AMITY UNIVERSITY DUBAI

GRADUATE

CATALOG 2024-25

GRADUATE
CATALOG
2024-25

Document Control

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Document Revision Summary

Type of change: Review/Revision/Update	**Date**	**Changes & Rational**
Revision	31.05.2023	1- The phrase "Ministry of Higher Education" was replaced with "Ministry of Education" in both Undergraduate and Graduate Catalogs. 2- Included statement of Licensure. 3- MSFS conditional admission requirements were revised to allow students to undertake six CH of study with CGPA of 2.5/3.0. 4- Admission Deadlines were specified in alignment with AMUD admissions Policies. 5- The total number of MSFS CH was corrected in fees from 48 CH program to 45 CH as per the program specifications. 6- Additional Lab Fees were eliminated. Remedial Course Fee was addressed. 7- Student Scholarship schemes were outlined in accordance with AMUD Scholarship and Financial Aid Policy. 8- Costs of student residencies are identified. 9- Program completion requirements are identified; 10- Forensic Program Mapping with QFEmirates Framework was incorporated. 11- Statement of student IP rights was added. 12- Specified the academic probation study load limits. 13- Stated a minimum required attendance, and consequences of inadequate attendance were identified for graduate programs. 14- Cited similarity in Student coursework was limited. 15- The definition of credit hours was revised to align with the generally accepted practice.
Revision	28.07.2023	1. Master of Education Program Remedial courses were revised 2. Mapping of Master of Education Program to QFEmirates Framework 3. Addressed that master of Law is a non-qualifying degree 4. Admission Deadlines and Notification of Students Regarding Admissions Decisions were revised

Annual Review	24.10.2023	1. University Administration section was updated 2. Amity University Dubai Proposed Academic Calendar 2023-24 is updated 3. Sports and Recreational Facilities section is updated. 4. Admissions Deadlines for Undergraduate Students are updated 5. Recognition of Non-formal and Informal Prior Learning Policy was updated 6. Financial section is updated 7. General Guidelines for Award of Grades section is updated. 8. Academic Probation, Academic Break, Re-Registration, Disciplinary Control of Students In Relation To University Examinations are updated as per the revised policy 9. Academic Appeal Procedure section updated as per the policy. 10. Attendance Policy is updated as per the updated attendance policy 11. Academic Advising is updated as per the updated academic advising policy 12. Academic Integrity section is updated as per the applicable policies. 13. School of Humanities, Arts, and Applied Sciences (HAAS) section with Master of education, Master of laws, Master of Science in Forensic Science and Master of psychology are updated. 14. Course descriptions of Master of Education, Master of laws, Master of Science in Forensic Science and Master of psychology are updated. 15. Faculty list is updated.
Revision	25.06.2024	1. Academic calendar for AY 24-23 added 2. Contractual/Cooperative relationships
Addition	25.06.2024	1. Applying for graduation 2. List of graduate research faculty 3. Research policy and procedure 4. FTE: Student Ratio 5. Student satisfaction rate

Governing Board

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Chairman Amity University Governing Board
President, Ritnand Balved Education Foundation

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Chief Executive Officer,
Al Jalila Foundation

Dr. Aseem Chauhan
Member Amity University Governing Board

Dr. Ajit K Nagpal
Member Amity University Governing Board
Chairman Ritnand Balved Education Foundation

Dr. Vajahat Hussain
Member Amity University Governing Board
CEO, Amity Education Middle East

Dr. Saif Al Seiari
Member Amity University Governing Board
President/Vice Chancellor, Amity University Dubai (Ex- officio)

UNIVERSITY ADMINISTRATION

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Dr. Elie Menassa	Dean, Amity Business School
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Mr. Nadeem Hassan	Director Human Resources
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Dr. Ankita Rajdev	Head of Quality Assurance and Institutional Effectiveness
Dr. Dinesh Chand	Head of Examinations
Mr. Joban Pappachan	Head of Finance
Mr. Nithin Thomas	Head of Information Technology

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1. Amity University Dubai Academic Calendar- AY 24-25

FALL 2024 SEMESTER		
02 – 13 September	Monday – Friday	Pre-Registration for Continuing Students
16 – 20 September	Monday – Friday	Registration & Academic Advising Week
23 – 24 September	Monday – Tuesday	Orientation and School Induction Program
25 September	Wednesday	Commencement of Classes
09 October	Wednesday	Add and Drop Period Ends
11 – 15 November	Monday – Friday	Mid-term exam week
02 – 03 December	Monday – Tuesday	UAE National Day Holiday
09 December	Monday	Registration opens for Spring Semester 2025 begins
20 December	Friday	Last day for withdrawal from classes
01 January	Wednesday	New Year Holiday
03 January	Friday	Last day of classes
04 – 07 January	Saturday – Tuesday	Reading Period/Lab Exams
08 – 14 January	Wednesday – Tuesday	End-term Exams
14 January	Tuesday	End of Fall Semester
15 – 28 January	Wednesday – Tuesday	Fall Break

SPRING 2025 SEMESTER		
29 – 31 January	Wednesday – Friday	Orientation/Registration/Academic Advising
03 February	Monday	Commencement of Classes
17 February	Monday	Add and Drop Period Ends
27 February	Thursday	Ramadan to begin*
24 March – 28 March	Monday – Friday	Mid-term exam week
31 March – 01 April	Monday – Tuesday	Eid Al Fitr Holidays*
31 March – 06 April	Monday – Sunday	Spring Break
21 April	Monday	Registration opens for Summer & Fall 2025 Semester begins
02 May	Friday	Last day for withdrawal from classes
23 May	Friday	Last day of classes
24 – 27 May	Saturday – Tuesday	Reading Period/Lab Exams
28 May – 03 June	Wednesday – Tuesday	End-term Exams
03 June	Wednesday	End of Spring Semester
04 June	Thursday	Beginning of Summer Break

SUMMER 2025 SEMESTER		
05 June	Thursday	Arafat Day*
06 – 08 June	Friday – Sunday	Eid al-Adha Holiday*
09 – 10 June	Monday – Tuesday	Registration & Academic Advising
11 June	Wednesday	Commencement of classes
17 June	Tuesday	Add and Drop Period Ends
26 June	Thursday	Islamic New Year Holiday*
04 July	Friday	Last day for withdrawal from classes
18 July	Friday	Last day of classes
21 – 22 July	Monday - Tuesday	Reading Period/Lab Exams
23 – 25 July	Wednesday - Friday	End- term Exams
25 July	Friday	End of Summer Semester

* Islamic holidays are determined after sighting the moon and actual dates may not coincide with the dates in this calendar.
Note: The approved calendar will be followed if there are no unforeseen circumstances that require a review or change.

2. History of Amity University

Amity University Dubai located in the Emirate of Dubai is officially licensed from 27/06/2022 to 02/06/2025 by the Ministry of Education of the United Arab Emirates to award degrees/qualifications in higher education. Amity University Dubai has established itself as a leading institution of Higher education offering undergraduate and graduate programs Business, Engineering, Humanities, Arts and Applied Sciences. With an excellent track record of producing skilled, employable and globally aware graduates, Amity University Dubai has attracted students from more than 50 different nationalities.

Amity University Dubai moved to its purpose-built campus in Dubai International Academic City (DIAC), with state-ofthe-art infrastructure, classrooms, labs, sports facilities, student accommodation and learning resources in 2016. The Campus City is spread across 64,364 sqm, area with a building area of 51,614 sqm and an instructional space of 10,018 sqm. The University was awarded 'Best Campus in Middle East' in 2019 by Forbes Middle East for its aw-inspiring facilities for intellectual, physical and social growth of the students. Earlier Amity University operated within the DIAC premises. This shift to a purpose-built campus in the heart of Dubai International Academic City marked watershed movement for Amity to set higher standards for its Program offerings and practices.

To support the wide range of programs being offered at Amity University Dubai, it has 45 classrooms with a seating capacity of 40 each, 27 fully equipped laboratories and studios, a Learning Resource Center (LRC) spread over an extensive 2,139 sqm. in area and located across two floors, training room for faculty, an Incubation Centre comprising six offices, a counselling Centre, seminar halls, auditorium and sports facilities. The University also has fully furnished student residences with double and single occupancy, separately for male and female students.

Amity University Dubai, with its massive infrastructure, has become a hub for community events and engagements. Be it the cultural events or a religious festival or a weekend sports carnival, or graduation events for the local schools, Amity University's auditorium, sports fields, indoor facilities and seminar rooms provide all the facilities people need to feel part of the wider community.

With an international outlook and focus on research and innovation, Amity University Dubai is banking on this rich and diverse experience to further contextualize teaching and learning, within the broader policies and strategies of the UAE on one hand, and on the other aligning its core activities with international standards of higher education. It is just natural for Amity University to be under the Ministry of Education in the UAE and get institutional and program accreditation from Commission of Academic Accreditation in the UAE.

Having grown in the UAE, AMUD is making a positive contribution to the national life and economy in the country. As an independent institution under CAA, are will further engage with the strategic direction of the UAE to be part of the education ecosystem that contributes to developing a competitive knowledge economy, sustainable, safe and healthy environment, and a cohesive society. With investment in human capital, infrastructure, technology and learning resources, we will develop graduates with tangible technical and soft skill to benefit from the future opportunities UAE is creating for young, ambitious and driven young people. In this connection, our focus on innovative pedagogies, technology-centric approaches and inter-disciplinary research helps us align with the future full of opportunities.

2.1 Awards, Accreditations and Recognitions

- Licensed by Ministry of Education (MOE) – UAE 2022
- Program accredited by UAE Commission for Academic Accreditation (CAA) 2022
- UAE Innovation Award 2021
- Hamdan Innovation Incubator 2021
- Sheikh Khalifa Excellence Award 2020
- The UK Quality Assurance Agency for Higher Education (QAA) 2019
- Best Campus Middle East Award by Forbes Middle East in 2019
- Capital Finance International (CFI) 2018
- Dubai Quality Appreciation Award (DQAA) 2019
- Dubai Quality Global Award (DQGA) 2019
- Dubai Human Development Appreciation Award (DHDAA) 2019
- First University outside of India to be approved by Bar Council of India
- First University in Dubai to set up NATA test centre
- Best University for Graduate Recruitment in the GCC Award 2018
- DEWA Conservation Award 2018
- Outstanding contribution to Autism Awareness Award 2018
- Solar Decathlon Middle East Award 2017-2018
- Accredited by – UNWTOTedQual, Council of Architecture, India
- 100 Middle East Centric business Case Studies
- Accredited by WSCUC, IACBE , IET.

2.2 Institutional and Program Accreditations

GOVERNMENT OF DUBAI هيئة المعرفة والتنمية البشرية KNOWLEDGE & HUMAN DEVELOPMENT AUTHORITY	Licensed by Knowledge and Human Development Authority, Government of Dubai since 2011.
WASC Senior College and University Commission	Accredited by Western Association of Schools and Colleges (WASC) in 2016.
QAA	Qualified on all ESG standards by Quality Assurance Agency – IQR in 2018

NAAC NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL	Awarded “A” Grade by National Assessment and Accreditation Council (NAAC) India
IET The Institution of Engineering and Technology	Engineering Programs accredited by the Institution of Engineering and Technology (IET).
Council of Architecture	Architecture Program is accredited by Council of Architecture, India.
BAR COUNCIL OF INDIA	Law Programs are accredited by and affiliated to Bar Council of India (BCI).
IACBE International Accreditation Council for Business Education	Undergraduate and graduate Business Management programs are accredited by IACBE since 2016.
certified incubator HI	Dubai SME and Future Foundation Certified Incubation Center.
UAE INNOVATION AWARD جائزة الإمارات للابتكار	~~UAE Innovation Award 2021~~

2.3 Contractual Agreements/Cooperative Relationships

1. Academic Partner Institutions		
S.No	**University Name**	**Details**
1	Canadian University Dubai (CUD)	Sharing LRC resources, space, and expertise
2	British Applied College (BACU)	Sharing LRC resources, space, and expertise
3	Institute of Management and Technology (IMT)	Sharing LRC resources, space, and expertise
4	City University College of Ajman (CUCA)	Sharing LRC resources, space, and expertise
5	The British University in Dubai (BUiD)	Sharing LRC resources, space, and expertise
6	American University in Dubai (AUD)	Sharing LRC resources, space, and expertise
7	Ajman University (AU)	Sharing LRC resources, space, and expertise
8	American University in the Emirates (AUE)	Sharing LRC resources, space, and expertise
9	Skyline University College (SUC)	Sharing LRC resources, space, and expertise

2. Corporate Partners		
S.No	**University Name**	**Details**
1	AL QALAMOON GARDENS DESIGNERS	Landscaping maintenance
2	AL YOUSAF ELEVATORS & ESCALATORS LLC	Elevator and escalator maintenance
3	BRIGHTWELL PRODUCTS	Hygiene service
4	CLEANSE MIDDLE EAST	Façade glass cleaning
5	DULSCO	Waste management services
6	DULSCO	Hazardous waste Removal
7	EMPHOR LLC	Annual Maintenance for various instruments
8	ELITE EXPRESS -AUD-ACADEMIC BLOCK & HOSPITALITY LAB	Pest control
9	ELITE EXPRESS -AUD-HOSTEL BLOCK	Pest control
10	EUROTECT GAS SERVICES	Central gas service
11	FIRECO TECHNICAL SERVICES LLC	Fire alarm, central battery and firefighting system
12	FLORA GREENFIELDS	Landscape maintenance
13	LCS AMC -Bright Future Electric LCS maintenance	Lighting control system
14	ODS Global	Building management system
15	United Technology & Trading Co. (swimming pool maintenance)	Swimming pool maintenance
16	PRECISION TECHNOLOGIES	Access control management
17	SECURE PLUS	Security services
18	SHIELD	Water tank cleaning
19	PROFESSIONAL STAR ELECTRICAL INSTALLATION SERVICES LLC	CCU, UPS and generator maintenance
20	TRUMAX	Cleaning maintenance
21	FUJSENG FACILITIES MANAGEMENT SERVICES	MEP facility management services (electrical & plumbing)
22	Silmen Merac LLC	2 Automatic sliding doors maintenance and service
23	Al Otaiba General Transport	University Level-Extend the transportation services for students across UAE

3. Amity University's Mission, Vision and Core Values

3.1. VISION

Amity University Dubai will strive to build a conscious community that will positively impact society and humanity. We will continue to educate, while also creating long-term sustainable solutions that promote innovation, exploration, creativity, tolerance, equality, opportunity and a better future for generations to come.

3.2. MISSION

We shall create a sustainable eco-system that encourages research and learning in order to explore innovative ideas and accelerate the nation's vision for the future. As a higher education institution, we will nurture talent, inculcate humanitarian values, create opportunities and foster diversity within our community, while also ensuring that we contribute to the national strategy and agenda.

3.3. CORE VALUES

Academic Excellence: University strives for the uncompromising quality and highest standard of excellence in teaching, learning, research and scholarship across various disciplines.

Integrity & Ethics: University upholds the highest ethical values, integrity and professionalism and an unwavering commitment to academic freedom, transparency and accountability.

Diversity & Mutual Respect: University nurtures an environment of safety, trust & mutual respect and embeds equality & diversity in its Strategy by ensuring that the strategic plans are fair and inclusive.

Expand horizons of Knowledge: University is driven by research and innovation and ensures continuous engagement in the scholarly activities in the pursuit of innovation, creativity and excellence.

Shared Governance: University encourages shared decision-making through a process that rests upon collaborative consultation, open flow of information, diverse involvement and collective deliberations of all stake holders.

Social responsibility: University creates and nurtures an inclusive environment where everyone can develop their full potential and contribute to the interest of society as a whole.

Environmental responsibility: University is acutely aware of its environmental responsibilities and embraces principle of sustainable development to ensure that any adverse environmental impact of its activities is minimized.

Service: University seeks to serve the diverse, personal and professional development needs of its constituents and encourage habit of engagement, caring, and civic responsibility by emphasizing on a connect between service, excellence, and career growth.

4. Amity University Institutional Goals

Goal 1: Ensuring Excellence in Education and Empowering Students with Skills Needed In Industry

Goal 2: Enhancing Cutting Edge Research, Innovation and Creativity of High Impact

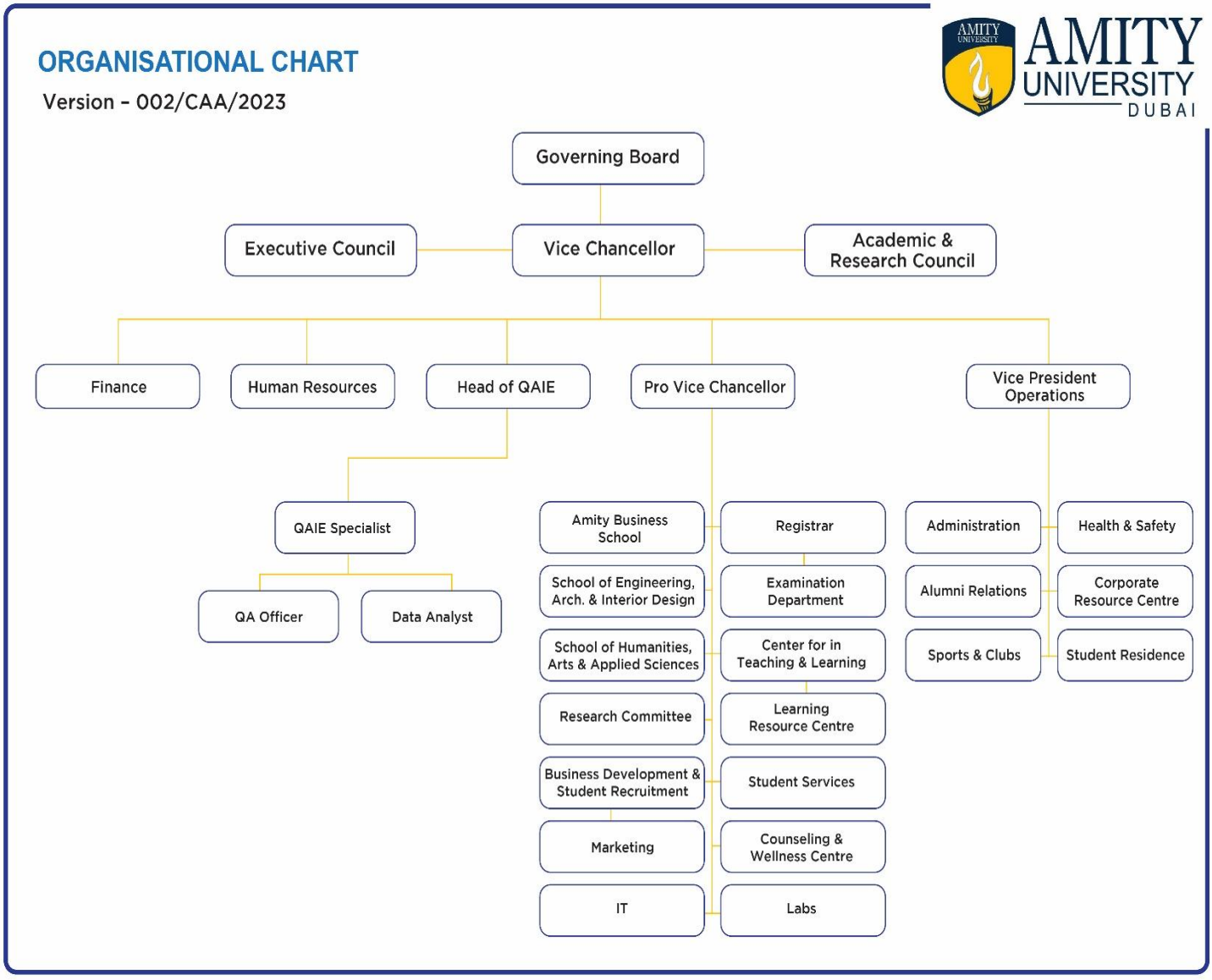
Goal 3: Creating Professionals with a Global Perspective with Enhanced Employability and an Entrepreneurial Zeal

Goal 4: Enhancing Engagement with Industry, Alumni and Society

Goal 5: Committing To All Aspects of Social, Economic and Environmental Sustainability

Goal 6: Enhancing Ecosystem That Promotes Student and Staff Development Including Physical and Emotional Health and Well-Being

5. Amity Dubai Organizational Chart



6. Amity University Dubai Campus Services

Amity University Dubai, started in 2011, is located in Dubai International Academic City (DIAC), and offers a truly global educational experience with qualified international faculty, and students from over fifty different nationalities. The university has modern state-of-art laboratories, facilities, and classrooms.

