) for each student

• a photocopy of up-to-date AUS transcripts for each student

• photocopies of three recommendation forms/letters of recommendation for each student

Continuing Students Seeking to Maintain a Graduate Assistantship

Each college/school establishes an internal deadline when applications for

continuation of an assistantship should be submitted.

Each college/school must submit recommendations for graduate assistantship continuation to the Office of Graduate and Undergraduate Programs by 5:00 p.m. on the last day of the undergraduate registration week in the semester during which the assistantship is requested.

Recommendations must be signed by the relevant graduate program director and dean and must include the following:

- a cover letter from the dean's office
- a photocopy of up-to-date AUS transcripts for each student

4.1.6 Address for Submission

For new students, completed admissions application packages should be submitted to:

Office of Enrollment Management
Graduate Admissions
American University of Sharjah
Main Building
P.O. Box 26666, Sharjah, UAE
graduateadmissions@aus.edu

For continuing students, completed assistantship application packages should be submitted to the relevant graduate program director before the deadline established by each college/school.

4.1.7 Review Process

The application package received from the Office of Enrollment Management/Graduate Admissions is first screened by the graduate program within the academic unit to check for completion of the package, current admission status and academic standing of the applicant.

Complete application packages of students meeting the minimum requirements are forwarded to and fully reviewed by selection committees within relevant graduate programs. These program committees are made up of faculty members who teach in the graduate program, and they report to the graduate director.

After selection committees review application packages, the graduate program director will forward application packages to the dean of the relevant college/school along with committee review comments and recommendations.

The dean will review the application packages and make a recommendation. He/she will forward application packages with all recommendations and comments to the Director of Graduate and Undergraduate Programs.

The Director of Graduate and Undergraduate Programs will forward his/her comments and recommendations along with the recommendation of the dean of the relevant college/school to the Vice Chancellor for Academic Affairs, who will make the final selection.

4.2 Graduate Student Work-Study Opportunities: Policies, Selection Requirements and Application Procedures

AUS provides a variety of student employment opportunities for graduate students through specific departments, graduate programs and through work on AUS internal research grants to faculty members. The following sections describe the general policies governing graduate student employment at AUS.

4.2.1 Eligibility Requirements

To be employed as a graduate student worker, a student must be enrolled in a graduate program and registered for at least six credit hours.

Graduate student workers may work up to 20 hours per week while courses are in session. Graduate student workers may work up to 40 hours per week during breaks as long as they are enrolled as full-time students in the semesters before and after the break. Students are not paid for work beyond these limits.

Note: *Graduate students who have received a graduate assistantship are eligible for employment as student workers provided their total working hours do not exceed 20 hours per week for graduates with a full-time assistantship and 10 hours for graduates with a part-time assistantship*.

4.2.2 Pay Range and Work Records

The hourly rate for a specific position is based on range and complexity of duties, skill requirements and equity. Graduate programs directors are responsible for consistency and equity in pay rates among the graduate workers within their college/school. The college/school also determines the starting wage and pay increases.

4.2.3 Timesheets

All AUS colleges/schools and departments are required to keep detailed timesheets for each student worker. Work-study students will check their posted hours and sign the timesheet. Timesheets should be submitted by the department or college/school through their dean to the Director of Graduate and Undergraduate Programs for approval. Timesheets must be completed at the end of each month.

Graduate student timesheets are posted at www.aus.edu/academic/gup/graduate/forms.php.

4.2.4 Payment

Checks for work-study students are issued from the Finance Department (second floor, Main Building). Students must present a valid ID to receive their paychecks.

4.2.5 Application Process

Graduate students must apply for student employment through their graduate program directors.

Those who wish to hire graduate student workers must complete the form posted at www.aus.edu/academic/gup/graduate/forms.php.

Full-Time Faculty

A

Abdalla, Jamaleldin, PhD, University of California at Berkeley, 1989; Professor in Civil Engineering and Head, Department of Civil Engineering

Abdallah, Abed Al-Nasser, PhD, University of Lancaster, 2004; Assistant Professor in Accounting and Finance

Abdelfatah, Akmal, PhD, University of Texas at Austin, 1999; Assistant Professor in Civil Engineering

Abdel-Hafez, Mamoun, PhD, University of California at Los Angeles, 2003; Assistant Professor in Mechanical Engineering

Abdel-Jabbar, Nabil, PhD, University of Michigan, 1996; Associate Professor in Chemical Engineering (on leave AY 2008–2009)

Abdel-Malek, Kamal, PhD, McGill University, 1992; Associate Professor in Arabic Studies

Abdelsalam, Omneya, PhD, Heriot-Watt University, 1999; Associate Professor in Accounting and Finance

AbdulHadi, Zayid, PhD, Université Laval, 1987; Professor in Mathematics and Statistics

Abed, Farid, PhD, Louisiana State University, 2005; Assistant Professor in Civil Engineering

Abouleish, Mohamed Yehia, PhD, Tennessee Technological University, 2003; Assistant Professor in Biology and Chemistry

Abu Al-Foul, Bassam, PhD, University of Utah, 1994; Associate Professor in Economics

Abualrub, Taher, PhD, University of Iowa, 1998; Associate Professor in Mathematics and Statistics

Abukhaled, Marwan, PhD, Texas Tech University, 1995; Associate Professor in Mathematics and Statistics

Abu-Lebdeh, Ghassan, PhD, University of Illinois at Urban-Champaign, 1999; Associate Professor in Civil Engineering

Abu-Muhanna, Yusuf, PhD, State University of New York at Albany, 1979; Professor in Mathematics and Statistics

Abu-Yousef, Imad, PhD, McGill University, 1996; Professor in Biology and Chemistry

Ahmad, Norita, PhD, Renssealaer, 2001; Assistant Professor Management Information Systems

Ahmad, Shoaib Nabi, MID, Rhode Island School of Design, 1991; Associate Professor in Design

Ahmed, Khawlah, PhD, State University of New York at Buffalo, 1998; Assistant Professor in English

Ahmed, Rana, PhD, Duke University, 1991; Associate Professor in Computer Science and Engineering

Ahmed, Saad, PhD, Georgia Institute of Technology, 1981; Professor in Mechanical Engineering (on sabbatical Spring 2009)

Al-Ali, Abdul Rahman, PhD, Vanderbilt University, 1990; Professor in Computer Science and Engineering

Al-Assaf, Yousef, PhD, Oxford University, 1988; Professor in Electrical Engineering and Dean, College of Engineering

Albasha, Lufti, PhD, University of Leeds, 1995; Assistant Professor in Electrical Engineering

Al-Ghoussein, Tarek, MA, University of New Mexico, 1989; Associate Professor in Design (on sabbatical Fall 2009)

Ali, Ahmed, PhD, University of Durham, 1999; Assistant Professor in Arabic Studies

Ali, Naghmana, PhD, University of Toronto, 2004; Assistant Professor in English

Alibrandi, Thomas, DEd, University of San Francisco, 1999; Assistant Professor in Writing Studies, and Head and Director, Intensive English Program

Al-Issa, Ahmad, PhD, Indiana University of Pennsylvania, 1998; Associate Professor in English

Alkafaji, Yass, DBA, Mississippi State University, 1983; Associate Professor in Accounting and Finance

Al-Kattan, Ibrahim, PhD, Tennessee Technical University, 1994; Associate Professor in Engineering Systems Management

Al-Khazali, Osamah, PhD, University of Memphis, 1997; Professor in Accounting and Finance

Allagui, Ilhem, PhD, University of Montreal, 2001; Assistant Professor in Mass Communication

Allee, John, MA, University of Minnesota, 1969; Senior Lecturer in Management, Marketing and Public Administration

Al-Musawi, Muhsin, PhD, Dalhousie University, 1978; Professor in Arabic Studies

Alnaizy, Raafat, PhD, Texas A&M University, 1999; Assistant Professor in Chemical Engineering

Al-Najjar, Abeer, PhD, University of Edinburgh, 2003; Assistant Professor in Mass Communication

Alnaser, Ali Sami, PhD, Western Michigan University, 2002; Assistant Professor in Physics

Al-Nashash, Hasan, PhD, Kent University, 1988; Professor in Electrical Engineering

Alobaidi, Ghada, PhD, University of Western Ontario, 2000; Associate Professor in Mathematics and Statistics

Aloul, Fadi, PhD, University of Michigan, 2003; Assistant Professor in Computer Science and Engineering

Al-Satari, Mohamed, PhD, University of Southern California, 2005; Assistant Professor in Civil Engineering

Al-Sayah, Mohamed, PhD, University of Alberta, 2002; Assistant Professor in Biology and Chemistry