6.1. Library/Learning Resource Center (LRC):

The Learning Resource Centre extends over three floors. All these sections are open to the entire university community. Amity LRC houses print and non-print materials (e-resources) and all the different types of hardware needed for the students, faculty and staff use. LRC provides four areas for faculty and students for working on assignments, discussions, and research. The Centre maintains a ratio of 1:10 seats to users of the learning center. The Centre has different reading facilities. It has three separate reading halls, including one exclusively for faculty.

In addition to these reading halls, a silent study area is located at the second floor to help users focus on study material and research in individual cubicles. Photocopying and printing facilities are available inside the Learning Resource Center (LRC) to all users. The centre is completely linked with high-speed Wi-Fi Internet facility and intra-university network. Users may use their laptop, smart phones, and other gadgets for accessing titles of print books, e-books, databases, journals, manuscripts, electronic thesis and dissertations, and audio-visual materials and services provided by LRC. At present, our LRC has a total of 12 Mac computer systems and 2 print/scan/photocopy machines inside the Periodicals section, that can be used for various IT and reprography services.

6.2. Laboratory:

Amity University Dubai has 27 laboratories and workshops, including specialized labs resourced appropriately for the range of programs on offer.

The details on the laboratories and workshops are as given:

S.No.	Name of the Laboratory/Studio	No. of Labs /Studios
1	Civil Laboratory	1
2	Workshop	1
3	Aerospace Laboratory	1
4	Computer Laboratory	4
5	Communications Laboratory	1
6	Physics Laboratory	1
7	Chemistry Laboratory	1
8	Electronic Laboratory	1
9	Electrical Laboratory	1
10	Dark Room	1
11	Heat Transfer Laboratory	1
12	Nano Technology Laboratory	1
13	Forensic Laboratory	2
14	Psychology Laboratory	1
15	Fashion Design Studio	1
16	Design Studio	6
17	Media Studio	1
18	Hospitality Laboratory	1

6.3. Student Residence:

Amity student residence offers housing to its students within its sprawling campus in Dubai. This contemporary and well-equipped facility intent on offering excellent safety and security for its residents, is well connected to various parts of Dubai through public transportation and has well equipped rooms to provide utmost comfort for its residents.

6.4. Sports and Recreational Facilities

Amity University Dubai believes in overall intellectual, physical and social development of the students. The University besides focusing on developing knowledge, skills and competencies, puts focus on physical and competitive development by providing best facilities for both indoor and outdoor sports and recreation.

S.No.	Name of the Sports and Recreational Facility	No. of Facility
1	Complete 400-meter synthetic track and field facility.	1
2	Full-sized, Astro pitch for multiple sports including football and Cricket.	1
3	2G Flexi Pitch for pupose of uaing astro sports field as cricket pitch.	1
4	Outdoor Basketball Court (Synthetic)	1
5	Tennis Courts (Synthetic)	1
6	3.5m x 20m Cricket Net (Cemented)	2
7	Padel-Tennis Court (Synthetic)	1
8	25m, 5-Lane, Temperature controlled Semi-Indoor Swimming Pool	1
9	Human Bubble Balls for Human Bubble Football	14
10	Multipurpose Sports Hall	1
11	Indoor Basketball Court	1
12	Indoor Badminton Courts	4
13	Indoor Volleyball Court	1
14	Indoor Dodgeball Court	1
15	Indoor Throwball Court	1
16	Table Tennis Tables	4
17	Aerobics/Yoga/Fitness/Dance Studio with Full length Mirrors	1
18	Fitness Gym with multiple Life-Fitness machines for aerobic and strength training.	1

6.5. AmiTrax Learning Management System

AmiTrax is an exclusive LMS solution that has been developed to cater to the education requirements of Amity students and faculty.

All the CLOs, PLOs, and the contents of the allocated course will be uploaded on AmiTrax directly.

Please refer to the URL below for more details on AmiTrax Login and operations.

https://aud.amitrax.com/help

7. Graduate Admissions

7.1 Admission Criteria for Graduate Programs:

Postgraduate Diploma

Entry to Amity University Dubai's Postgraduate Diploma is largely based on evidence of a capacity to undertake higher degree studies. Admission is granted to applicants with a Bachelor Degree with a minimum GPA of 3.0 on a scale of 4.0 or equivalent from a University that is recognized by the Ministry of Higher Education in the UAE, and a minimum TOEFL score of 550 (213 CBT/79 iBT) or IELTS academic (minimum band of 6.0) or an equivalent score on an internationally recognized test. Students who have completed undergraduate education in a university where English is the medium of instruction can be exempted from the English language requirement subject to satisfactory evidence being vetted by Admissions. At the discretion of Admissions and the relevant school, applicants who fall short of meeting the 3.0/4.0 GPA (but not less than 2.5) or the English proficiency requirement might be granted "probationary" admission but can only register for a total of 6 credits in their first semester. Students should score 3.0/4.0 on all registered courses to remove the "probationary" status and be permitted to register in future courses. In addition to above listed requirements, applicants should successfully pass an interview with an ad-hoc Committee from the relevant school.

Master of Business Administration

Entry to Amity University Dubai's Master of Business Administration Degree is largely based on evidence of a capacity to undertake higher degree studies. Regular admission is granted to applicants who have fulfilled the following requirements:

- An appropriate Bachelor Degree with a minimum GPA of 3.0 on a scale of 4.0 or equivalent from a University that is recognized by the Ministry of Higher Education in the UAE.
- A minimum TOEFL score of 550 (213 CBT/79 iBT) or IELTS academic (minimum band of 6.0) or an equivalent score on an internationally recognized test. Students who have completed undergraduate education in a university where English is the medium of instruction can be exempted from the English language requirement subject to satisfactory evidence being vetted by Admissions.
- At the discretion of Admissions and the Business School, applicants who fall short of meeting the 3.0/4.0 GPA (but not less than 2.5/3.0) or the English proficiency requirement might be granted "probationary" admission but can only register for a total of 6 credits in their first semester. Students should score at least 3.0/4.0 on all registered courses to remove the "probationary" status and be permitted to register in future courses.
- - Applicants with an undergraduate degree that is not in business, economics, or an allied subject, can be admitted to the MBA program subject to registering and successfully completing the graduate bridging courses requirements or equivalent undergraduate courses that are approved by the Business School. These courses are currently set as follows:
  ACCT 501 (3 CR) Survey of Accounting and Finance
  QMET 502 (3 CR) Survey of Statistics for Decision Making
  ISYS 503 (3 CR) Spreadsheets and Databases

  Nevertheless, an applicant with a science or engineering degree or with a degree that has information systems or/and statistics courses, may be exempted from QMET 502 and/or ISYS 503 subject to appropriate evidence being provided. Official undergraduate transcripts should show these courses with a minimum achieved score of 2.3/3.0. If a student fails in any of the bridging courses, he/she will be permitted to repeat that course only once. Failure to meet the requirements stipulated above will result in the student being dropped from the graduate program. Admitted students who are registered for bridging courses, and at the discretion of the Dean of the Business School, might be allowed to register for one MBA course (3 credits). Bridging courses must be completed during the first year of enrollment in the MBA program.
- Holders of graduate-level professional qualifications such as Postgraduate Diploma, Master's Degree in other disciplines, may also be admitted and are encouraged to apply.

- Although not a requirement, a GMAT or GRE test score that has been received within the past 3 years prior to applying to the MBA, can strengthen the student's application. In addition, relevant work experience is viewed favorably when vetting the applicant's file.
- In addition to above listed requirements, applicants should successfully pass an interview with an ad-hoc Committee from the Business School.

Executive Master of Business Administration

Entry to Amity University Dubai's Executive Master of Business Administration Degree is selective and competitive and is granted to applicants who have significant and substantive professional experience for at least 3 years. In this line, applicants who have executive positions will be given priority in admission. Moreover, applicants should fulfill the following requirements:

- An appropriate Bachelor Degree with a minimum GPA of 3.0 on a scale of 4.0 or equivalent from a University that is recognized by the Ministry of Higher Education in the UAE.
- A minimum TOEFL score of 550 (213 CBT/79 iBT) or IELTS academic (minimum band of 6.0) or an equivalent score on an internationally recognized test. Students who have completed undergraduate education in a university where English is the medium of instruction can be exempted from the English language requirement subject to satisfactory evidence being vetted by Admissions.
- At the discretion of Admissions and the Business School, applicants who fall short of meeting the 3.0/4.0 GPA requirement (but not less than 2.5/3.0) or the English proficiency requirement might be granted "probationary" admission but can only register for a total of 6 credits in their first semester. Students should score 3.0/4.0 on all registered courses to remove the "probationary" status and be permitted to register in future courses.
- Applicants with an undergraduate degree that is not in business, economics, or an allied subject, can be admitted to the EMBA program subject to registering and successfully completing the graduate bridging courses requirements or equivalent undergraduate courses that

  ACCT 501 (3 Cr) Survey of Accounting and Finance
  QMET 502 (3 Cr) Survey of Statistics for Decision Making
  ISYS 503 (3 Cr) Spreadsheets and Databases

  Nevertheless, an applicant with a science or engineering degree or with a degree that has information systems or/and statistics courses, may be exempted from QMET 502 and/or ISYS 503 subject to appropriate evidence being provided. Official undergraduate transcripts should show these courses with a minimum achieved score of 2.3/3.0. If a student fails in any of the bridging courses, he/she will be permitted to repeat that course only once. Failure to meet the requirements stipulated above will result in the student being dropped from the graduate program. Admitted students who are registered for bridging courses, and at the discretion of the Dean of the Business School, might be allowed to register for one EMBA course (3 credits). Bridging courses must be completed during the first year of enrollment in the EMBA program.
- Holders of graduate-level professional qualifications such as Postgraduate Diploma, Master's Degree in other disciplines, may also be admitted and are encouraged to apply.
- Although not a requirement, a GMAT or GRE test score that has been received within the past 3 years prior to applying to the EMBA, can strengthen the student's application.
- In addition to above listed requirements, two reference letters are required with one of them from current employer or most recent one. Applicants should also successfully pass an interview with an ad-hoc Committee from the Business School.

Bridge Courses for Graduate Programs

Entry to Amity University Dubai's graduate programs is based on evidence of a capacity to undertake higher degree studies. Regular admission is granted to applicants who have fulfilled the following requirements:

- An appropriate Bachelor Degree with a minimum GPA of 3.0 on a scale of 4.0 or equivalent from a University that is recognized by the Ministry of Higher Education in the UAE.

- A minimum TOEFL score of 550 (213 CBT/79 iBT) or IELTS academic (minimum band of 6.0) or an equivalent score on an internationally recognized test. Students who have completed undergraduate education in a university where English is the medium of instruction can be exempted from the English language requirement subject to satisfactory evidence being vetted by Admissions.
- At the discretion of Admissions and the respective School, applicants who fall short of meeting the 3.0/4.0 GPA (but not less than 2.5/4.0) or the English proficiency requirement might be granted "probationary" admission but can only register for a total of 6 credits in their first semester. Students should score at least 3.0/4.0 on all registered courses to remove the "probationary" status and be permitted to register in future courses.
- Applicants with an undergraduate degree that is not related to their chosen graduate degree can be admitted to the graduate program provided they complete graduate bridging course/ courses as specified by the school / Dean.
- If a student fails in any of the bridging courses, he/she will be permitted to repeat that course only once. Failure to meet the requirements stipulated above will result in the student being dropped from the graduate program.
- In addition to above listed requirements, applicants should successfully pass an interview with an ad-hoc Committee from the respective School.

Master of Laws

Regular admission is granted to applicants with a recognized Bachelor's degree earned in law with a minimum cumulative grade point average (CGPA) of 3.0 on a 4.0 scale or its established equivalent from a Higher Educational Institution (HEI) that is recognized by the Ministry of Education in the United Arab Emirates (UAE), in addition to a minimum score of 1400 on the English language portion of the EmSAT examination, or its equivalent on other national or internationally- recognized tests that are approved by the CAA, such as TOEFL score of 550 (213 CBT, 79 iBT), or 6.0 IELTS academic. Students who have completed undergraduate education in an English-medium institution may be exempted from the English language requirement subject to satisfactory evidence vetted by the Admissions. This exemption is applicable only to applicants who undertook all their schooling (K-12) plus a Bachelor's degree in English in a reference English speaking country.

Conditional admission can be granted to applicants with an EmSAT score of 1250 or its equivalent on another standardized test approved by the CAA, such as TOEFL score of 530 (197 CBT, 71 iBT), or 5.5 IELTS academic. Students granted conditional admissions must achieve an EmSAT score of 1400 or equivalent, by the end of their first semester of study, but may take a maximum of six credit hours in the first semester of study, not including intensive English courses, and must achieve a minimum CGPA of 3.0 on a 4.0 scale, or its established equivalent, in the first six credit hours of credit-bearing courses studied for the graduate program. Not fulfilling these requirements will result in student dismissal from the LL.M. program. Moreover, conditional admissions can be granted to applicants with a recognized Bachelor's degree in law and a minimum cumulative grade point average (CGPA) of 2.5 on a 4.0 scale or its established equivalent. Conditionally admitted students must take a maximum of nine credit hours of courses during the period of conditional admission and must achieve a minimum CGPA of 3.0 on a 4.0 scale, or its established equivalent, in these nine credits of courses studied for the LL.M. or be subject to dismissal.

Master of Science (Forensic Science) and Master of Science (Psychology)

Entry to Amity University Dubai's Master of **Science -Forensic Science/ (Psychology)** Degree is largely based on evidence of a capacity to undertake higher degree studies. Regular admission is granted to applicants who have fulfilled the following requirements:

- An appropriate Bachelor Degree with a minimum GPA of 3.0 on a scale of 4.0 or equivalent from a University that is recognized by the Ministry of Higher Education in the UAE.
- A minimum TOEFL score of 550 (213 CBT/79 iBT) or IELTS academic (minimum band of 6.0) or an equivalent score on an internationally recognized test. Students who have completed undergraduate education in a university where English is the medium of instruction can be exempted from the English language requirement subject to satisfactory evidence being vetted by Admissions.

- At the discretion of relevant Dean, applicants who fall short of meeting the 3.0/4.0 GPA (but not less than 2.5/3.0) or the English proficiency requirement can be granted "probationary" admission but can only register for a total of 6 credits in their first semester. Students should score at least 3.0/4.0 credit bearing courses on all registered courses to remove the "probationary" status and be permitted to register in future courses.
- In addition to above listed requirements, applicants should successfully pass an interview with an ad-hoc Committee from the relevant School.

Exemption from English Language Proficiency for Graduate Programs
Applicants for an AMUD graduate program may be exempted from the English Proficiency requirement if the following two conditions are met:

1. English is the native Language of the applicant,
2. The medium of instruction is English for the undergraduate degree of the applicant,

* Institutions to be checked with the Amity University Admission's Office

Master of Education

Entry to Amity University Dubai's Master of Educational Management and School Leadership is contingent upon evidence of ability to undertake graduate level education.

Admission is granted to applicants with a recognized Bachelor's degree earned in education or allied social sciences discipline appropriate to the program with a minimum cumulative grade point average (CGPA) of 3.0 on a 4.0 scale or its established equivalent from a Higher Educational Institution (HEI) that is recognized by the Ministry of Education in the UAE (United Arab Emirates), in addition to a minimum score of 1400 on the English language portion of the EmSAT examination, or its equivalent on other national or internationally-recognized tests that are approved by the CAA, such as TOEFL score of 550 (213 CBT, 79 iBT), or 6.0 IELTS academic. Students who have completed undergraduate education in an English-medium institution may be exempted from the English language requirement subject to satisfactory evidence vetted by the Admissions. This exemption is applicable only to applicants who undertook all their schooling (K-12) plus a Bachelor's degree in English in a reference English speaking country.

Conditional admissions can be granted to applicants with an EmSAT score of 1250 or its equivalent on another standardized test approved by the CAA, such as TOEFL score of 530 (197 CBT, 71 iBT), or 5.5 IELTS academic. Students granted conditional admissions must achieve an EmSAT score of 1400 or equivalent, by the end of their first semester of study, but may take a maximum of six credit hours in the first semester of study, not including intensive English courses, and must achieve a minimum CGPA of 3.0 on a 4.0 scale, or its established equivalent, in the first six credit hours of credit bearing courses studied for the graduate program. Not fulfilling these requirements will result in student dismissal from the M.Ed. program. Moreover, conditional admissions can be granted to applicants with a recognized Bachelor's degree and a minimum cumulative grade point average (CGPA) of 2.5 on a 4.0 scale or its established equivalent. Conditionally admitted students must take a maximum of nine credit hours of courses during the period of conditional admission and must achieve a minimum CGPA of 3.0 on a 4.0 scale, or its established equivalent, in these nine credits of courses studied for the M.Ed.
or be subject to dismissal.