Al-Tamimi, Adil, PhD, Strathclyde University, 1990; Associate Professor in Civil Engineering and Director, Institute of Material Systems

Anabtawi, Mahmoud, PhD, University of Texas, 1998; Associate Professor in Mathematics and Statistics and Head, Department of Mathematics and Statistics

Anderson, Pia-Kristina, PhD, University of California at Berkeley, 2001; Assistant Professor in International Studies

Anderson, Sean, PhD, University of California, Los Angeles, 2006; Assistant Professor in Architecture

Angell, Linda, DBA, Boston University, 1996; Associate Professor in Management, Marketing and Public Administration

Arenfeldt, Pernille, PhD, European University Institute, 2006; Assistant Professor in International Studies

Arzaghi, Mohammad, PhD, Brown University, 2005; Assistant Professor in Economics

Ashill, Nicholas, PhD, University of Bradford, 2004; Associate Professor in Management, Marketing and Public Administration

AshShareef, Teirab, PhD, Indiana University, 1988; Assistant Professor in Arabic Studies

Assaleh, Khaled, PhD, Rutgers University, 1993; Associate Professor in Electrical Engineering

Atabay, Serter, PhD, University of Birmingham, 2001; Assistant Professor in Civil Engineering

Attom, Mousa, PhD, Kansas State University, 1989; Associate Professor in Civil Engineering

Aveyard, Mark, PhD, Florida State University, 2007; Assistant Professor in International Studies

B

Badawi, Ayman, PhD, University of North Texas, 1993; Professor in Mathematics and Statistics

Badry, Fatima, PhD, University of California at Berkeley, 1983; Professor in English

Baghestani, Hamid, PhD, University of Colorado, 1982; Professor in Economics

Bahloul, Maher, PhD, Cornell University, 1994; Associate Professor in English

Bantey, Paul, MFA, Whitecliffe College of Arts and Design, 2005; Assistant Professor in Design and Head, Department of Design

Barkat, Mourad, PhD, Syracuse University, 1987; Professor in Electrical Engineering

Barkhi, Reza, PhD, Ohio State University, 1995; Associate Professor in Management Information Systems and Head, Department of Management Information Systems

Barlas, Gerassimos, PhD, National Technical University, Athens, 1996; Associate Professor in Computer Science and Engineering

Barnett, Andy, PhD, University of Virginia, 1978; Professor in Economics

Bartholomew, Aaron, PhD, College of William and Mary, 2001; Associate Professor in Biology and Chemistry

Bateman II, Robert, PhD, University of Utah, 2004; Assistant Professor in Management, Marketing and Public Administration

Beheiry, Salwa, PhD, University of Texas at Austin, 2005; Assistant Professor in Civil Engineering

Belkhodja, Omar, PhD, Laval University, 2006; Assistant Professor in Management, Marketing and Public Administration

Berbić, Amir, MFA, The School of the Art Institute of Chicago, 2004; Assistant Professor in Design

Bieber-Roberts, Peggy, PhD, University of Washington, 1990; Associate Professor in Mass Communication

Bley, Jörg, PhD, Florida Atlantic University, 2000; Associate Professor in Accounting and Finance

Bodolica, Virginia, PhD, HEC Montreal Business School, 2006; Assistant Professor in Management, Marketing and Public Administration

Boisvert, Jean, PhD, Macquarie Graduate School of Management, 2007; Assistant Professor in Management, Marketing and Public Administration

Botthoff, John, MID, Pratt Institute, 1980; Lecturer in Design

Boubakri, Narjess, PhD, Université Laval, 2000; Associate Professor in Accounting and Finance

Breslow, Harris, PhD, University of Illinois, Champaign-Urban, 1995; Assistant Professor in Mass Communication

Brodtkorb, Tor, LLB, McGill University, 2000; Assistant Professor in Management, Marketing and Public Administration

C

Caesar, Judith, PhD, Case Western Reserve University, 1976; Professor in English

Chazi, Abdelaziz, PhD, University of North Texas, 2004; Assistant Professor in Accounting and Finance

Chebbi, Rachid, PhD, Colorado School of Mines, 1991; Professor in Chemical Engineering

Chen, Kim Heng, PhD, Washington State University, 2002; Associate Professor in Management Information Systems

Chiravuri, Ananth, PhD, University of Wisconsin, Milwaukee, 2007; Assistant Professor in Management Information Systems

Crompton, Peter, PhD, Lancaster University, 2003; Assistant Professor in English

Cruickshank, Donald, PhD, University of Illinois at Urbana-Champaign, 1984; Senior Lecturer in Writing Studies and Head, Department of Writing Studies

D

Daghfous, Abdelkader, PhD, Pennsylvania State University, 1997; Associate Professor in Management Information Systems

Dahan, Laila, MA, American University of Sharjah, 2005; Instructor in Writing Studies

Dahm, Carl Bob, MFA, University of Hartford, 2007; Assistant Professor in Design

Darayseh, Musa, PhD, University of Nebraska-Lincoln, 1990; Professor in Accounting and Finance

Darras, Basil, PhD, University of Kentucky, 2008; Assistant Professor in Mechanical Engineering

Darwish, Naif, PhD, Oklahoma State University, 1991; Associate Professor in Chemical Engineering

DeGeorges, Thomas, PhD, Harvard University, 2006; Assistant Professor in International Studies

Deiab, Ibrahim, PhD, McMaster University, 2003; Assistant Professor in Mechanical Engineering

Dhaouadi, Rached, PhD, University of Minnesota, 1990; Associate Professor in Electrical Engineering and Coordinator, Mechatronics Engineering Program and Mechatronics Center

Dwight, Dickerson, PhD, University of Los Angeles, California, 1998; Associate Professor in Visual and Performing Arts Program

Djeredjian, Daron, PhD, Syracuse University, 2004; Assistant Professor in Economics

E

Eberlein, Armin, PhD, University of Wales, 1998; Associate Professor in Computer Science and Engineering and Head, Department of Computer Science and Engineering

Eischen, Erich, LLM, University of Denver, 2006; Assistant Professor in Accounting and Finance

El-Baz, Hazim, PhD, University of Missouri, Rolla, 1991; Associate Professor in Engineering Systems Management and Director, Engineering Outreach Program

Eldred, Gary, PhD, University of Illinois, 1973; Associate Professor in Accounting and Finance

El-Emam, Magdi, PhD, Queen's University, 2003; Assistant Professor in Civil Engineering

El-Fakih, Khaled, PhD, University of Ottawa, 2002; Assistant Professor in Computer Science and Engineering

El-Hag, Ayman, PhD, University of Waterloo, 2004; Assistant Professor in Electrical Engineering

El Kadi, Hany, PhD, University of Alberta, 1993; Associate Professor in Mechanical Engineering and Associate Dean, College of Engineering

El-Kadri, Oussama, PhD, Wayne State University, 2006; Assistant Professor in Biology and Chemistry

El-Mousfy, Mona, MArch, Georgia Institute of Technology, 1983; Assistant Professor in Architecture

El-Sadek, Ibrahim, PhD, University of California at Santa Barbara, 1983; Professor in Mathematics and Statistics and Associate Dean, College of Arts and Sciences

El-Sayegh, Sameh, PhD, Texas A&M University, 1998; Assistant Professor in Civil Engineering

El-Sinawi, Ameen, PhD, University of Dayton, 1999; Associate Professor in Mechanical Engineering

El-Tarhuni, Mohamed, PhD, Carleton University, 1997; Associate Professor in Electrical Engineering and Head, Department of Electrical Engineering

F

Faiq, Said, PhD, Salford University, 1991; Professor in Arabic Studies

Ferguson, Erik, PhD, University of Southern California, 1988; Assistant Professor in Urban Planning

Filipović, Zlatan, MFA, Alfred University, 2001; Assistant Professor in Design

Forster, John, PhD, McMaster University, 2001; Associate Professor in Management, Marketing and Public Administration

Fredrick, Daniel, PhD, Texas Christian University, 2003; Assistant Professor in Writing Studies

G

Gadalla, Mohamed, PhD, University of Alabama, 1988; Associate Professor in Mechanical Engineering

Gandhi, Neena, PhD, University of Delhi, 2006; Assistant Professor in Writing Studies

Gassan, Richard, PhD, University of Massachusetts, 2002; Assistant Professor in International Studies

Gatenby, Bruce, PhD, University of Arizona, 1992; Assistant Professor in Writing Studies

Genc, Ismail, PhD, Texas A&M University, 1999; Associate Professor in Economics

Gibbs, Joseph, PhD, Boston University, 1994; Associate Professor in Mass Communication