Conditional acceptance can also be granted to applicants with a recognized Bachelor's degree and a minimum CGPA of 2.5 on a 4.0 scale or its established equivalent. In this case, conditionally admitted students must take a maximum of nine graduate-level credit hours as remedial for entry into the graduate program. Credits of these remedial courses are not counted for the degree program. The student must achieve a minimum CGPA of 3.0 on a 4.0 scale, or its established equivalent, in these nine credits of remedial courses in order to progress to the graduate program or be subject to dismissal. These remedial courses are as follows:

EDUC 508 Introduction to Education

EDUC 509 Educational Psychology and the Classroom
EDUC 511 Tests, Measurement, and Evaluation

Applicants with an undergraduate degree that is not in Education or allied disciplines can be granted a conditional admission to the Master program with remedial courses up to 9 credits subject to the school's assessment of the applicant's file. Students assigned remedial courses must achieve a minimum CGPA of 3.0 on a 4.0 scale, or its established equivalent, in the assigned credits of remedial courses to progress to the graduate program or be subject to dismissal. Holders of graduate level professional qualifications and Postgraduate Diplomas, Master's Degree in other disciplines, may also be admitted. In addition, relevant work experience in the school sector and education institutions is an added value when vetting the applicant's file. Applicants should successfully pass an interview with a Committee from the School of Humanities, Arts, and Applied Sciences (HAAS).

7.2 Bridging Remedial Courses for Graduate Programs

- Conditional admission for prospective students at graduate level who are not meeting the program admission requirements can be granted to applicants with a recognized Bachelor's degree and a minimum CGPA of 2.5 on a 4.0 scale or its established equivalent. In this case, conditionally admitted students can take a maximum of six graduate-level credit hours in their first semester. The student must achieve a minimum CGPA of 3.0 on a 4.0 scale, or its established equivalent, in these courses in order to progress to the graduate program or be subject to dismissal.
- Remedial courses are not for credit within the degree program.
- Applicants with an undergraduate degree that is not related to their chosen graduate degree can be granted a conditional admission to the graduate program subject to registering nine graduate-level credit hours as remedial preparation for the graduate program. These remedial courses are not for credit within the graduate degree program. Students should successfully achieve a minimum CGPA of 3.0 on a 4.0 scale, or its established equivalent, in these nine credits of remedial courses in order to progress to the graduate program or be subject to dismissal.
- Conditionally admitted students for graduate programs shall complete all assigned remedial courses within one semester timeframe. Similarly, Students who are conditionally admitted until they fulfil the English language requirement, must achieve English language proficiency score within the first semester of enrolment.
- If student fails to obtain the required grade/score in remedial courses, student's application will be officially rejected.
- Students on conditional admission will be provided with the list of remedial courses they have to register in. The Program Leader will advise the students on the scope and conditions to be met in order to progress to the graduate program.
- Conditionally admitted students in graduate programs are allowed to register for credit-bearing courses only after they have successfully completed non-credit remedial courses.

7.3 Application Process

Admission to all programs at Amity University are processed through the Admissions Office and in order for students to apply; students can:

- Apply online at the Amity University website https://amityuniversity.ae/join-amity/application-process and upload their applications along with supporting documents
- Contact admissions team at admissions@amityuniversity.ae for additional information
- Visit the Admissions office located on the ground floor of the University campus
- Submit the completed application form along with the required documents to admissions@amityuniversity.ae
- Pay the application & registration fees at the online payment portal on the website https://payment.amityuniversity.ae/info
- Students seeking admission to university program shall submit their applications by:

FALL SEMESTER

- Submission of early applications up until March/April (will be given preference for early class registration)
- Submission of late applications through August/September

SPRING SEMESTER
- Submission of early applications up until October/November (will be given preference for early class registration)
- Submission of late applications through December/January

7.4 List of required Documents:

- Copy of valid student passport.
- One Digital recent passport-size color photographs
- Copy of Bachelor Degree Duly certified (Applicants for Master's programs)
- Copy of Bachelor and Master Degree Duly certified (Applicants for Doctorate programs) Copy of transcript duly certified
- UAE Ministry of Education's equivalent certificate of Bachelor's degree issued by foreign higher education institutions (for Master's students)
- UAE Ministry of Education's equivalent certificate of Master's degree issued by foreign higher education institutions (for PhD students)
- English proficiency test result (as applicable)
- Good conduct certificate issued by candidates last institution of study

Students provisionally admitted, where results have not been declared, must produce all documents to confirm their eligibility within four weeks of the commencement of classes. In case student is not able to submit the necessary eligibility documents within specified time period, the University has right to cancel the enrollment of such student. No fee refund shall be given in such circumstances.

(For UAE residents, a copy of Emirates ID, Visa page, sponsoring parent's/ spouse's Passport, Emirates ID and Visa page are also required with application)
Original Documents will be verified at the time of admissions

7.5 Certification of Documents

- Bachelor degree Certificate and Grade Transcript obtained in the UAE must be certificated by the UAE Ministry of Education - Higher Education Affairs, UAE.
- Bachelor degrees and Grade Transcript obtained abroad must be certificated by: The Ministry of Education, and the Ministry of Foreign Affairs of the country of origin, and the UAE embassy in that country.

7.6 Seat Reservation

- Seat to an Undergraduate program can be reserved on payment of the non-refundable registration and application fees
- If the student asks to defer admission to the following semester and the request is approved, the same registration application fees will be applied to the following semester.

7.7 Falsified Admission Documents

Students found to have submitted falsified documents for seeking admission in any of the programs will be dismissed from the University with no refund of fee paid.

7.8 Admissions Deadlines for Graduate Students

Students seeking admission to university program shall submit their applications by:

FALL SEMESTER

- Submission of early applications until April 30th (will be given preference for early class registration)
- Submission of late applications until August 31st

SPRING SEMESTER

- Submission of early applications until November 30th (will be given preference for early class registration)
- Submission of late applications until January 31st

Notification of Students Regarding Admissions Decisions

1. Upon receiving the student's admission application, it shall be examined by the Admissions Department for eligibility and adherence to the admissions criteria.
2. Admission Application is transferred to the dean of relevant school to provide input/decision should there be need to transfer credits.
3. Once admission application result is announced, a formal Decision Letter is communicated with applicant through their registered email address.
4. The Admission/Decision letters informs the applicant of one of the following resolutions:
    - Rejection of Application
    - Unconditional admission and/or
    - Conditional admission.
5. Upon Student acceptance to the offer letter, He/She completes the fees payment and is officially registered.

7.9 Recognition of Non-formal and Informal Prior Learning

Non-formal learning refers to various structured learning which do not have a course syllabus or certification associated with it such as program developed by organization, non-credit adult education courses, professional conference styled seminars, and continuing professional development. Informal learning refers to knowledge, skills, competencies learned at the work place in a non-structured mode.

Policy

This policy establishes a process that authenticates skills, knowledge and competencies gained through non-formal and informal learning as defined above. The principles of this policy are:

1. Approval of non-formal and informal prior learning credits necessarily occurs prior to the student's enrolment in the program. In this case, rigor evidence-based and transparent assessments are applied.

2. For an applicant to obtain credits, the applicant's knowledge, skills, experiences, and competencies will be weighed against course descriptions and related learning outcomes. The credits are only awarded when there is sufficient evidence that students have achieved all learning outcomes of the course.

3. The process provides students with guidelines and support to assemble sufficient evidence in the form of a portfolio and complete their applications. It is consistently applied to all students and across all programs, disciplines, units, courses, and competencies.

4. AMUD only recognizes non-formal and informal prior learning that is current, course relevant, and sufficiently covers the breadth and depth of knowledge that can match with university-level learning.

5. To grant credits AMUD will conduct a challenge exam to assess the achievement of learning outcomes of the relevant course.

6. For every course that has been successfully recognized against non-formal and informal prior learning experience, a grade of 'TR' shall appear on the transcript. This grade will not be used in the calculation of cumulative grade point average (CGPA).

7. No more than 50% of the credit for all courses in an individual undergraduate program may be awarded through this process including credit transfer, and not more than 25% for graduate programs.

8. In no case this policy and related procedures substitute for admission requirements.

Procedures

1. An applicant shall complete the non-formal/informal application stating the non-formal/informal credits that he/she wishes to be considered for recognition (annexed to this policy).

2. The complete application form, along with all supporting documents and related evidence and the processing fee, will be submitted to Admissions. Evidence may include authenticated certificates of informal learning, projects, and specific portfolios, but in all cases of informal and non-formal learning, the student has to appear and pass a challenge exam for each course he/she is requesting a credit recognition for.

3. Admissions, in consultation with the relevant Dean, shall assign an academic advisor to assist the applicant in terms of assessment process, the kind of evidence that can be used, the administrative course of actions including the possibility to appeal a decision, an outline of the learning or competency outcomes against which students will be assessed, and the forms that can be presented to make the application successful along with the related timeline.

4. The admissions in conjunction with the relevant Dean create the challenge exam. The student completes the exam under the supervision of the assigned Academic Advisor who grades the student's challenge exam and submit the final result to the admissions.

5. Admissions shall forward the student application and supporting documents to the Registrar's office. The Registrar office is responsible for making sure that the submitted documents are satisfactory. Upon confirmation, the Registrar Office will forward the complete file to the Dean of the relevant school who will establish an ad-hoc committee chaired by the particular Program Leader to assess and recommend or reject credit recognition. Partial recognition is not allowed.

6. The ad-hoc Committee shall complete an Assessment Evaluation form and submit it to the Dean of the relevant School. This form will list all the courses for which the credit recognition has been granted along with a separate list of courses for which no credit recognition was awarded. The ad-hoc committee may also ask the applicant to submit further documentation and/or evidence.

7. The Dean will check the assessment form submitted by the ad-hoc Committee and ask for further clarifications, in particular, those related to the recommendations of the Committee and the rationale behind its decisions before approval.

8. The approved file including assessment form shall be submitted by the Dean to the Registrar Office who will present the applicant's case to the Vice President of Academics for final approval.

9. The decision will then be communicated by the Vice-President Academics Office to Admissions who will forward it to the concerned applicant. If an applicant is not satisfied with the decision, he/she can file an appeal with Admissions within two weeks of receiving the decision.

10. In this line, an Appeal Form including the following main details is filled out by the applicant (annexed to this policy):

    - Contact details of the applicant
    - Appeal information including the rational for the appeal and additional supporting documents that he/she wishes to be considered
    - Student declaration that the submitted documents are accurate and authentic.
    - Student declaration that they are aware that they can only appeal once with respect to specific credit recognition.

11. Upon receiving the dated appeal, an ad-hoc Appeal Committee shall be established by the Vice-President Academics and Chaired by the Registrar to look at the applicant's appeal and provide its recommendation to the Vice-President Academics within one week of the start of its mandate. The Vice-President Academics will act on the recommendation and render the final decision. This decision is forwarded to Admissions and shall be immediately communicated to the applicant within two days of receipt from the Vice-President Academics Office. The decision is final and cannot be appealed again.

Assessment of Non-Formal and Informal Prior Learning

AMUD will use one or a combination of the following assessment modes in conducting this exercise:

1. Comparable examinations or tests that were used to assess the achievement of learning outcomes or qualifications in its programs, modules, and courses.

2. Review of the portfolio of evidence which includes documents such as certificates (attendance, completion, achievement, etc.), and/or official job descriptions or statement of duties and responsibilities, letters of reference from employers detailing applicant's relevant skills and experience, and samples of work performed

3. Onsite observation of applicant's relevant skill and/or competence under assessment.

4. Assessment of reflective papers, journal articles, or similar documents authored by the applicant that can strengthen his/her file.

Assessment Processes

AMUD has an established assessment process that includes but not limited to the following elements:

1. A list of undergraduate and graduate courses for which credit recognition may be awarded;
2. A list of the learning outcomes for each course or qualification;
3. For each course, the qualifications, and experience required of the individual or individuals performing the assessments; currently, the general attributes include a minimum of five years of industry experience, an earned doctoral degree, and three years of academic experience at a recognized institution of higher education.
4. A comprehensive and detailed list of the types of evidence that may be submitted with the application (already discussed in this policy under assessment of non-formal and informal prior learning).

Recognition of Non formal and Informal Prior Learning Policy has been submitted to and approved by the CAA and complies with Annex 20 of CAA Standards.

7.10 Program Completion Requirements

Credits requirement: For students to graduate with an Amity University Dubai Master's degree, they must fulfill the following minimum credit requirements for the various programs:

- Master of Science (Forensic Sciences): 45 credits
- Master of Laws: 33 credits
- Master of Science (Psychology): 42 credits
- Master of Education : 36 credits
- Master of Business Administration: 45 credits
- Executive Master of Business Administration: 35 credits
- Post graduate diploma in digital marketing strategies: 24 credits

Minimum GPA requirement: For a student to graduate, a minimum CGPA of 3.0 (equivalent 80%) on a scale of 4.0 must be secured with no course having a grade of less than C.

8. Registration and Withdrawal

Registration is a process in which all students provide specific details which are required to complete admissions process in addition to submitting important personal information required for administrative purposes. All students shall register through University LMS. The *User ID* and *Password* to access University LMS is provided upon payment of full tuition fees, and any other applicable, fees. Students are allotted an Enrollment Number once all information has been successfully submitted on University LMS. Please note that the Enrollment Number is an important reference and required by the student throughout the program of study. As soon as registration fees is paid, students are given access to University LMS to complete their profile submission. Students are also given time to register any remaining details during the orientation process.

8.1 Re-registration

Students who have already been registered and are continuing with their program should re-register and pay the tuition fee and other dues on or before the commencement of the academic session. All re-registration processes must be completed within the first two weeks of the semester. Students failing to re-register will be removed from the student list and shall not be eligible to attend classes.

8.2 Re-admission and Rejoining

Students who have withdrawn or taken academic break for one year and wish to rejoin or take re-admission will need to take prior approval from the Dean. For students rejoining after academic break, the fee structure will be maintained at the same level as was applicable when the break was agreed. However, students who rejoin the program after formal withdrawal or after being declared 'No show', shall pay fee as prevailing for students then on the program.

Add and Drop

- During the add/drop period, students may add or drop courses without incurring charges. If a student withdraws from one or more courses during the add/drop period, the fees of the dropped course(s) will be credited to the student account for the following semester.

- A student may withdraw from one or more course(s) after the end of the add/drop period, provided she/he remains registered in at least three courses during that semester (nine credit hours). In this case, the student does not have the right to claim any refund for the fees of the withdrawn courses.

8.3 Withdrawal:

Students may withdraw from a particular course due to academic/non-academic reasons. Withdrawal from a course does not affect the GPA of the student. Students can withdraw from a course in which they have registered maximum up to 14th week of semester classes. Withdrawal from a particular course should be done before the withdrawal deadline date failing which the request to withdraw from a course will be declined. No refund of fee or adjustments shall be permitted.

8.4 Change of Specialization or Program

Students may request a change from their current program of study or specialization once during their time at the university. This will be considered, provided the student meets all of the eligibility criteria set for the program and there are places on the program or specialization requested. This may incur additional tuition fees and charges. All transfers for a change of specialization or program are to be requested three weeks before the commencement of the new semester and transfers will be effective from the following new semester.

No transfer requests will be entertained two weeks after the commencement of classes. The tuition fees for the new program or specialization will be applicable from the semester in which the change is made. There will be no adjustment to the fees of the previous, completed semesters. Students who are enrolled in programs that have multiple sections are permitted to change sections once only at the beginning of the following semester, if seats are available on a first come first serve basis. Students are required to contact the Registrar's Office and their respective Program leader and complete the required form in advance of the change being made. The University reserves the right to accept or reject requests for a change of specialization or program or section.

8.5 Credit Transfer

Students who secure lateral admission from some other institution / university, will be given credit transfer as per the course mapping done by the institution and approved by the Registration and Admissions Committee. No more than 50% of the credit for all courses in an individual undergraduate program may be awarded through this process including credit transfer, and not more than 25% for graduate programs.

8.6 Student Course Load

Students who take a course load of 9-12 credits in a graduate program are considered as full time students. If a student takes a course load of less than 9 credits he/she becomes a part time student.
Students can take an overload of only 3 credits if they are in their graduating semester after receiving approval from the Deans office.

9 Financial Policies

Amity University Dubai finance and fee policies are mentioned in detail in the Policies and Procedures manual. It contains a brief description of different types of fee for programs and policies governing registration and refund.

9.1 Application Fee:

A nonrefundable fee of AED 100/- (USD $30) is payable along with the application.

9.2 Registration Fee:

A nonrefundable registration fee of AED 500/- (USD $140) is payable for each semester, before the registration of the semester.

9.3 Reservation Fee:

A reservation fee of AED 5,000/- (USD $1,370) is payable for each semester, before the registration of the semester.

9.4 Tuition Fees:

Fees are to be paid in full before the start of the session, according to the number of subjects taken and its credit hours.

- Reservation fee of AED 5,000/- (USD $1,370) will be adjusted against the tuition fee for the respective semester.
- Balance tuition fee to be paid in two equal installments by post-dated cheque. Date of the first cheque should be within one month from the start of the semester and the second cheque should be dated within two months from the start of the semester.

The University reserves the right to increase the tuition and other fees up to 10% per academic year when deemed necessary, and as per Federal Law no. (8) of 2017 on Value Added Tax, 5% VAT will be added to all fee, as applicable.

Undergraduate and graduate fees for courses and programs are determined in accordance with the credit hours system and are available in undergraduate and graduate catalogs. The fees for the remedial courses is also available in respective catalogs.

Upon registration, students should pay the tuition fees in full in order to avoid the late payment fees or suspension of any or all AMUD services. The University has the right to take necessary action against students with pending/ balance fees.

9.5 Refundable Security Deposit:

- Amity Business School – AED 2,000 (USD $550)
- All Other Schools – AED 3,000 (USD $825)

9.6 Student Visa Fees:

For students who wish to apply for Student Visa with Amity

Fee Head	Category	Previous Fee	Current Fee	Increased Amount	Current fee including 5% VAT
New Visa					
Student outside UAE	Normal	2,400	2,600	200	2,730
	Express	3,900	4,100	200	4,305
Student inside UAE	Normal	4,000	4,250	250	4,463
	Express	5,500	5,750	250	6,038
Refundable deposit		3,000	3,000		
Visa Renewal					
Student inside UAE	Normal	2,200	2,200	-	2,310
	Express	3,200	3,200	-	3,360
Visa cancellation				-	
Student inside UAE/ Passport available	Normal	500	550	50	578
	Express	1,200	1,250	50	1,313

* Visa fee is payable yearly and these fees are subject to change as per the UAE Government regulations.