Giesen, Martin, PhD, Heidelberg University, 1973; Professor in Fine Arts

Gold, Gary, JD, Indiana University, 1991; Associate Professor in Management, Marketing and Public Administration

Golley, Nawar, PhD, Nottingham University, 1994; Associate Professor in English and Head, Department of Arabic Studies

Goodwin, Ronald, PhD, Indiana University of Pennsylvania, 2005; Assistant Professor in Writing Studies

Gorla, Narasimhaiah, PhD, University of Iowa, 1986; Professor in Management Information Systems

Grant, Michelle, MArch, Cranbrook Academy of Art, 2005; Assistant Professor in Architecture

Grant, Roderick, MFA, Rhode Island School of Design, 2005; Assistant Professor in Design

Gressel, Justin, PhD, Purdue University, 2006; Assistant Professor in Management, Marketing and Public Administration

Griffin, James, PhD, University of London, 2004; Assistant Professor in Mathematics and Statistics

Guessoum, Nidhal, PhD, University of California at San Diego, 1988; Professor in Physics

Gumus, Mehmet, PhD, University of Waterloo, 2006; Assistant Professor in Management Information Systems

Gunatillake, Gajath, PhD, Purdue University, 2005; Assistant Professor in Mathematics and Statistics

Gunn, Cindy, PhD, University of Bath, 2001; Associate Professor in English

H

Hamdan, Nasser, PhD, Middle East Technical University, 1993; Professor in Physics

Hamza, Abdelhaq, PhD, Massachusetts Institute of Technology, 1989; Professor in Physics and Head, Department of Physics

Haney II, William, PhD, University of California at Davis, 1984; Professor in English and Head, Department of English

Hariga, Moncer, PhD, Cornell University, 1989; Professor in Engineering Systems Management and Coordinator, Engineering Systems Management Program

Hashem, Mahboub, PhD, Florida State University, 1984; Professor in Mass Communication

Hassan, Mohamed, PhD, University of Arizona, 2005; Assistant Professor in Electrical Engineering

Hatim, Basil, PhD, University of Exeter, 1982; Professor in Arabic Studies

Haverila, Matti, PhD, Tampere University of Technology, 1995; Associate Professor in Management, Marketing and Public Administration

Hawileh, Rami, PhD, University of Wisconsin-Milwaukee, 2005; Assistant Professor in Civil Engineering

Heath, Peter, PhD, Harvard University, 1981; Professor in Arabic Studies and Chancellor

Heaton, J. Lade, JD, University of Utah, 1972; Senior Lecturer in Management, Marketing and Public Administration

Heidcamp, William, PhD, University of Pittsburg, 1971; Professor in Biology and Chemistry and Dean, College of Arts and Sciences

Heintz, W. Eirik, MArch, Harvard University, 1994; Associate Professor in Architecture and Associate Dean, School of Architecture and Design

Hewitt, David, MFA, Cornell University, 1979; Associate Professor in Design (on sabbatical Spring 2009)

Husseini, Ghaleb, PhD, Brigham Young University, 2001; Associate Professor in Chemical Engineering

I

Ibrahim, Taleb, PhD, Auburn University, 1997; Associate Professor in Chemical Engineering

Irimia-Vladu, Marina, PhD, Auburn University, 2006; Assistant Professor in Economics

Islam, Mohammad, PhD, Columbia University, 2003; Assistant Professor in Physics

Izwaini, Sattar, PhD, University of Manchester, 2004; Assistant Professor in Arabic Studies

J

Jaidi, Asad Hasan, PhD, University of Kansas, 1993; Associate Professor in Physics

Jarrah, Mohammad-Ameen, PhD, Stanford University, 1989; Professor in Mechanical Engineering and Head, Department of Mechanical Engineering

Jayyusi-Lehn, Ghada, PhD, University of Toronto, 2007; Assistant Professor in Arabic Studies

Jhemi, Ali, PhD, University of Minnesota, 1999; Assistant Professor in Mechanical Engineering

Jumean, Fawwaz, PhD, City University of New York, 1973; Professor in Biology and Chemistry and Head, Department of Biology and Chemistry

K

Kanan, Sofian, PhD, University of Maine, 2000; Associate Professor in Biology and Chemistry

Karavatos, Nicholas, MFA, New College of California, 1999; Assistant Professor in English

Kassam, Meenaz, PhD, University of Toronto, 1996; Assistant Professor in International Studies