9.7 Medical Insurance Fees:

*Medical Insurance (Yearly)	AED 1,500	USD $415

*Medical Insurance is Mandatory for students under Amity University's sponsored visa.

9.8 Dorm Fee:

Double Occupancy (Yearly)	AED 25,000	USD $6,850
Single Occupancy (Yearly)	AED 40,000	USD $10,960
Refundable security deposit (One Time)	AED 2,000	USD $550

The Dorm Fees are for September 2023 - June 2024 (Academic Year 2023-24)

- Dorm Fees are subject to change as per market conditions and will be communicated in advance.
- Extended stays are chargeable on a pro-rata basis.
- Dorm fee is payable to the university in advance and is non-refundable.
- Laundry & Dining services are available on campus at an additional charge.
- Dorm Residency is subject to availability.

Note: All Fees mentioned above is exclusive of VAT.

9.9 Tuition Fees (Masters Programs):

PROGRAM	Fee - Program (AED)			Per Year (AED)	Program Duration (Years)		Fee Program (USD)			Per Year (USD)
	Fee per credit (AED)	Total Number of credits	Fee (AED)				Fee per credit (USD)	Total Number of credits	Fee (USD)	
Amity Business School										
Master of Business Administration	2,200	45	99,000	49,500	2		605	45	27,225	13,613
Executive Master of Business Administration	2,200	35	77,000	38,500	2		605	35	21,175	10,588
Master of Science Forensic Science	2,500	48	120,000	60,000	2		685	48	32,880	16,440
Master of Law	4,000	33	120,000	60,000	2		1,100	30	33,000	16,500
Master of Education **	3,000	36	108,000	54,000	2		825	36	29,700	14,850
Master of Science Psychology	3,000	42	126,000	63,000	2		825	42	34,650	17,325

** Fee per credit is changed from AED. 2,000/- to AED. 3,000/- for **Master of education** and the total fee the program is also increased accordingly. (Comparing to the fee structure submitted earlier for all programs)

9.10 Tuition Fees (Post Graduate Diploma Programs)

PROGRAM	Fee - Program (AED)			Per Year (AED)			Program Duration (Years)		Fee Program (USD)			Per Year (USD)
	Fee per credit (AED)	Total Number of credits	Proposed Fee (AED)						Fee per credit (USD)	Total Number of credits	Proposed Fee (USD)	
Amity Business School												
Postgraduate Diploma in Digital Marketing Strategies	580	24	13,920	13,920			1		160	24	3,840	3,840

9.11 Other Fees

Miscellaneous Charges

Details	AED	USD
Duplicate Student ID Card	100	30
Duplicate Student Parking Card	100	30
Duplicate Student Admit Card	50	15

** All fees are excluding VAT which shall be charged as applicable.*

Certificate and Letter Charges

Services	*FEE (AED)*	*FEE (USD)*
Bonafide Letter	150	45
Letter for Driving License	100	30
Letter for Fee Details	50	15
No Objection Certificate	100	30
Letter for NOL Card (RTA)	50	15
Letter for Timetable (Working Students)	150	45
WES (For Canadian Admission)	150	45
Medium of Instruction	150	45
Certificate of Good Conduct	150	45
No Backlog Letter	150	45
Recommendation Letters	150	45
Golden Visa Letter	200	60

** All fees are excluding VAT which shall be charged as applicable.*

9.12 Payment Methods

Payment can be made at the Fee Counter in the university between 9.00am and 3.30pm on all working days by cash, cheque or credit card. Fees can also be paid through bank transfer.

Mode of payment:

For UAE residents - Bank transfers / remittance in UAE Dirhams to:

Account Name	AMITY UNIVERSITY
Account Number	AE040260001014339551401
Bank Name and address	Emirates NBD, Dubai Media City Branch, Dubai, UAE
Swift Code	EBILAEAD

For International students - Wire transfers / remittance to:

Account Name	AMITY UNIVERSITY

Account Number	AED account: AE040260001014339551401 USD account: AE820260001024339551403 EUR account: AE550260001024339551404
Bank Name and address	Emirates NBD, Dubai Media City Branch, Dubai, UAE
Swift Code	EBILAEAD

- All bank charges are to be borne by the remitter.
- Please mention full name and Student ID Number as mentioned on Offer Letter on all remittance.
- Copy of the bank confirmation (swift advice) must be forwarded to the University in order to collect official receipts.

9.13 Eligibility of scholarship/financial assistance for undergraduate and graduate programs

To be eligible for the Scholarship/financial assistance, applicants must meet the following criteria:

1. Must be a full-time student* enrolled in a degree program at the university. Must submit a complete scholarship application. (*For any clarification please refer to University Admission Policy)
2. Students are required to be punctual and attend all registered classes and be present for entire duration of the class.
3. Students are expected to have 100% attendance. However, minimum 75% attendance* in each subject/course is compulsory for scholarship/financial assistance. If student absenteeism is because of ill health or other valid reasons, student must submit written requests, along with the necessary evidence to the Program Chair/Leader upon rejoining. Absence should not exceed more than 25% of Semester Duration. (For any further detail please refer to University attendance policy)
4. If a student is participating in any national or international level extracurricular/co-curricular activities representing the University and has achieved a minimum of 50% attendance, they can be permitted to continue in the course/scholarship/financial assistance with approval of their School Dean.
5. Students must take responsibility for checking their attendance record and should contact their Program Chair/Leader immediately if there are any discrepancies.

General Provisions

The provisions hereunder shall apply to the offered scholarships/financial assistance specified in this policy:

1. Scholarships/financial assistance percentages shall apply to tuition fees and lab fees only, whereas training fees are not included.
2. Scholarships shall not apply to the foundation year in all majors and for any remedial/bridging courses.
3. Upon fulfilling all conditions, the scholarship shall only apply to the Fall, Spring and Summer Semesters undertaken at Amity University only.
4. Scholarships/financial assistance do not cover the fees for failed courses or the courses withdrawn after the drop and add period.
5. Students are entitled to one scholarship/financial assistance per semester. If the student is eligible for more than one scholarship, s/he shall be awarded the highest scholarship.
6. Students aspiring to get scholarship/financial aid need to apply for the same within prescribed period on prescribed format by submitting application to Student Services at Students Hub.
7. All scholarships would be cleared by Scholarship and financial assistance would to put to mandated Ad-hoc Committee comprising of Registrar, Representative from Finance, Representative from Admissions department and one representative each from three schools (Business, EAID & HAAS) duly nominated by Dean of respective school.

8. The student may change his/her major within the same school. Transferring to another school with scholarship/financial assistance may only be processed upon the consent of the Vice Chancellor or whom he authorizes.
9. The student is entitled to a scholarship/financial assistance after submitting the English proficiency certificate and before the end of the drop and add period in the semester in which the scholarship/financial assistance is awarded. The scholarship/financial assistance may not be postponed to the subsequent semester.
10. The scholarship/financial assistance shall be suspended if the student's CGPA drops below the minimum average grade.
11. If the student ceases to register the courses, s/he will be required to apply for retaining the scholarship/financial assistance when s/he registers again.
12. The right of the student to claim the grant/scholarship/financial assistance shall drop after the expiry of the period of submission specified by the university administration in each semester. In case the date of expiry of the application period is not specified, this period shall end with the end of the semester in which the scholarship/financial assistance is due.
13. All university regulations shall apply to all students.
14. In the event of conflict with the provisions of this policy or any other policy, booklet or manual, this policy shall apply.
15. Disbursement of Scholar/financial aid would be in the form of applicable waiver in the fees and be cleared by mandated ad-hoc committee
16. For various categories of Scholarship/Financial Assistance: See Next Page onwards.

Scholarship and Financial Aid Conditions

Amity Graduate Award	The scholarship only includes tuition fee and does not cover any other fees
	Students who have completed an undergraduate programme from Amity University Dubai are awarded a 20% Amity Graduate Award
	➢ Achieve a minimum of 7.0 CGPA
	➢ Not have any backlogs (failed or debarred in any course) in any semester
	➢ Not have an indiscipline incident recorded in any semester
	➢ Applicable for all undergraduate and postgraduate programmes
DEWA Bursary	The scholarship only includes tuition fee and does not cover any other fees
	All DEWA employees are eligible for a 30% scholarship
	➢ Achieve a minimum of 7.0 CGPA
	➢ Not have any backlogs (failed or debarred in any course) in any semester
	➢ Not have an indiscipline incident recorded in any semester
	➢ Applicable for all undergraduate and postgraduate programmes
Autumn 2023 bursary	The scholarship only includes tuition fee and does not cover any other fees
	• **KHDA degrees** – 15% only (All HAAS degrees, and currently Engineering/Architecture/Computer Science degrees). • **CAA Degrees** – 20%, to 25%.
	➢ Achieve a minimum of 7.0 CGPA
	➢ Not have any backlogs (failed or debarred in any course) in any semester

Scholarship and Financial Aid Conditions	
	➢ Not have an indiscipline incident recorded in any semester
	➢ Applicable for all undergraduate and postgraduate programmes
ESAAD Bursary	The scholarship only includes tuition fee and does not cover any other fees
	It is a partnership with Dubai Police and ESAAD card holders are eligible for a 30% scholarship
	➢ Achieve a minimum of 7.0 CGPA
	➢ Not have any backlogs (failed or debarred in any course) in any semester
	➢ Not have an indiscipline incident recorded in any semester
	➢ Applicable for all undergraduate and postgraduate programmes
FAZAA Bursary	The scholarship only includes tuition fee and does not cover any other fees
	All FAZAA card holders are eligible for a 20% bursary on the tuition fee for the first academic year only
	➢ Applicable for all undergraduate and postgraduate programmes
RTA Bursary	➢ All RTA employees are eligible for a 30% scholarship for CAA degrees. ➢ Achieve a minimum of 7.0 CGPA ➢ Not have any backlogs (failed or debarred in any course) in any semester ➢ Not have an indiscipline incident recorded in any semester ➢ Applicable for all undergraduate and postgraduate programmes
UAE National Bursary	➢ All UAE Nationals are eligible for a 30% scholarship ➢ Achieve a minimum 5.0 CGPA ➢ Not have any backlogs (failed or debarred in any course) in any semester ➢ Not have an indiscipline incident recorded in any semester ➢ Applicable for all undergraduate and postgraduate programmes
Stem Girls Scholarship	The scholarship only includes tuition fee and does not cover any other fees
	Every girl child is eligible for a 15% Girls Scholarship
	➢ Achieve a minimum of 7.0 CGPA
	➢ Not have any backlogs (failed or debarred in any course) in any semester
	➢ Not have an indiscipline incident recorded in any semester
	➢ Applicable for all undergraduate and postgraduate STEM degrees
International Students	The scholarship only includes tuition fee and does not cover any other fees
	All students having completed their Grade 12 outside the UAE are eligible for a 20% bursary.
	➢ Achieve a minimum of 7.0 CGPA
	➢ Not have any backlogs (failed or debarred in any course) in any semester
	➢ Not have an indiscipline incident recorded in any semester
	➢ Applicable for all undergraduate and postgraduate programmes
	The scholarship only includes tuition fee and does not cover any other fees

Scholarship and Financial Aid Conditions	
Financial Assistance Scholarship	➢ The student should submit an application 8 weeks prior to the commencement of the academic session with relevant supporting documentation
	➢ The Scholarship Committee reviews the application and makes a suitable award
	➢ Achieve more than 7.0 CGPA
	➢ Not have any backlogs (failed or debarred in any course) in any semester
	➢ Not have an indiscipline incident recorded in any semester
	➢ Applicable for all undergraduate and postgraduate programmes
Merit Scholarship 1	The scholarship only includes tuition fee and does not cover any other fees
	50% Merit Scholarship granted to students who scored more than 93% CBSE/UK/US/ Other boards
	➢ Renewed at 25% in subsequent years, achieve more than 7.0 CGPA
	➢ Not have any backlogs (failed or debarred in any course) in any semester
	➢ Not have an indiscipline incident recorded in any semester
Merit Scholarship 2	The scholarship only includes tuition fee and does not cover any other fees
	30 % Merit Scholarship granted to students who scored more than 88% to 93% CBSE/UK/US / Other boards
	➢ Renewed at 20% in subsequent years, achieve more than 7.0 CGPA
	➢ Not have any backlogs (failed or debarred in any course) in any semester
	➢ Not have an indiscipline incident recorded in any semester
Merit Scholarship 3	The scholarship only includes tuition fee and does not cover any other fees
	25 % Merit Scholarship granted to students who scored more than 80% to 88% CBSE/UK/US / Other boards
	➢ Renewed at 15% in subsequent years, achieve more than 7.0 CGPA
	➢ Not have any backlogs (failed or debarred in any course) in any semester
	➢ Not have an indiscipline incident recorded in any semester
RTA Bursary	The scholarship only includes tuition fee and does not cover any other fees
	All RTA employees are eligible for a 30% scholarship only for CAA degrees
	➢ Achieve more than 7.0 CGPA
	➢ Not have any backlogs (failed or debarred in any course) in any semester
	➢ Not have an indiscipline incident recorded in any semester
	➢ Applicable for all undergraduate and postgraduate programmes
Sibling Scholarship	The scholarship only includes tuition fee and does not cover any other fees
	➢ 15% scholarship is awarded when a second sibling joins Amity University Dubai

Scholarship and Financial Aid Conditions	
	➢ Sibling discount is applicable for the semesters only when more than one child from the same parents is studying with Amity and is applicable only for the 2nd child onwards.
	➢ The other sibling should still be an active student at Amity University Dubai Campus
	➢ Applicable for undergraduate and postgraduate programmes
Sports Scholarship	The scholarship only includes tuition fee and does not cover any other fees
	➢ Student may be eligible for 20% to 50% Scholarship
	➢ The student should submit an application 8 weeks prior to the commencement of the academic session
	➢ The student should have demonstrated visible participation in sporting activities along with certificates of participation
	➢ The Scholarship Committee reviews the application and makes a suitable award
	➢ Applicable for all undergraduate and postgraduate programmes
WAFFER Card	The scholarship only includes tuition fee and does not cover any other fees
	All WAFFER card holders are eligible for a 20% scholarship
	➢ Achieve more than 7.0 CGPA
	➢ Not have any backlogs (failed or debarred in any course) in any semester
	➢ Not have an indiscipline incident recorded in any semester
	➢ Applicable for all undergraduate and postgraduate programmes
AL SAADA Card	The scholarship only includes tuition fee and does not cover any other fees
	All SAADA card holders are eligible for a 30% scholarship
	➢ Achieve more than 7.0 CGPA
	➢ Not have any backlogs (failed or debarred in any course) in any semester
	➢ Not have an indiscipline incident recorded in any semester
	➢ Applicable for all undergraduate and postgraduate programmes

10 Graduate Grading Policy

10.1 Letter Grade System

Students' academic performance, as the aggregate of continuous evaluation and end of semester examinations, shall be reflected by letter grades on a 4-point scale, the descriptions of which are provided in below table (the broad guidelines for which are given in section 10.4)

TABLE

GRADE G	MARK EQUIVALENT	NUMERIC VALUE	NOTATION
A	90-100	4.00	Distinction
A-	87-89	3.70	Excellent
B+	84-86	3.30	Very Good
B	80-83	3.00	Good
B-	77-79	2.70	Fair
C+	74-76	2.30	Satisfactory
C	70-73	2.00	Conditional Pass
F	Fail [<70]		
P	Pass		
W	Withdrawal before the Drop End Period		
I	Incomplete		
N	Credits are not counted towards graduation requirements		
WF	Administrative Withdrawal		
CC	Satisfactory progress in a continuing course		
TR	Transferred credits from another accredited institution or prior learning		
CX	Passing grade via proficiency of challenge exam		
AUD	Auditing the course only. No assessment required		

*Note: A student with conditional pass in course A, can register for the course for which course A is a prerequisite. However, student shall re-register for course A and get at least C+ to graduate. In particular, for graduation purpose students must obtain at least C+ in all the courses in addition to CGPA of 3

10.2 General Guidelines for Award of Grades are:

(i) Evaluation of different components of a Course Unit for each student shall be initially done in numerical marks.

(ii) The marks of different components shall be assigned out of 100 and the same would be converted into grades as per grading policy.

10.3 Passing Criteria

(1) A student has to fulfill the following conditions to pass any academic program of the University:

(a) A student who has earned minimum number of credits prescribed for the concerned program as per the Structure, Curriculum and Scheme of Examinations, shall be declared to have passed the program of study. Credit Units for each program shall be decided by the Academic & Research Council.

(b) Degree Requirement is 3.0/4 for all Graduate/ Post Graduate Diploma

10.4 Applying for Graduation

Students in the final year of their degree program must submit a Graduation Request Form to the Registrar's Office. The Registrar's Office verifies the details in the Graduation Request Form with the Examination Office and Students Services. Once the graduation requirements have been verified by the Registrar's Office, a list of all graduating

students is generated for approval from the Academic council. The Program Leaders/faculty advisors/Academic advisors advise final year students who do not fulfill the GPA or credit requirement accordingly.

Issuance of Graduation Certificates:
After Academic Council's approval the Graduation Certificates are issued to the graduating students during graduation ceremony.

Graduation request form:
Students in the final year of their degree program must submit a Graduation Request Form to the Registrar's Office. The Registrar's Office verifies the details in the Graduation Request Form with the Examination Office and Student Services. Once the graduation requirements have been verified by the Registrar's Office, a list of all graduating students is generated for approval from the Academic and Research Council. The graduating students must regularly meet their Program Leaders/ academic advisors to keep track of their credit and grade requirement for graduation.

Issuance of graduation certificates:
After Academic and Research Council's approval, graduation certificates are issued to be distributed to graduating students during the graduation ceremony.

11 Academic Progress

11.1 Promotion to Next Semester/Year

Promotion to next semester will be considered at the end of each semester.

(a) A student will be eligible for promotion from 1st semester to 2nd semester, 2nd semester, to 3rd semester and so on provided he has minimum GPA as under:

Graduate	
CGPA	**3.0**
SGPA	**2.5**

(a) Promotion to next semester – If a student does not fulfill the above criteria may be promoted to 2nd semester on the recommendation of PL and approval of respective Deans and he/she will be placed on "Academic Probation". Promotions to subsequent semesters will also be based on the same criteria as above.
(b) A student who is not eligible for promotion will have the option to Repeat a course / take Academic Break/Repeat a Semester or Withdraw from the program for which he/ she will apply to the PL.
(c) In the instances of withdrawal/forced withdrawal from one or more courses, grades relating to such courses will not be included in the calculation SGPA and CGPA. The credits associated, will also be not included.