Katodrytis, George, AADip, Architectural Association, UK, 1985; Associate Professor in Architecture and Director, Scholarship and SA&D Outreach Program

Keck, Stephen, DPhil, University of Oxford, 1992; Associate Professor in International Studies and Head, Department of International Studies

Kennedy, Thomas, MLA, Cornell University, 1991; Assistant Professor in Architecture

Khalaf, Kinda, PhD, Ohio State University, 1997; Assistant Professor in Mechanical Engineering

Khaldi, Boutheina, PhD, Indiana University, 2008; Assistant Professor in Arabic Studies

Khallaf, Ashraf, PhD, Florida Atlantic University, 2004; Assistant Professor in Accounting and Finance

Khamis, Mustafa, PhD, University of California at Davis, 1985; Associate Professor in Biology and Chemistry (on leave AY 2008–2009)

Khan, Masood, PhD, University of Huddersfield, 2007; Assistant Professor in Design (on leave Fall 2009)

Khan, Sajid, PhD, University of Manchester, 2001; Assistant Professor in Management, Marketing and Public Administration

Kharkhurin, Anatoliy, PhD, City University of New York, 2005; Assistant Professor in International Studies

Kherfi, Samer, PhD, Simon Fraser University, 2002; Assistant Professor in Economics

Khoury, Suheil, PhD, Michigan State University, 1994; Professor in Mathematics and Statistics

Kim, Jong, PhD, Emory University, 2005; Assistant Professor in Economics

Klein, Andrew, PhD, University of Illinois at Chicago, 2003; Assistant Professor in Management, Marketing and Public Administration

Knuteson, Sandra, PhD, Clemson University, 2004; Assistant Professor in Biology and Chemistry

Kocabas, Ibrahim, PhD, Leland Stanford Junior University, 1990; Associate Professor in Chemical Engineering

Kolo, Jerry, PhD, University of Waterloo, 1986; Professor in Urban Planning

Krieg Dosier, Ginger, MArch, Cranbrook Academy of Art, 2005; Assistant Professor in Architecture

Kucuk, Ismail, PhD, University of Utah, 2001; Associate Professor in Mathematics and Statistics

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Landolsi, Taha, PhD, University of Texas at Dallas, 1999; Assistant Professor in Computer Science and Engineering

Lanteigne, Betty, PhD, Indiana University of Pennsylvania, 2004; Assistant Professor in English

Lea, David, PhD, University of Ottawa, 1990; Professor in International Studies

Leduc, Guillaume, PhD, Carleton University, 1995; Assistant Professor in Mathematics and Statistics

Loughlin, Kevin, PhD, University of New Brunswick, 1970; Professor in Chemical Engineering

Love, Don, PhD, Ohio University, 1997; Assistant Professor in Mass Communication

M

Majdalawieh, Amin, PhD, Dalhousie University, 2006; Assistant Professor in Biology and Chemistry

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Majeed, Tariq, PhD, York University, 1991; Assistant Professor in Physics

Malcolm, Michael, PhD, University of Wisconsin-Madison, 2006; Assistant Professor in Economics

Marshall, Timothy, PhD, University of Auckland, 1995; Assistant Professor in Mathematics and Statistics

McLaurin, J. Reagan, PhD, Memphis State University, 1994; Associate Professor in Management, Marketing and Public Administration

Mitchell, Kevin, MArch, University of Washington, 1996; Associate Professor in Architecture and Director, Graduate and Undergraduate Programs

Mitias, Peter, PhD, Louisiana State University, 1997; Associate Professor in Economics

Mohamed-Sayidina, Aisha, PhD, University of Exeter, 1993; Assistant Professor in English

Mojirsheibani, Majid, PhD, University of Toronto, 1995; Associate Professor in Mathematics and Statistics

Mokhtar, Ahmed, PhD, Concordia University, 1998; Associate Professor in Architecture

Morey, Susan, PhD, Virginia Common Wealth University, 2002; Assistant Professor in Management, Marketing and Public Administration

Mortula, MD Maruf, PhD, University of Dalhousie, 2006; Assistant Professor in Civil Engineering

Mosbo, John, PhD, Iowa State University, 1973; Professor in Biology and Chemistry and Vice Chancellor for Academic Affairs

Mounajjed, Nadia, PhD, University of Sheffield, 2007; Assistant Professor in Architecture