11.2 Academic Probation

(a) Students who fail to achieve minimum CGPA required as mentioned above will be placed on Academic Probation.
(b) During the academic probation students will be required to take a lesser study load of a less than 12 CH for undergraduate students and 9 CH for graduate students, as may be advised by their respective program leader/Academic Advisor. Students shall also give an undertaking to that effect.
(c) Once the student achieved the CGPA above the minimum, the student will come out of Academic Probation
(d) As per the maximum enrollment duration (refer to AMUD-E03-Undergraduate Completion Requirements), students will have opportunity to improve their CGPA in order to graduate

11.3 Academic Break

(a) The Academic break recommended by Program Leader/Academic Advisor for any justifiable reasons (which must be recorded), can be granted for a period of one year. The final decision on Academic break will be taken by the Dean of respective School, taking in consideration circumstances of each case.

(b) The duration of approved academic break(s) shall not be counted in calculating maximum duration of completing a program.

11.4 Re-Registration

Students will be granted re-registration if they fall under the following categories:

- Students availing themselves of academic break;
- The name of the student has been struck off from the rolls due to non-payment of semester fee as per fee payment rules;
- The name of student has been stuck off due to continuous absences as per attendance policy;
- The student has been rusticated for a semester/year;

11.5 Disciplinary Control of Students In Relation To University Examinations

a. During examinations, the candidates shall be under the disciplinary control of the examination team members who will issue necessary instructions. If a candidate disobeys instructions or misbehaves with any member of the supervisory staff or university observer or the invigilators at the centre, he/she may be asked to leave the examination hall. The invigilator shall immediately report the facts of such a case with full details of evidence to the Head of Examinations who can formulate a committee to look into the case and suggest appropriate actions. The said committee will make recommendations for disciplinary action as it may deem fit to the Dean of the concerned program.

b. Students shall maintain proper discipline and orderly conduct during the examinations. They shall not make use of any unfair or dishonest means or indulge in disorderly conduct in the examinations.

11.6 Acts of Disorderly Conduct in the Examination

(i) Intentionally tearing off the answer book(s) or a part thereof or a continuation sheet or any other specific response sheet used in the examination.
(ii) Causing damage to laboratory equipment.
(iii) Disturbing or disrupting or instigating others to disturb/disrupt the examination.
(iv) Instigating others to leave the examination room.

11.7 Acts of Unfair Means

(i) Talking to another candidate or any other person, inside or outside the examination hall, during the examination without the permission of a member of the supervisory staff.
(ii) Leaving the examination hall without handing over the answer book and or continuation sheet, if any, or any other specifically designed response sheet to the invigilator or supervisor concerned or the concerned authorized officer of the University deputed to the examination center, and taking away, tearing off or otherwise disposing off the same or any part thereof.
(iii) Possession of writing matter connected with or relating to a question or solving a question on anything (such as piece of paper or cloth, scribbling pad), other than the answer book, the continuation sheet, or any other response sheet specifically provided by the University to the candidate.
(iv) Deliberately disclosing one's identity or making any distinctive marks in the answer book for that purpose.
(v) Making appeals to the examiner/ evaluator soliciting favour through the answer book or through any other mode.

(vi) Possession or having access to books, notes, paper or any other material, whether written, inscribed or engraved, or any other device, which could be of help or assistance to a candidate in answering any part of the question paper

(vii) Possession of mobile phone, laptop or any electronic device which can be of help or assistance to the student in answering any part of the question paper.

(viii) Concealing, destroying, disfiguring, running away with, causing the disappearance of or attempting to do any of these things in respect of any book, notes, paper or other material or device, used or attempted to be used by a student for assistance or help in answering a question or a part thereof.

(ix) Passing on or attempting to pass on, during the examination hours, a copy of a question, or a part thereof, or solution to a question paper or a part thereof, to any other candidate or to any person.

(x) Smuggling into the examination hall, and or receiving/attempting to receive any of the following:

- An answer book or a continuation sheet,
- Any other form of response sheet or a solution to a question paper or to a part thereof.
- Taking out or arranging to send an answer book or continuation sheet, or replacing or attempting to get replaced the answer book or continuation sheet or any other response sheet during or after the examination with or without the help of or in connivance with any person connected with the examination, or through any other agency, whatsoever.

(xi) Arranging to impersonate any person, or be impersonated by any other person at the examination.

(xii) Forging a document or using a forged document knowing it to be so in any manner relating to the examination.

(xiii) Any other act of omission or commission declared by the Academic and Research Council/Executive Council to be unfair means in respect of any or all examinations

11.8 Examination Appeals and Review

A student has a right to appeal against any punishment imposed on him/her within 10 days of the punishment being imposed. Student can do a representation to the concern Dean in writing. The Dean after investigating the case will make a final decision which will be binding on all.

12 Academic Appeal Procedure

University aims to ensure that university days are happy and run smoothly. Nevertheless, there may be issues that need to be resolved and suggestions for improvements that should be heard. If there is an issue, students are advised to contact the person in charge of relevant department to resolve the concern. Grievances can also be registered on Amity-Learning Management System (LMS) and will be forwarded to the appropriate person to be resolved. In the event of an unresolved issue, a complaint can be made in writing to the Dean of school to which the student belongs to. The information below details who to contact across a range of areas within the university. The Student Services will be able to help to direct any issues outside of these areas.

12.1 Internal Assessment: Appeals

- A student has a right to appeal against any punishment imposed on him/her within 10 days of the punishment being imposed. Student can do a representation to the concern Dean in writing. The Dean after investigating the case will make a final decision which will be binding on all.

- In the event that the Program Leader is the faculty member of the course in which the student makes an appeal, Dean will appoint an alternative faculty member;

- Final appeals can be made to Deans within two weeks of receiving the outcome of the meeting with the Program Leader. The Deans may identify an academic staff member based on the subject expertise to advise him on the issue. The decision of the Dean is final and binding;

- There shall be no contest on the final academic judgement.

12.2 Appeals against Disciplinary Action

- A student may submit an appeal to the President to review the disciplinary action imposed within ten working days of receiving notice of the punishment;

- The President may refer the appeal to the Disciplinary Committee for review or constitute a committee for the same.

12.3 Examination Appeals

- A student may apply to the Head of Examinations if they have reason to believe that there is an error in the published results. All challenges must be raised within 10 working days of the results being published;

- The Head of Examinations will re-check the answer script to ensure that all marks awarded are included in the total and that no section of any answer left un-evaluated.

- If the recheck reveals, subject to the provisions of the Regulations, any discrepancy resulting in the students' marks being revised, the record shall be corrected accordingly and a revised grade sheet shall be issued after the previous grade sheet is surrendered;

Other appeals not covered in the above categories can be raised to the President's office. The decision of the President on all such matters is final and binding.

13 Research Policy

Amity University Dubai, students are required to undertake research-related activity as part of their regular course curriculum. It provides world-class education to all its students to enable them to become global leaders of tomorrow. Apart from providing an excellent classroom environment and equipping them with the requisite soft skills, it also provides students the right exposure to a research environment with its exhilaration and challenges. This provides the students with analytical abilities, technical competencies and other skill sets needed to evolve into leading, eminent researchers and leaders in all walks of life.

University fosters an environment that supports innovation, creativity, research and inquiry among its students by embedding in the course curriculum, components such as Projects, Dissertations, Case Studies etc. In all such initiatives, students are provided with the required knowledge and skills that enable them to conduct research with appropriate level of objectives, relating to their subject.

Student driven research culture at Amity University Dubai enables students to actively engage themselves under guidance and mentorship from faculty to explore new avenues, design new products, and explore new ideas in labs and incubation center. Student groups are engaged in interdisciplinary collaborative research under the supervision of faculty guides. Students are encouraged to participate in scholastic activities, competitions, seminars, conferences and workshops.

13.1 Thesis/Dissertation:

The thesis/dissertation is a substantial, sustained and independent exercise in research or scholarship produced by an individual student involving substantial data collection in the field with the work presented as a written report, which demonstrates scholarship at an appropriate level and in an area relevant to the chosen degree of the student. Thesis /dissertation provides an opportunity to the students to demonstrate the ability to devise, to show the application of skills of data collection and critical analysis necessary for formation of defensible conclusions. It also provides a platform to

demonstrate the ability to draw appropriate conclusions argued from the evidence presented and a forum to demonstrate the skills of structuring and presenting a balanced informed, complete, clear and concise written argument.

13.2 Role of students:

- To commit to all scheduled meetings and maintain regular attendance as may be required for the degree of study. Program specific requirements will be given in course outlines to ensure that the objective of the course is achieved;
- To create a timeline of meetings with faculty and company interactions wherever required.
- To submit weekly progress reports (WPRs) to the supervisors and report regularly;
- To maintain a project diary that shall be attached with the final submission of the document;
- To act responsibly and professionally during any kind of interaction with the organization/any employees/institutions under study;
- To recognize ethical responsibilities and understand the regulations with regard to plagiarism.

13.3 Role of Faculty Guides:

- To facilitate students in choosing the topic and finalize the synopsis for the thesis /dissertation;
- To facilitate students with understanding the problem/ issue, its methodology and gain clarity with the availability of resources;
- To approve the weekly progress reports (WPRs) online and provide feedback on the work progress;
- To advise on the framework for the final report and brief students on the inherent ethical issues while writing a report;
- To verify the credentials of the originality of the data collected for the report;
- To create a log for the frequency of meetings and contact time.
- To ensure students follow professional practice and ethical guidance in research including checks on plagiarism.

13.4 Briefing sessions for students:

This briefing is done by the respective Program Leaders to introduce thesis /dissertation and explain the process. It is mandatory for students to attend the same as per the institution's schedule.

13.5 Allocation of Guides:

Each student shall be assigned a faculty guide for the thesis /dissertation. The student must closely interact with the faculty guide to ensure their thesis /dissertation has a meaningful outcome and meets course requirements. The student works closely with their faculty guide for smooth completion of thesis /dissertation.

13.6 Finalization and approval of area/topic of Thesis /dissertation and schedule of activities:

The thesis /dissertation topic may be selected from at least 2 courses of study of any issue relevant in the current scenario. The student may have discretion in the choice of topic for the thesis /dissertation and the approach to be adopted.

The student will finalize the broad area/topic; synopsis and work schedule of his/her thesis/dissertation in consultation with the faculty guide. Further, the same must be communicated to the program leader who shall approve it after ensuring academic requirements as laid by the University.

13.7 Registration and Conduct of the Course:

The students are required to register on-line on University LMS for the thesis/dissertation courses as per the University guidelines. Students who have not registered for the thesis/dissertation course as per regulations will not be permitted to submit any report and will be treated as having failed in the course.

13.8 Progress monitoring:

The faculty guide will monitor the progress of the work through the submitted WPRs, monitoring the progress of the thesis/dissertation on a weekly basis. The WPR has to be submitted by the student every Sunday for the previous week.

13.9 Summer Semester:

The University offers 1 summer term that of 6 weeks' duration each. Students are allowed to take 6 credits per summer term of 6 weeks. The quality, content and rigor in delivery and assessment methods is maintained rigorously. Faculty office hours are kept the same so as to give additional support to students as and when required

13.20 List of graduate research faculty

Name	Designation	Highest Degree	Education Qualification
Swaroop R	Associate Professor	PhD	PhD in Engineering
Ved Prakash Mishra	Associate Professor	PhD	PhD in Computer Science Engineering
Bhopendra Mahavir Singh	Associate Professor	PhD	PhD in Power Systems
Dinesh Chand	Associate Professor	PhD	PhD in Physical Chemistry
Nrashant Singh	Associate Professor	PhD	PhD in Toxicology
Vinod Kumar Shukla	Associate Professor	PhD	PhD in Computer Science Engineering
Bhawna Gaur	Associate Professor	PhD	PhD in Human Resources
Ishu Sharma	Associate Professor	PhD	PhD in Physics
Mukund Ramniklal Jakhiya	Assistant Professor	PhD	PhD in Management
Niva Rana Mahanta	Professor	PhD	PhD in Urban Environment
Aradhana Balodi Bhardwaj	Associate Professor	PhD	PhD in Psychology
Ramesh Vandanapu	Assistant Professor	PhD	PhD in Geotechnical Engineering
Richa Gupta	Assistant Professor	PhD	Fashion Design
Mubeena Iqbal	Assistant Professor	PhD	PhD in Business Communication
Ashok Chopra	Associate Professor	PhD	PhD in Marketing Management
Asha Anish Madhavan	Associate Professor	PhD	PhD in Nanotechnology
Vishal Gangadhar Naranje	Associate Professor	PhD	PhD in Mechanical Engineering
Sagee Geetha Sethu	Assistant Professor	PhD	PhD in Law
Kamaladevi Baskaran	Assistant Professor	PhD	PhD in Management
Apurv Yadav	Assistant Professor	PhD	Renewable and Alternate Energy
Shahzia Khan	Associate Professor	PhD	PhD in Business Administration
Siddharth Kizhakkelan Sudhakaran	Assistant Professor	PhD	PhD in Mechanical Engineering
Malini Bishnoi	Assistant Professor	PhD	PhD in Sociology
Akram Masoud Elias Haddad	Professor	PhD	PhD in Economics

Efstratios Ntantis	Assistant Professor	PhD	PhD in Gas Turbine Performance Diagnostics
Swamynathan Ramakrishnan	Assistant Professor	PhD	PhD in Supply Chain Management
Shaista Hasan Alvi	Assistant Professor	PhD	PhD in Insurance and Banking
Elie Menassa	Professor	PhD	PhD in Business Management (Accounting & Finance)
Nancy Bouchra Hanna Abdelmalak	Assistant Professor	PhD	PhD in Strategic Management
Adel El Said Ahmed	Professor	PhD	Doctor of Philosophy - Accounting a comparative study
Ruhi Sethi	Assistant Professor	PhD	Doctor of Philosophy - Business Administration
Jihene Mrabet	Assistant Professor	PhD	Doctor of Clinical Psychology
Reena George	Assistant Professor	PhD	PhD in Social Science in Tourism
Ziaurrahman Azmi	Assistant Professor	PhD	PHD in Islamic Studies
Ashok Ghanapathy Iyer	Associate Professor	PhD	PhD in Architecture
Rafe Khalaf Mohammed Alasem	Assistant Professor	PhD	Network & Control Engineering
Rajneesh Mishra	Associate Professor	PhD	Commerce Faculty
Arifa Zahra	Assistant Professor	PhD	Law
Ramachandran Anand Kumar	Professor	PhD	PhD in Electrical and Computer Engineering
Sathish Kannan	Associate Professor	PhD	Mechanical Engineering
Nawal Henouz	Lecturer	PhD	Linguistic General
Archana Pandita	Assistant Professor	PHD	Computer Science
Rafaela De Angelis Barros	Assistant Professor	PHD	PhD in Geography
Sana Rawaqa	Assistant Professor	PHD	Phd. In Law
Vishnu Nair	Assistant Professor	PHD	Phd. In Law
Soumaya Boudagga	Lecturer	PHD	Phd. In Biotechnology
Mohammed Hassan Mohammed Almakki	Assistant Professor	PHD	Applied Mathematics
Afreen Arif	Assistant Professor	PHD	Faculty of Science & Technology
Ahmed Jumah Al Haddad	Professor	PhD	PHD in Forensic

13.21 Research policy & Procedure

Introduction

The Master Thesis/ dissertation/ project report is a substantial, sustained and independent exercise in research or scholarship produced by an individual student involving substantial data collection in the field with the work presented as a written report, which demonstrates scholarship at an appropriate level and in an area relevant to the chosen degree of the student.

Master Thesis/ dissertation/ project report provides an opportunity to the students to demonstrate the ability to devise, to show the application of skills of data collection and critical analysis necessary for formation of defensible conclusions. It also provides a platform to demonstrate ability to draw appropriate conclusions argued from the

evidence presented and also a forum to demonstrate the skills of structuring and present a balanced, informed, complete, clear and concise written argument.
The students must ensure that they follow meticulously the specified structure, use the correct templates, and adhere to specified formats.

Eligibility and Preparation
The eligibility criteria for enrolment into the Master Thesis/ dissertation/ project report is specified under each program. The students can access to their curriculum structure through respective Deans offices (EAID/ABS/HAAS).

Supervision
The school assign a thesis supervisor and first reader from their respective schools after discussing with the Program Leader the field of specialization, availability, and teaching load of the advisor and first reader.

Thesis / Dissertation/ Project report Committee and Duties
The committee includes the faculty advisor as chair, the first reader, and the Program Leader. One external member (subject to the supervisor's discretion) with experience in the student's topic may be chosen by the student in consultation with the Program Leader. The Program Leader submits the candidate to the Dean for approval. The faculty advisor will advise and guide the student's thesis progress from the proposal writing stage to the submission of the thesis for the examination. The thesis committee members must be given a maximum of two weeks to review the work of the student in Fall and Spring Semesters.

Thesis/Report Proposal
A student shall write a thesis/ dissertation/ project report proposal that typically ranges 1000-1500 words in length. It should include the following:
1. A provisional thesis title.
2. A statement of the problem showing originality.
3. Objectives, hypotheses, research questions, and/or assumptions.
4. Preliminary analytical literature review with complete list of references
5. Detailed research methodology containing methods of data gathering and description of tools with rationale.
6. Appendices as applicable.
7. Possible limitations.
8. Proposed chapters.
9. Timeline.

The student must defend his/her proposal/research work/final project before the committee. At Amity Business School, the proposal is the final exam paper written in the course Research Methodology. Once approved, the student can start implementing the proposal after amending it based on the committee's comments as applicable.

Thesis / Dissertation/ Project report Structure
The thesis is guided by Thesis/Dissertation Supervision and Examination policy (AMUD-E08)
The thesis should have the following structure: Every thesis/dissertation has three parts: the Front matter, Body, and the Back matter. Each part has several sections, which are normally arranged in the order discussed below. A student should write a report that typically ranges 4000-6000 words in length (MBA dissertations usually range from 10,000-12,000 words). It should include the following:
Front Matter
1. Title page
2. Second title page

3. Declaration of Authorship and Copyright notice
4. Certificate of Approval (Signatures form)
5. Acknowledgments
6. Dedication
7. Abstract
8. Table of contents
9. List of figures (if applicable)
10. List of graphs (if applicable)
11. List of abbreviations (if applicable)
12. Glossary

Proposed Body (organization of chapters)
1. Introduction
2. Research gap.
3. A statement of the problem showing originality.
4. Objectives, hypotheses, research questions, and/or assumptions.
5. Literature review with citations (citation as recommended by the faculty advisor)
6. Detailed research methodology containing methods of data gathering and description of tools with rationale.
7. Limitations of the study
8. Analysis, interpretation, and discussion chapters
9. Results
10. Conclusion

Back Matters
- References
- Appendix

The students must present the progress of their dissertation to the supervisor and/or committee at regular intervals as advised in the course plan. Once approved, the student can submit the report after amending the feedback from the committee's comments or as per applicable guidelines in their program.

Thesis/ Dissertation/ Project report Formatting Guidelines

a) All reports should be printed double-spaced, Times New Roman and 12 font size.
b) Although papers are evaluated primarily on their cumulative merits, grammar, spelling, and language will also be evaluated. Students are expected to express their thoughts in clear, grammatical, English sentences.

Thesis/ Dissertation/ Project report Defense

a) A date is proposed by the Program Leader in consultation with the student.
b) Once approved, the student will present his/her thesis/ Dissertation/ Project report and defend it before the Committee. An external examiner may be invited depending on the topic.
c) An invitation to the university of external examiner is sent by the Program Leader. The invitation includes the name of the candidate, thesis title, supervisor and first reader.
d) After the defense, all invitees and the candidate leave the examination hall for deliberation by the judges.
e) After the deliberation, the candidate is invited to receive their final evaluation report signed by the Committee Members.
f) The Chair of the Committee reads the report before the candidate.

Thesis Evaluation

The Thesis is evaluated according to the attached rubrics (Appendix A).

Thesis Final Submission: The student must deposit two bound copies of their report to the Program Leader which will be deposited in the library. One soft PDF copy must be secured with the university.

Role and expectations from students

a) Commit to a schedule of meetings, in order to ensure that the agreed schedule is adhered to and deadlines met.
b) Use supervisory time allocated effectively.
c) Manage tutorial / gap lectures/ briefing sessions effectively by preparing for same.
d) Keep appointments which have been arranged.
e) To communicate regularly the progress of the proposal to faculty advisor.
f) Maintain a record of supervisory meetings, in the format prescribed by the university.
g) Act responsibly and professionally during any kind of interaction with respondents.
h) Make use of AMUD Guide to Writing and Formatting Dissertation-Thesis-Final Project Reports;
i) to maximize the benefit of tutorial support, and to implement the feedback and approved action plan for development of the project.
j) Recognize ethical responsibilities and understand the regulations regarding plagiarism as per ethical research policy of UAE
k) Ensure timely submissions

Disciplines, Ethical issues and Plagiarism

The Thesis/ Dissertation/ Project report must be articulated in students own words or original flow of thought. However, if required to cite the words of others, all the debts (for words, data, arguments and ideas) must be appropriately acknowledged. It is mandatory that each project report shall be checked for plagiarism through Turnitin or similar software before submission. The content which is based on existing published work must come from properly quoted material and from the references cited section. After checking the accuracy of the citations and references of such content the plagiarism report should not return similarity index of more than 15% in any circumstance. However, if the matching text is one continuous block, the index of 15% could still be considered plagiarism. Any report with higher than this percentage matching must be explained by the student. Plagiarism, inappropriate collaboration, dishonesty in examinations and submitted work, deliberate falsification of data, copyright violations and complicity in academic dishonesty might lead to disciplinary action by the Program leader/ Committee.

14 Attendance Policy

Students are expected to be in class for all scheduled class periods as per the published syllabus of that course. Students need to attend at least 75% of all theory and practical classes in all courses to be allowed to sit in the final exam.

a. Students are required to be punctual and attend all registered classes and be present for entire duration of the class.
b. Students are expected to have 100% attendance. However, 75% attendance in each course is compulsory. If student absenteeism is because of ill health or other valid reasons, student must submit written requests, along with the necessary evidence to the Program Leaders upon rejoining. Absence should not exceed more than 25%.
c. If a student is participating in any national or international level extracurricular/co-curricular activities representing the University and has achieved a minimum of 50% attendance, they can be permitted to continue in the course with approval of their Program Leader.
d. Students must take responsibility for checking their attendance record and should contact their Program Leader immediately if there are any discrepancies.

e. Students who have missed all those classes that they have registered for, without any communication, for a continued period of two weeks and whose attendance is less than 25%, will be declared as "No Show students". The names of such students who are "No Shows" will be de-registered from the list of registered students. In such cases, the student will need to re-apply for fresh registration by paying the registration fees again. The student must clear all outstanding dues before re-registration.

f. Students who do not fulfill the minimum attendance requirement of 75% will have to withdraw from the course irrespective of marks they have been awarded for various components of assessments in that course. There would be no carry forward of marks for any of the assessments completed. The withdrawal will not affect the CGPA but will be reflected on the student transcript. Such students may re-register for that course by paying the prescribed fee, whenever it is offered next. There will be no refund of fee for withdrawal on account of not meeting minimum attendance requirements. Fees already paid will not be adjusted nor refunded.

g. If a student fails to withdraw from the course where attendance requirement is not met it would be a forced withdrawal with no carry forward of marks.

h. Any Grievance appeal relating to attendance must be submitted to Program Leaders before the withdrawal deadline. An attendance appeal form will have to be filled stating the reasons for missed classes and attaching valid documents as required. The Program leader on the basis of student's previous semesters' performance, and after examining the circumstances of long absences will make necessary recommendations to the Dean. The Dean will make the final decision on withdrawal or continuation of the student in that particular course.

i. Depending on the nature and scope of a particular course/ program, learning outcomes and practical laboratory requirements, the University gives flexibility to the faculty/ Program Leader to set attendance requirement for that particular course/ program.

j. For all Graduate programs, the students will have to catch up on any classes missed, on their own. Any assessments missed due to absences will be sole responsibility of the students. A makeup assessment can be given at the discretion of the faculty with approval of Dean, in case of unavoidable and unforeseen incidents upon producing the valid documentation/evidence. For such students there will not be more than one makeup assessment in a semester.

15 Academic Advising

Academic advising is offered through the Student Success Centre (SSC) where advisors provide the necessary knowledge and resources to promote students in the attainment of their academic goals. The University hosts the orientation session for freshmen students at the beginning of each Academic year which is mandatory for all students to attend. Academic orientations are essential for all freshmen students, followed by the Registration and advising week. Students are allotted Academic Advisors from the Student Success Centre (SSC) at the beginning of their first term at AMUD. Students are notified of the assigned advising and registration dates for each group by the Office of Student Services. AMUD students are placed on Academic Advising Hold at the beginning of each term. Students meet with their academic advisors during the assigned advising weeks first 2 weeks of starting the semester, week 9 and week 14 of the academic calendar). Advisors remain academic mentors from the first year of the program till the student graduates.

Academic Advisors are Program Leaders and full-time faculty members. At-risk students are identified by faculty and the Program Leader (PL) and referred to the University's Counselling and Wellness Centre for additional support. The team works together, based on the student's CGPA and academic record to provide necessary support and resources to the students.

The SSC identifies all students who have Conditional Academic Standing and/ or who have failed to achieve a minimum SGPA of 2 in undergraduate and 2.5 in graduate programs at the end of each semester and are on Probationary Academic Standing. This standing allows the student to register and proceed in their chosen program of study. However, the student is advised to take a lower course load and meet their PL and Academic Advisor regularly to develop a mutually agreed plan of study to enhance the prospect of progression. The SSC is also responsible for

engaging with the Counseling and Wellness Centre for the students who need additional help because of low academic performances, increased absentia, and personal and emotional concerns.

The academic advising process at Amity University Dubai includes providing help to students to reach their full academic potential. In agreement with the AMUD's strategic initiative of constantly improving the quality of undergraduate/ graduate learning and producing lifelong learners, the SSC will seek to assist students in achieving their academic success. The SSC ensures positive and well-defined support to freshmen students with their transition from school to the university and works vigorously with students who are facing academic challenges. The SSC will facilitate academic progression by providing opportunities and services for students at risk of probation, advising, skills enhancement, and connections to the University resources and services. The SSC will also liaise with Academic Accommodations for students with documented disabilities, to the extent permissible by available resources, so that they can enhance their academic performance. SSC also shares an opportunity with students for successful peer advising.

Academic orientations are essential for all freshmen students, followed by the Registration and advising week. Students are allotted Academic Advisors from the Student Success Centre at the beginning of their first term at AMUD. A minimum of 25 to 30 students are assigned to one Academic advisor and they are advised to maintain student academic records for all semesters. Students are encouraged to maintain a close liaison with their Academic Advisor from the first term till graduation from AMUD. Academic Advisors often provide students with information and perspective related to academic policy and concerns, address their specific course-related problems/issues, and are instrumental in other academic professionally related development. However, the ultimate responsibility for fulfilling degree requirements rests only and only with the student as they are required to become intimately familiar with the various program requirements and necessary requisite coursework and sequencing. The SSC is responsible for keeping records of advising sessions and of any actions and follow-up required for students. The SSC coordinates between students and academic advisors on a regular basis.

16 Student Services

16.1 Careers and Employment: Corporate Resource Center (CRC)

The Corporate Resource Center (CRC) at the University is an important unit bringing academicians, leaders from industry and students together. The programs and services of the CRC are designed to increase student confidence and provide the necessary skills and information required to succeed in pursuing a career.

The CRC also provides comprehensive career planning services to students by providing expertise, resources, and support. It facilitates students to build bridges for successful future careers and helps them to make a smooth transition from educational environment to employment or further educational pursuits. Summer internships and placements for students are coordinated by the CRC.

Career counselling sessions are also organized for students to orient them towards corporate world. Students are reminded that a successful internship is an integral part of their program and provides opportunities for easy migration to an industry setting. During internship, every student is assigned an *industry mentor* and an *academic mentor*. While the industry mentor shall facilitate the student to understand the demands of the task assigned, the academic mentor shall be an easy point of reference to support the student with any additional academic demands placed on him/her. Students shall present themselves on time during the period of internship.

Absence, abandoning the project, and/or any unprofessional approach at the internship site may exclude students from consideration for future internships and placements. Students, while on their internships, shall submit periodical

reports to their academic mentors/CRC as may be required. Failure to submit the forms required for the internship at different stages will result in an "F" grade being awarded to the student in internship course.

16.2 Incubation Center

The Incubation Center supports student ventures from concept-stage startup to a sustainable, disruptive business with real-world impact. These services include, but are not limited to, the following:

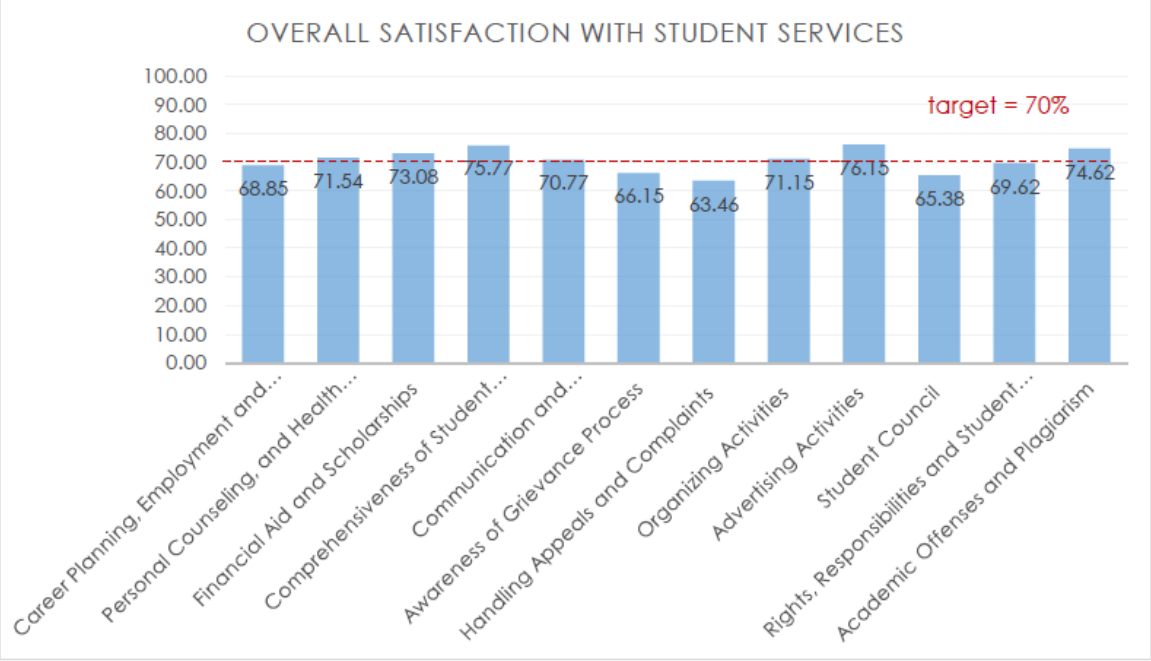
- Step-by-step guidance on how to create a successful business.
- Help with developing a viable business model.
- Assistance with intellectual property issues.
- Linkages to prospective customers.
- Linkages to strategic partners.
- Networking opportunities among Participants.
- Assistance with basic business concepts.

16.3 FTE: Student Ratio

For Academic Year 23-24 - 1:6.2

16.4 Student Satisfaction Rate

The overall student satisfaction rate with the student services at AMUD is 70.54% which meets the target of 70% for the academic year 2022-2023. The following chart summaries this result for each of the twelve criteria.



17 Student Rights and Responsibility

Amity University Dubai endeavors to ensure that all the students joining the institution, successfully complete their programs and pass out as well-rounded graduates. For this, the students are provided with equal opportunities depending on the demands of their respective programs.

In addition, all students have equal access to extracurricular activities. In all such engagements, students shall, at all times, abide by and respect the laws of the land, and uphold its rich culture and heritage, as well as the institutional values. The university expects students to be responsible and meet the higher standards of conduct as they are essential members of the academic community. (For detailed rights and responsibilities list, please refer to the student handbook)

18 Student Appeal and Grievance Procedure

Amity University Dubai is committed to providing a fair, safe, and productive environment for all students and recognizes that students may have grievances about their experience from time to time. Amity University Dubai considers grievances on time. Aggrieved parties may reach the respective head of department for any intermittent update. All parties to a complaint or grievance must act in good faith and seek an amicable resolution. Intimidating, harassing, threatening, or any other form of offensive behavior will not be accepted. All parties to a complaint or grievance must respect privacy and confidentiality, except where the release of particular information is required by law. A student making a complaint or grievance is not to be at a disadvantage only by having made the complaint.
(*Please refer to the student handbook for more details on appeal and grievance procedure).*

19 Academic Integrity

Amity University Dubai is committed to operate in a fair and transparent manner in every area to ensure the highest standards in the conduct and delivery of all assessments. In order to demonstrate academic integrity, students must produce their own work. Any material received from other sources or project collaboration must be appropriately acknowledged. Students must also present their findings, conclusions, or any other information based on appropriate and ethical practice.

19.1 Types of Academic Misconduct/Breach of Academic Integrity:

19.1.1 Plagiarism

Plagiarism is an act committed by someone who presents the ideas or work of other people and represents them as his/her own work. It includes copying from a variety of sources and types of materials such as:

- Written research, books, articles, and theses.
- Graphic illustrations, images, and motion pictures.
- Graphs, maps and models
- Audio-visual material
- Online material
- Material including students copying from scripts of other students
- Using Artificial Intelligence (AI) tools or programs to generate creative work or material, wholly or in part, without proper citation or acknowledgment (except where the use of AI has been approved in advance, for a student's disability).

Similarly, the following are considered as an act of plagiarism:

- When any academic work is submitted, which is an identical work of someone, and its source is not acknowledged or is without the quotation marks.
- When the same assignment is submitted in different courses without taking the permission from the faculty involved. This also applies to the submission of a student's own previous submitted assignment, or combining the parts of his/her previous assignment in current work, without taking any prior permission from the faculty involved.

- When a student uses phrases from an original source without putting them in quotation marks, or replaces the words with the synonyms and keeps the structure and meaning same as the original source.
- When a student does not cite the source from where he/she has taken the information, and misquotes, or paraphrases the original source using the same structure of the sentences and does not acknowledge the source.
- When a student, without taking any prior permission from the concerned faculty, asks or hires someone to write his/her research or assignment on behalf of him/her.
- When a student presents a false or invalid research data in a given assignment deliberately.
- When a student copies any content from any online source without giving a due credit to the original source.
- When a student uses any graphic materials (audio visual aids, images, motion pictures, etc.) and presents them as his own without giving credit to the original source from where they have been taken.
- When a student presents or submits the translation of someone's work as his own and does not cite or credit the original source or the author.
- When a student Cheats during examination including the following types;
    - The use of materials not permitted by the University during the exams, including stored information on electronic devices.
    - Copying answers from another student during examinations/academic submissions.
    - Amending graded exams or assignments and submitting for re-evaluating.
    - Collaborating with or assisting another student without permission.
    - Providing the wrong facts such as wrong or false data for a computer lab exam.
    - Getting someone else to help with the exam.
    - Any other form of dishonest behavior that results in undue advantage.

19.1.2 Facilitating Academic Dishonesty

i. Sharing an assignment with another student and allowing him/her to copy that assignment or set problem which is meant to be done individually.
ii. Showing the answers during the test or any other assessment to another student and allowing him/her to copy.
iii. Taking a test or writing an assignment for another student.

19.1.3 Deception

When a student provides information that is fabricated to faculty members regarding a formal academic exercise, which includes making a false excuse for missing a deadline or falsely claiming to have submitted the work.

19.1.4 Sabotage

When a student prevents others from finishing or submitting their work, which includes tearing pages from books borrowed from the library or deliberately disrupting other people's experiments and projects.

19.1.5 Violation of Examination Rules Conducted on Campus or Online:

The provisions of this policy shall apply to all academic students. Appropriate actions will be taken to ensure that the academic integrity is not breached at any time during the examination (On Campus or Online)

19.1.6 Examination Code of Conduct

The following actions will result in the disqualification of a student from the exam, if he/she:

- Arrives 30 minutes late than the scheduled examination time without a valid reason.
- Does not carry valid AMUD student ID and Examination admit card.
- Shows non-compliance with the instructions of the examination hall supervisor or any of the invigilators and disrupts the decorum of the examination, and/or causes examination delays for no reason.
- Attempts to cheat or assists another student to cheat in any form.