Mourtada-Sabbah, Nada, PhD, University of Pantheon-Assas (Paris II), 1997; Professor in International Studies and Assistant to the Chancellor for Development and Alumni Affairs

Moustafa, Amer, PhD, University of Southern California, 1999; Associate Professor in Architecture

N

Naufal, George, PhD, Texas A&M University, 2007; Assistant Professor in Economics

Naumann, R. Earl, PhD, Arizona State University, 1981; Professor in Management, Marketing and Public Administration

Noman, Laila, PhD, University of Wales, 2000; Assistant Professor in English

O

Olson, Dennis, PhD, University of Wyoming, 1982; Professor in Accounting and Finance and Head, Department of Accounting and Finance

Osman-Ahmed, Ahmed, PhD, University of Calgary, 2003; Assistant Professor in Electrical Engineering

Owolabi, Gbadebo, PhD, University of Manitoba, 2005; Assistant Professor in Mechanical Engineering

Ozkul, Tarik, PhD, Florida Institute of Technology, 1988; Associate Professor in Computer Science and Engineering

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Pallathucheril, Varkki, PhD, The Ohio State University, 1992; Associate Professor in Urban Planning and Coordinator, Urban Planning Program

Palmer-Baghestani, Polly, PhD, University of Colorado, 1984; Assistant Professor in Writing Studies

Pappalardo, Lucia, PhD, Syracuse University, 1998; Assistant Professor in Biology and Chemistry

Patrick, Neil, PhD, London School of Economics, 2006; Assistant Professor of International Studies

Picken, Gavin, PhD, The University of Leeds, 2005; Assistant Professor in Arabic Studies

Pilkington, Mark, MA, Royal College of Art, 1977; Associate Professor in Design

Q

Qadah, Ghassan, PhD, University of Michigan, 1983; Associate Professor in Computer Science and Engineering

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Radnell, David, PhD, Rutgers, The State University of New Jersey, 2003; Assistant Professor in Mathematics and Statistics

Randle, Jay, MLArch, North Carolina State University, 1971; Professor in Architecture

Rehman, Habib-ur, PhD, Ohio State University, 2001; Assistant Professor in Electrical Engineering

Richards, R. Malcolm, PhD, University of Michigan, 1974; Professor in Accounting and Finance and Dean, School of Business and Management

Rifki, Fatih, PhD, University of North Carolina at Chapel Hill, 1998; Professor in Architecture and Dean, School of Architecture and Design

Rizvi, Syed, PhD, University of Cambridge, 2008; Assistant Professor in Management, Marketing and Public Administration

Ronesi, Lynne, PhD, University of Connecticut, 2000; Assistant Professor in Writing Studies

Russell, Dennis, PhD, University of Hawaii, 1981; Associate Professor in Biology and Chemistry

S

Saad, Mohsen, PhD, University of Delaware, 2003; Assistant Professor in Accounting and Finance

Sabet, Mehdi, MArch, Virginia Polytechnic Institute, 1978; Associate Professor in Architecture (on leave AY 2008–2009)

Sagahyroon, Assim, PhD, University of Arizona, 1989; Associate Professor in Computer Science and Engineering

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Saifi, Ali, PhD, University of Sussex, 1978; Associate Professor in Mathematics and Statistics (on sabbatical Spring 2009)

Sakhi, Said, PhD, University of Montreal, 1994; Associate Professor in Physics

Salamin, Yousef, PhD, University of Colorado, 1987; Professor in Physics

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Sarnecky, William, MArch, University of New Mexico, 1999; Assistant Professor in Architecture

Sater, James, PhD, University of Durham, 2003; Assistant Professor in International Studies

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Spindler, Zane, PhD, Michigan State University, 1968; Professor in Economics

Spraggon-Hernandez, Martin, PhD, HEC Montreal, 2007; Assistant Professor in Management, Marketing and Public Administration

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Stevenson-Abouelnasr, Dana, PhD, Georgia Institute of Technology, 1984; Associate Professor in Chemical Engineering and Head, Department of Chemical Engineering

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Termos, Ali, PhD, North Carolina State University, 2005; Assistant Professor in Economics

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Tijani, Olatunbosun, PhD, University of Edinburgh, 2005; Assistant Professor in Arabic Studies

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Wunderli, Thomas, PhD, University of Florida, 2003; Assistant Professor in Mathematics and Statistics

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Xu, Xiaobo, PhD, University of Mississippi, 2005; Assistant Professor in Management Information Systems

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