- Provides false personal information on answer booklet (on campus) sheets or attendance sheet. Possesses or uses any form of communication, storage or any other electronic devices during on-campus or online exams. These include but not limited to mobile phones, smart watches, headphones, and earphones even if switched off.
- Possesses unauthorized academic materials related to the examination subject matter in any shape or form.
- Refuses to hand over the answer booklet to the examination supervisor or any of the invigilators before he/she leaves the exam hall.
- Gets involved in any physical or verbal assault with an invigilator, other students, or any other person in the examination hall.

Cheating in online examinations, tests, quizzes, assignments, projects, or any other form of assessed academic activity. This may include but not limited to: collaborating with one or more students or individuals in conducting assessment activities, unlawful use of any electronic devices or software, unlawful communications with other students or individuals, impersonation, fully or partially obscuring the face and head by wearing for example, a cap or hat, i.e. the face and head must be in the center of the webcam view at all times, leaving the examination for a while, taking screen shots during the examination, taking a break from the examination, and any other act that violates the sanctity of fair online assessment.

19.1.7 Violating Examination Code of Conduct

One of the following penalties shall be imposed on the student who violates the Examination Code of Conduct

- A written warning is issued for every student committing a violation with regards to examination code of conduct (on campus or online).
- A student committing one or more examination violation for the first time will be awarded a failing grade (grade F) for the course in which the student committed the violation. The student shall pay the full course backlog fee.
- A student committing one or more examination violation for the second time will be awarded a failing grade (grade F) for all courses registered in the semester in which the student commits the violation. The student shall pay the full course fee for all courses registered in the semester.
- A student committing one or more examination violation for the third time will be awarded a failing grade “F” for all courses registered in the semester in which the student commits the violation and will be suspended for the following two semesters. The student shall pay the full course fee for all courses registered in the semester.

19.1.8 Responsibility of Faculty:

Faculty members must provide guidance to students on the following points:

a. How to avoid plagiarism
b. How to reference the works of others properly and correctly

Faculty members are also required to take every act of plagiarism seriously and must ensure proper penalties for such acts. Faculty members must include warnings in the beginning when they are issuing instruction for assignments and project work. Faculty members must ensure that every student submits the assignments with all relevant documents along with the declaration of originality report.

19.1.9 Responsibility of Students:

Amity University Dubai wants to be fair to the students who do not resort to cheating and plagiarism or any other form of academic misconduct and at the same time wants to lower the probability of plagiarism. For this

purpose, a set of procedures are established to detect the occurrence of plagiarism and to penalize those found guilty of being involved in such acts. While doing assignments, projects and making any reports, students must act with integrity and own the responsibility for creation and presentation of the work produced by them. They are also advised to seek guidance on detecting and preventing plagiarism from their faculty from time to time.

Students may take guidance from faculty members and faculty guides on ways to avoid plagiarism and referencing styles. All work must be written in student's own words. However, if required to cite the work of others, all the sources (for words, data, arguments and ideas) have to be appropriately acknowledged. Students are required to pass all written assignments through plagiarism detection software. A duly signed declaration form of originality is also required to be submitted along with all submissions.

In the case of group work submitted for assessment, the responsibility of the assignment is on each member of the group. Equally, the consequences of plagiarism are also on each member of the group. If students have worked in a group, but the submissions are different, it is the responsibility of each student to make sure that the submitted work is his/her own original work.

19.1.10 Originality Report:

AMUD has a zero-tolerance policy for plagiarism and uses software tools that generate originality reports. These reports are used by faculty to assist in the detection of plagiarism. AMUD requires all faculty members to exercise professional judgement accounting for the type, complexity, and the length of the assignment. To ensure that students are not unfairly penalized, faculty should pay particular attention to blocks of borrowed materials, cited sources of diagrams, and misleading concerns that could be due to the usage of common terminologies in particular those related to methods and statistical output. For cited coursework, Similarity percentage should not exceed 15% including all sources and 5% from a single source. Coursework with similarity percentage above 15% shall be considered plagiarized.

19.1.11 Late Submission:

As a protocol, students are strictly advised to adhere to the deadline given by the respective faculty for the submission of the course work. In case of the delay in course work submission, the student is advised to seek prior permission from the course faculty/Program Leader stating clear and valid reasons along with evidences for requesting the extension in the submission. Any late submission without the approvals will not be graded.

19.1.12 Plagiarism Penalty

The concerned Faculty is responsible for checking the plagiarism in his/her coursework. If the faculty finds out that the plagiarism has been committed, an incident report along with the supporting evidence must be submitted to Program Leader, which will be subsequently forwarded to the Dean by the Program Leader for necessary action. AMUD has zero tolerance towards any act of plagiarism and overall, the Dean is responsible for taking an appropriate action depending on the seriousness of the case.

The Plagiarism penalty for the student will be as follows: -

- **First-time offense:** the faculty will assign a grade of **zero to the particular assignment** and the case is reported to the Program Leader who will send a warning letter to the student. A copy of the letter is kept in the student record.
- **Second-time offense:** this is considered as a repeated offense and dictates higher penalties. The faculty will assign a **zero to the course**. The case is reported to the Dean who issues a second and final warning letter to the student. A copy of the letter is kept in the student record.
- **Third-time offense:** the matter is reported to the Disciplinary Committee who can make decisions ranging from **suspending the student for one semester to expelling him/her from the University.**

19.1.13 Copying/Cheating/use of unfair means during examinations:

Use of any unfair means during test or examination would be reported to Examinations department by the faculty concerned. The faculty gives an incident report after which an unfair means form is filled in along with the evidence attached. The examination committee will convene and decide the penalty of the offence depending on the severity.

19.1.14 False documents:

Any falsified documents submitted during admissions would result in immediate dismissal from the university.

20 Student Intellectual Property

Intellectual property is any product of the human intellect which is unique, novel, non-obvious and which qualifies for protection under relevant acts of the government. Intellectual properties can be broadly classified as:

a) Patents
b) Copyrights
c) Trade/service marks
d) Industrial designs
e) IC layout designs
f) Geographical Indications
g) Undisclosed Information

Intellectual Property (IP) is an intangible knowledge product resulting from the intellectual output of the inventors, namely faculty, staff and students of the consulting or other forms of collaborative R and D carried out at Amity University Dubai. The IP belongs to the University which can be protected, if protection of IP is seen necessary both by the inventor and the University. It can then be protected within the country or abroad.

In UAE, IP is protected and governed by intellectual property rights and copyrights of all the materials as per the amended UAE copyright law (UAE Copyright Law 7 of 2002 Amended 2006). Such activities will ensure that the intangible IP reaches a tangible form that can be marketed.

The following procedural guidelines are specific to students' rights for intellectual property that they have created or co-created through their university activities:

1. The research records and procedures will be maintained as PRIVATE and CONFIDENTIAL.
2. All research activities will be carried as per prescribed procedures.
3. Samples will be preserved, recorded and duly signed for responsibility
4. Any patentable or potential to commercial IP developed through research will be communicated to AMUD authorities.
5. The IP communication document shall provide complete information about the inventor/creator/ sponsor/ collaborator. The IP rights shall be assigned to AMUD unanimously by all relevant stakeholders.
6. All IP information shared/ observed/ discussed shall remain confidential and will not be disclosed anywhere or to any third party or on any social/ technical forums.

7. All information divulged for prospective licensees shall remain in strict adherence to AMUD's Copyright and Intellectual Property Policy (AMUD-B03).
8. AMUD's written permission will be obtained for sharing any of the IP information on any social/ technical forums/ speeches/ publications.
9. All in-house research outcomes shall remain as the absolute property of AMUD except for activities carried out jointly with other agencies/ institutions; in such cases the ownership will be agreed upon mutually as authorized in the MOU and/ or agreement.
10. All IP arising out of sponsored research shall be jointly owned by AMUD and the sponsoring agency; as agreed in the memorandum.
11. All IP arising out of collaboration (jointly created/ authored/ discovered/invented/conceived/practiced) shall be jointly owned by AMUD and the collaborating institutions; as agreed in the MOU and/or agreement.
12. AMUD shall own the copyright of all research outputs/ inventions of AMUD faculty, staff members and students.
13. AMUD shall be the pioneer body for expediting the commercialization/ technology transfer of the research outcomes.
14. AMUD shall share the revenue arising out of commercialization/ licensure/ technology transfer appropriately with the inventors as per AMUD- B03
15. All agreements shall include the clause for infringements/ damages/ liability/ indemnity as mandatory. AMUD shall retain its right to engage in or desist from or not in any legal litigation concerning patent and license infringements.
16. The inventors are required to disclose any conflict of interest or potential conflict of interest.
17. Disputes if any arising between the inventor and AMUD shall be appealed to the university authorities. AMUD shall address the concern through a formal arbitration mechanism.
18. All agreements signed by AMUD falls under the jurisdiction of the Courts of Dubai and laws of UAE.

21 Degree Programs

21.1 Amity Business School

The vision at Amity Business School is to prepare the next generation of business professionals through a culture that promotes engagement, risk-taking, cross-disciplinary collaboration, and data-driven decision-making. The School offers an academic setting that challenges students' intellectual abilities, deploys contemporary teaching and learning strategies to promote experiential learning, cultivates an ecosystem that develops future entrepreneurs, enhances emotional intelligence and soft skills, and practices applied research techniques throughout the curriculum.
Presently the Amity Business School offers programs in Master of Business Administration, Executive Master of Business Administration and Doctor of Philosophy in Management. The School is also offering two post-graduate diploma programs, Post Graduate Diploma in Digital Marketing Strategies.

All undergraduate and graduate programs are accredited by the International Accreditation Council for Business Education (IACBE).

The case-based driven teaching and learning strategy is a significant aspect of our learning model. Since 2011 close to a hundred GCC-based business cases have been developed by the Amity Dubai faculty members. The cases address challenges faced by both private and public sectors. In 2019, the school published a case booklet that consists of 11 cases that were focused only on Dubai Expo challenges and its positive impacts on the UAE economy. All cases, after

receiving approval from the UK Case Centre, were deployed in relevant courses to provide students with a unique opportunity in analyzing local-based cases that were developed by their teachers.

Applied research is another domain where the school excels. The supportive, collaborative, and vibrant research culture has produced many research papers that are published in the Scopus conferences or journals.

One of the main priorities of the school is to foster strong bonds with private and public sector enterprises at the local, regional, and global levels. Students are given internship and placement opportunities in various prestigious organizations. The School aims to continue to broaden and strengthen these industry relationships.

We are confident that the learning experience of students at the Amity School of Management and Commerce crafts the next generation of adaptable, flexible, transformative, and ethical industry leaders and innovative start-ups.

21.1.1 Master of Business Administration (MBA)

MBA MISSION STATEMENT

The Master of Business Administration program at Amity Business School Dubai integrates the various business disciplines to equip learners with the right knowledge and set of personal and professional skills allowing them to lead businesses in dynamic, diverse, and global business environment. Our graduates are strategic thinkers who value diversity and multicultural business settings. They possess an entrepreneurial mindset and are able to foster group dynamics and make data-driven sound business decisions.

EDUCATIONAL AIM OF THE PROGRAM

The Master of Business Administration program at Amity Business School Dubai aims at:

- (G1) Imparting integrated knowledge of various business disciplines allowing learners' to formulate and implement strategies to overcome complex business challenges in an ever-changing world.
- (G2) Developing learners' skills and abilities to conduct research and to effectively communicate the findings to interested audience.
- (G3) Developing autonomous professionals who can lead and manage activities in professional settings.

PROGRAM LEARNING OUTCOMES

On successful completion of the Master of Business Administration program, the graduate will be able to:

1. Knowledge

1.1. Integrate advanced knowledge of various business and allied disciplines in providing strategic direction for the enterprise

1.2. Demonstrate understanding of advanced research methods and their application to business contexts

2. Skills

2.1. Solve complex business problems with incomplete data under uncertain conditions

2.2. Formulate strategic plans that account for cross-cultural and global challenges

2.3. Conduct research projects that reflect advanced research skills using various qualitative and quantitative techniques

2.4. Integrate information technology in data retrieval and assessment

2.5. Communicate a clearly articulated position orally and in writing using appropriate media

3. Competence

3.1. Autonomy and Responsibility

3.1.1. Demonstrate ethical and cultural sensitivity in professional contexts

3.1.2. Autonomously initiate professional endeavors that result in sustainable innovative solutions to business challenges

3.2. Self-Development

3.2.1. Take responsibility for further learning and training by participating in development opportunities

3.3. Role in Context

3.3.1. Take responsibility for leading and managing activities in professional settings

BUSINESS ANALYTICS CONCENTRATION

In addition to preceding Program Learning Outcomes, graduates opting for the Business Analytics Concentration will be able to:

BA1: Demonstrate in-depth understanding of data analytics related concepts and theories and their application to business contexts

BA2: Improve business functions using data analytics tools

LOGISTICS AND SUPPLY CHAIN MANAGEMENT CONCENTRATION

In addition to preceding Program Learning Outcomes, graduates opting for the Logistics and Supply Chain Management Concentration will be able to:

LG1: Demonstrate in-depth understanding of logistics and supply chain management concepts and practices and their application to business contexts

LG2: Integrate technology in managing local and global supply chains

PROGRAM STRUCTURE

NON-CREDIT BRIDGING COURSES (UP TO 9 CREDITS; NOT COUNTED TOWARDS GRADUATION)

COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
	501	Survey of Accounting and Finance			
	502	Survey of Statistics for Decision Making			3
ISYS	503	Spreadsheets and Databases			3

Students can opt to register for equivalent undergraduate courses that are offered by Amity Business School Dubai

MAJOR CORE COURSES - 24 Credits

COURSE	COURSE			COREQUISIT	C
ACCT					3
QMET					

CODE	#	COURSE TITLE	PREREQUISITES	ES	R
ACCT	510	International Financial Statement Analysis	ACCT 501 WHERE APPLICABLE		3
FINE	510	Corporate Financial Management	ACCT 501 WHERE APPLICABLE		3
MGMT	510	Management of Organizations			3
MRKT	510	Marketing Management			3
MGMT	570	Global Human Resources Management	MGMT 510		3

MGMT	640	Sustainable Management Strategies and Business Policy	ACCT 510; MGMT 510; MRKT 510		3
QMET	510	Quantitative Methods for Business	QMET 502 WHERE APPLICABLE		3
BUSN	610	Research Methodology	MGMT 510; MRKT 510		3

INTERNSHIP & THESIS - 9 CREDITS

COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
	650		18 CREDITS		6
	620	Internship and Company Report	18 CREDITS		3
BUSN		MBA Thesis			
BUSN					

MAJOR ELECTIVES (WITH OR WITHOUT CONCENTRATIONS) - 12 CREDITS

COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
	520	Operations Management and Control[1]			
MGMT			MGMT 510		3
MGMT	530	Procurement and Supply Management[1]			3
MGMT	540	Inventory Planning and Warehousing[1]			3
					3
					3
MGMT	550	Human Resources Analytics[2]			
ACCT	520	Accounting for Decision Making	ACCT 501 WHERE APPLICABLE		3
MRKT	530	Digital and Social Media Marketing	MRKT 510		3
MRKT	540	Consumer Behavior and Insights	MRKT 510		3
ISYS	510	Supply Chain and Logistic Information Systems[1]			3
QMET	520	Data Mining for Business Intelligence[2]	ISYS 503 WHERE APPLICABLE		
QMET	530	Applied Data Analytics[2]			
MRKT	520	Applied Marketing Analytics[2]	QMET 530		3
MGMT	560	International Trade and Documentation	QMET 530		3
					3

Elective courses are offered in a variety of fields and are designed to suit the needs of the students and their desire to have a concentration in a particular field. Students are free to choose all elective courses in one area of concentration (Logistics and Supply Chain Management[1] or Business Analytics[2]) or may opt to choose electives freely (General MBA). A minimum of four elective courses in addition to a Thesis component constitute a concentration.

PROGRAM DELIVERY SCHEDULE

	BUSN	610	Research Methodology	MGMT 510; MRKT 510		3
	QMET	510	Quantitative Methods for Business	QMET 502 WHERE APPLICABLE		3
						9
SUMMER	BUSN	620	Internship and Company Report	18 CREDITS		3
YEAR/SEM	**COURSE CODE**	**COURSE #**	**COURSE TITLE**	**PREREQUISITES**	**COREQUISITES**	**CR**
YEAR 1	ACCT	510	International Financial Statement Analysis	ACCT 501 WHERE APPLICABLE		3
FALL	MGMT	510	Management of Organizations			3
	MRKT	510	Marketing Management			3
						9
SPRING	FINE	510	Corporate Financial Management	ACCT 501 WHERE APPLICABLE		3
						3
YEAR 2	MGMT	570	Global Human Resources Management	MGMT 510		3
	MGMT	640	Sustainable Management Strategies and Business Policy	ACCT 510; MGMT 510;	**FALL** MRKT 510	3
	BUSN	650	MBA Thesis	18 CREDITS		6
			Major Elective			3
						15
SPRING	BUSN	650	MBA Thesis (continuing)	18 CREDITS		CC
			Major Elective			3
			Major Elective			3
			Major Elective			3
						9
				Total Credits		**45**

Credits requirement: For students to graduate with an Amity University Dubai Masters degree, they must fulfill the following minimum credit requirements for the various programs:

- Master of Business Administration: 45 credits
- Executive Master of Business Administration: 35 credits
- Post graduate diploma in digital marketing strategies: 24 credits

Minimum GPA requirement: For a student to graduate, a minimum CGPA of 3.0 (equivalent 80%) on a scale of 4.0 must be secured with no course having a grade of less than C according to the following grading scheme:

21.1.2 Executive Master of Business Administration

EMBA MISSION STATEMENT

The Executive Master of Business Administration program at Amity Business School Dubai prepares learners for leadership and transformational roles in complex and dynamic business environments, thus allowing them to use their experience and the acquired knowledge to prescribe innovative sustainable solutions that have positive impact on businesses and the society at large. Our graduates are strategic thinkers who value diversity and multicultural business settings. They possess an entrepreneurial mindset and are able to foster group dynamics and assess emerging business trends.

EDUCATIONAL AIM OF THE PROGRAM

The Executive Master of Business Administration program at Amity Business School Dubai aims at:

- (G1) Imparting integrated advanced knowledge of various business disciplines allowing learners' to use their professional experience to provide strategic direction for the enterprise
- (G2) Developing learners' consulting skills that are data-driven and grounded in action research
- (G3) Developing cross-cultural leaders who can operate under diverse governance structures.

PROGRAM LEARNING OUTCOMES

On successful completion of the Executive Master of Business Administration program, the graduate will be able to:

1. Knowledge

1.1. Integrate advanced knowledge of various business and allied disciplines with their entrepreneurial and professional experience in providing strategic direction for the enterprise

1.2. Demonstrate in-depth understanding of intervention research concepts and their application to business contexts

2. Skills

2.1. Create value for the business through innovation and organizational transformation

2.2. Manage crises and uncertain business conditions

2.3. Conduct data-driven intervention research projects

2.4. Integrate information technology in data retrieval and assessment

2.5. Communicate a clearly articulated position orally and in writing using appropriate media

3. Competence

3.1. Autonomy and Responsibility

3.1.1. Account for diverse governance structures and frameworks

3.1.2. Reflect on sustainability, cross-cultural, and ethical issues in professional contexts

3.2. Self-Development

3.2.1. Take responsibility for further learning and training by participating in development opportunities

3.3. Role in Context

3.3.1. Take responsibility for leading and managing activities in professional settings

PROGRAM STRUCTURE

NON-CREDIT BRIDGING COURSES (CREDITS NOT COUNTED TOWARDS GRADUATION)

COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
ACCT	501	Survey of Accounting and Finance			3
QMET	502	Survey of Statistics for Decision Making			3
ISYS	503	Spreadsheets and Databases			3

Students can opt to register for equivalent courses if offered by Amity Business School Dubai

MAJOR CORE COURSES - 35 CR [BLOCK STUDY IN SEQUENCE]

CODE	#	COURSE TITLE	PREREQUISITES	S	R
EMBA	510	Financial Reporting and Analysis	ACCT 501 WHERE APPLICABLE		2
EMBA	520	Financial Management	EMBA 510		2
EMBA	525	Sustainability and Corporate Social Responsibility			2
EMBA	530	Contemporary Corporate Governance			2
EMBA	535	Negotiation for Executives			2
EMBA	540	Supply Chain Strategy and Management			2
EMBA	545	Strategy Formulation and Implementation			2
EMBA	550	Diversity and Inclusion in the Workplace			2

COURSE	COURSE			COREQUISITE	C
EMBA	560	Leading Crisis Management			2
EMBA	565	Leading Organizational Transformation			2
EMBA	555	Marketing Strategy	QMET 502 AND/OR ISYS 503 WHERE APPLICABLE		2
EMBA	575	Intervention Research Methods			2
EMBA	580	Design Thinking, Innovation, and Value Creation			2
EMBA	585	Enterprise Creation and Management			2
EMBA	570	Cases in Business Analytics			1

PROPOSED PROGRAM DELIVERY SCHEDULE

WEEKENDS	CUMULATIVE WEEKENDS	YEAR	COURSE CODE	COURSE #	COURSE TITLE	CR
						16
						2
5.0	5.0	1	EMBA	510	Financial Reporting and Analysis	2
1.0	6.0	1			OFF	
5.0	11.0	1	EMBA	520	Financial Management	2
1.0	12.0	1			OFF	
5.0	17.0	1	EMBA	525	Sustainability and Corporate Social Responsibility	2
1.0	18.0	1			OFF	
5.0	23.0	1	EMBA	530	Contemporary Corporate Governance	2
1.0	24.0	1			OFF	
5.0	29.0	1	EMBA	535	Negotiation for Executives	2
1.0	30.0	1			OFF	
5.0	35.0	1	EMBA	540	Supply Chain Strategy and Management	2
1.0	36.0	1			OFF	
5.0	41.0	1	EMBA	545	Strategy Formulation and Implementation	2
1.0	42.0	1			OFF	
5.0	47.0	1	EMBA	550	Diversity and Inclusion in the Workplace	2
1.0	**48.0**	1			OFF	
	48.0					
	TOTAL YEAR 1					
5.0	5.0	2	EMBA	555	Marketing Strategy	
1.0	6.0	2			OFF	
5.0	11.0	2	EMBA	560	Leading Crisis Management	2
1.0	12.0	2			OFF	
5.0	17.0	2	EMBA	565	Leading Organizational Transformation	2
1.0	18.0	2			OFF	

5.0 1.0	23.0 24.0	2 2	EMBA	570	Cases in Business Analytics OFF	2
2.5 1.5	26.5 28.0	2 2	EMBA	575	Intervention Research Methods OFF	1
5.0 1.0	33.0 34.0	2 2	EMBA	580	Design Thinking, Innovation, and Value Creation OFF	2
5.0 1.0	39.0 40.0	2 2	EMBA	585	Enterprise Creation and Management OFF	2
8.0	**48.0**	2	EMBA	590	Business Research Consultancy Report	6
48.0					***TOTAL YEAR 2***	***19***
					TOTAL EMBA	**35**

Credits requirement: For students to graduate with an Amity University Dubai Masters degree, they must fulfill the following minimum credit requirements for the various programs:

- Master of Business Administration: 45 credits
- Executive Master of Business Administration: 35 credits
- Post graduate diploma in digital marketing strategies: 24 credits

Minimum GPA requirement: For a student to graduate, a minimum CGPA of 3.0 (equivalent 80%) on a scale of 4.0 must be secured with no course having a grade of less than C according to the following grading scheme:

21.1.3 Post Graduate Diploma in Digital Marketing Strategies

PGDDMS MISSION STATEMENT

The Post-Graduate Diploma in Digital Marketing Strategies at Amity Business School Dubai develops learners' ability to formulate digital marketing strategies and measure their impact within the framework of the strategic goals of the enterprise. Our graduates possess the personal and technical skills to target and communicate effectively with interested audience.

EDUCATIONAL AIM OF THE PROGRAM

The Postgraduate Diploma in Digital Marketing Strategies at Amity Business School Dubai aims at:

- (G1) Imparting theoretical and practical knowledge of digital marketing concepts and tools to learners
- (G2) Developing students' skills and abilities to solve complex digital marketing problems and to propose digital marketing strategies.
- (G3) Developing autonomous learners who are able to express themselves responsibly and lead digital marketing technical teams.

PROGRAM LEARNING OUTCOMES

On successful completion of the Postgraduate Diploma in Digital Marketing Strategies, the graduate will be able to:

1. Knowledge

1.1. Demonstrate advanced specialized knowledge of digital marketing concepts, strategies and tools, and their application to business contexts

1.2. Demonstrate understanding of current research concepts in digital marketing strategies and their application to digital marketing contexts

2. Skills

2.1. Solve complex digital marketing strategies problems in a range of contexts

2.2. Propose digital marketing strategies based on appropriate selection of information technology tools
2.3. Communicate a clearly articulated position orally and in writing using appropriate media

3. Competence

3.1. Autonomy and Responsibility

3.1.1. Lead technical teams as well as collaborate effectively in a team setting
3.1.2. Express personal views in a range of digital marketing contexts
3.1.3. Take responsibility for developing creative digital marketing sustainable solutions to business challenges

3.2. Self-Development

3.2.1. Contribute to professional development activities for self and peers

3.3. Role in Context

3.3.1. Coordinate and support peers' activities in professional contexts

PROGRAM STRUCTURE AND SCHEDULE OF DELIVERY

POSTGRADUATE DIPLOMA IN DIGITAL MARKETING STRATEGIES

PGDDMS

	COURSE CODE	COURSE #	COURSE TITLE	CR
FALL	PGDM	510	Digital Strategy and Planning	3
	MRKT	540	Consumer Behavior and Insights	3
	PGDM	520	Strategic Social Media Marketing	3
	PGDM	530	Digital Entrepreneurship	3
			Digital Leadership	3
	PGDM	540	**TOTAL SEMESTER 1**	**15**
SPRING			Digital Business Analytics	3
			Search Engine Optimization	3
	PGDM	550	Content Marketing	3
	PGDM	560	Capstone Project 3 **TOTAL SEMESTER 2 12**	
	PGDM	570		
	PGDM	580	**GENERAL TOTAL**	**27**

Course-Based Credits	**24**
Capstone Project	**3**
GENERAL TOTAL	**27**

Credits requirement: For students to graduate with an Amity University Dubai Masters degree, they must fulfill the following minimum credit requirements for the various programs:

- Master of Business Administration: 45 credits
- Executive Master of Business Administration: 35 credits
- Post graduate diploma in digital marketing strategies: 24 credits

Minimum GPA requirement: For a student to graduate, a minimum CGPA of 3.0 (equivalent 80%) on a scale of 4.0 must be secured with no course having a grade of less than C according to the following grading scheme:

21.2 School of Humanities, Arts, and Applied Sciences (HAAS)

The vision of the School of Humanities, Arts, and Applied Sciences (HAAS) is anchored to the intellectual core of Amity University-Dubai led by its guiding values. Our vision seeks to inspire our students to fulfil their dreams and ambitions, unleash their creativity, and become lifelong learners and engaged citizens.

HAAS offers seven quality undergraduate and four graduate degree programs pillared on contemporary interdisciplinary and transversal content knowledge. These programs are taught by seasoned faculty members hailing from different academic backgrounds and equipped with outstanding academic and industry experience in their respective areas of specialty. They utilize original styles of pedagogy centering on experiential learning and 21st Century Competencies (21st CC) and skills.

Our curricula, explained in this Catalog, promote analytical and moral reasoning, problem solving, creativity, innovation, and communication skills for preparing knowledgeable, skillful, talented, and engaged citizens.

In line with the University's Mission, HAAS cultivates a sustainable ecosystem that renders numerous opportunities for learners to achieve their career prospects and become socially responsible citizens. In this respect, one of our main priorities is create cooperative links with private and public sector institutions and companies at local, regional, and international levels, through the provision of internships and numerous community engagement activities.

We are confident that our students will enjoy a rich and engaging lifelong learning journey at the School of Humanities, Arts, and Applied Sciences and make use of their education for realizing their career prospects.

21.2.1 Master of Education (M.Ed.)-Educational Management and School Leadership

THE M.ED. MISSION STATEMENT

The Master of Educational Management and School Leadership (M.Ed.) equips students with advanced knowledge, professional skills, and competence for managing and leading educational institutions in dynamic and diverse contexts. As such, graduates are strategic thinkers and active players in community development who value inclusion, equity, and diversity and are able to undertake evidence-driven decisions guided by integrity as a core principle of the program.

EDUCATIONAL AIMS OF THE PROGRAM

The program aims at:

- (G1) Imparting integrated knowledge of education allowing learners to formulate and implement strategies to solve complex issues in schools and educational organizations.
- (G2) Developing learners' knowledge, skills, and competences to conduct research and share findings with the academic and professional communities.
- (G3) Developing autonomous educational leaders, who can initiate, lead, and contribute academically and professionally to the community.

PROGRAM EDUCATIONAL OUTCOMES (PLOS)

The program learning outcomes describe the knowledge, skills, and aspects of competence aligned with the strands of learning spelled out in the QFEmirates or Framework. In addition, the PLOs are benchmarked with international standards articulated in international programmatic accrediting agencies for educational programs.

The followings are the program learning outcomes:

Upon the successful completion of the program, the graduate will be able to:

1. Knowledge

1.1. Integrate advanced knowledge of education and related disciplines in providing strategic direction for the management of educational institutions.

1.2. Demonstrate advanced knowledge of research methodology and applications to educational contexts.

2. Skill

2.1. Integrate advanced problem-solving skills to analyze complex issues in educational contexts and develop evidence-driven solutions.

2.2. Execute a major research project utilizing quantitative and qualitative research methods producing original results.

2.3. Integrate advanced software in data management and analyses.

2.4. Communicate in writing and orally a clearly articulated position presenting a complex educational issue using appropriate media.

2.5. Demonstrate ability in strategy formulation accounting for local and global challenges.

3. Competence

3.1 Autonomy and Responsibility

3.1.1 Autonomously take responsibility for managing complex educational contexts.

3.1.2 Autonomously initiate professional endeavors that result in sustainable solutions to educational challenges.

3.2 Self-Development

3.2.1 Self-evaluate and take responsibility for contributing to professional development and practice in unfamiliar educational contexts.

3.3 Role in Context

3.3.1 Take responsibility for leading and managing activities in educational settings adapted to context.

Concentration Areas

LSI: Leadership for School Improvement

IMA: Instructional Management and Assessment

Leadership for School Improvement

In addition to preceding Program Learning Outcomes, graduates opting for the Leadership for School Improvement Concentration will be able to:

LSI1: Demonstrate in-depth knowledge of leadership theories and related concepts and their applications to schools.

LSI2: Improve school operations using data analytics tools.

Instructional Management and Assessment

In addition to preceding Program Learning Outcomes, graduates opting for the Instructional Management and Assessment Concentration will be able to:

IMA1: Demonstrate in-depth knowledge of instructional management and assessment concepts, practices, and applications in the classroom.

IMA2: Integrate instructional techniques into the classroom and apply data analytics for assessing learning.

MAPPING PROGRAM LEARNING OUTCOMES TO QF EMIRATES DESCRIPTORS

M.Ed.– QFEMIRATES [L9]	1. Knowledge				2. Skills					3. Competence							
	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	C8
										3.1. Autonomy and Responsibility			*3.2. Self-Development*			*3.3. Role in Context*	
	comprehensive, highly specialized knowledge in a field of work, discipline and/or professional practice, and at the interface	advanced knowledge of applicable research principles and methods	critical awareness of knowledge issues, as the basis for original thinking; encompassing appropriate processes of	detailed body of knowledge of recent developments in a field of work, and/or discipline	advanced skills required in research, analysis, evaluation and/or innovation of complex ideas, information, concepts	skills to develop new knowledge and procedures and to integrate knowledge from different fields using highly	advanced problem-solving skills to analyze highly complex issues with incomplete data and develop innovative solutions	Planning a skill to develop and execute a major project or comparable activities (that includes a significant range of	highly developed specialist communication and information technology skills to present, explain and/or critique highly	can function autonomously and/ or take responsibility for managing professional practices, work, processes, or systems, or learning contexts that are highly complex, unpredictable and	can account for high level governance of processes and systems	can analyze and reflect on socio-cultural norms and relationships and act to build and transform them	can self-evaluate and take responsibility for contributing to professional knowledge and practice including unfamiliar	can develop and implement further learning consistently and sensitively	can consistently and sensitively manage highly complex ethical issues leading to informed, fair and valid decisions	can initiate and manage professional activities that may include a highly complex environment	can take responsibility for leading the strategic performance and development of professional teams and self
1. Knowledge 1.1. Integrate advanced knowledge of education and related disciplines in providing strategic direction for the management of educational institutions.	X	X															
1.2. Demonstrate advanced knowledge of research methodology and applications to educational contexts.		X															
2. Skills 2.1. Integrate advanced problem-solving skills to analyze complex issues in educational contexts and develop evidence- driven solutions.							X										
2.2. Execute a major research project utilizing quantitative and qualitative research methods producing original results.								X				X					

M.Ed.– QFEMIRATES [L9]	1. Knowledge				2. Skills					3. Competence							
	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	C8
										3.1. Autonomy and Responsibility			*3.2. Self-Development*			*3.3. Role in Context*	
2.3. Integrate advanced software in data management and analyses.					X		X		X								
2.4. Communicate in writing and orally a clearly articulated position presenting a complex educational issue using appropriate media.									X								
2.5. Demonstrate ability in strategy formulation accounting for local and global challenges.									X								
3. Competence *3.1. Autonomy and Responsibility* 3.1.1. Autonomously take responsibility for managing complex educational contexts.												X					
3.1.2. Autonomously initiate professional endeavors that result in sustainable solutions to educational challenges.										X							
3.2. Self-Development 3.2.1. Self-evaluate and take responsibility for contributing to professional development and practice in unfamiliar educational contexts.															X	X	
3.3. Role in Context 3.3.1. Take responsibility for leading and managing activities in educational settings adapted to context.																	X
LEADERSHIP FOR SCHOOL IMPROVEMENT CONCENTRATION LSI1: Demonstrate in-depth knowledge of leadership theories and related concepts and their applications to schools.	X		X														
LSI2: Improve school operations using data analytics.					X				X								
INSTRUCTIONAL MANAGEMENT AND ASSESSMENT CONCENTRATION																	

M.Ed.– QFEMIRATES [L9]	1. Knowledge				2. Skills					3. Competence							
	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	C8
										3.1. Autonomy and Responsibility			*3.2. Self-Development*			*3.3. Role in Context*	
IMA1: Demonstrate in-depth knowledge of instructional management and assessment concepts, practices and application in the classroom.	X		X	X													
IMA2: Integrate instructional techniques into the classroom and apply data analytics for assessing learning.					X				X								

PROGRAM STRUCTURE

NON-CREDIT bearing REMEDIAL COURSES (UP TO 9 CREDITS; NOT COUNTED TOWARDS GRADUATION)

COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
EDUC	508	Introduction to Education			3
EDUC	509	Educational Psychology and the Classroom			3
EDUC	511	Tests, Measurement, and Evaluation			3

MAJOR CORE COURSES - 15 CREDITS

COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
EDUC	611	Research Methodology in Education			3
EDUC	612	Practicum	EDUC613, EDUC611, Elective- EDUC 610 or EDUC 617		3
EDUC	613	Foundations of Education			3

THESIS - 6 CREDITS

COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
EDUC	699	Thesis	EDUC 611, EDUC613, EDUC 612, IMA 628		6

***Thesis topic according to the Concentration**

FREE ELECTIVE COURSES - 9 CREDITS*

COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
EDUC	615	he Innovative School: Lessons from round the World	EDUC 613		3
EDUC	616	omparative International Education	EDUC 613		3
EDUC	617	ifferentiated Instruction	EDUC 613		3
EDUC	618	echnology Integration into the urriculum	EDUC 613		3
EDUC	610	heories and Practices of Educational eadership		EDUC 613	3

***Students are to choose 9 credits from the 12-credit Elective Pool**

MAJOR ELECTIVES AS CONCENTRATIONS (12 CREDITS) *

COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
		Leadership for School Improvement Concentration			
LSI	620	Seminar Leadership for School Improvement	EDUC612		3
LSI	621	School -Community Relations	EDUC 613		3
LSI	622	Data and Evidence for School Improvement	EDUC611		3
LSI	623	School Supervision	EDUC 612		3
LSI	624	Technology for Educational Administrators	EDUC 618		3
		Instructional Management and Assessment Concentration			
IMA	625	Instructional Models and Curriculum Development	EDUC 616		3
IMA	626	Pedagogy in the Digital Age	EDUC 618		3
IMA	627	Cognitive Psychology	EDUC 613		3
IMA	628	Educational Measurement	EDUC611		3
IMA	629	Seminar in Instructional Management and Assessment	EDUC 612		3

*****Students will Choose 12 Credits from the Major Elective as Concentration

PROPOSED PROGRAM DELIVERY SCHEDULE

YEAR/SEM	COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
YEAR 1	EDUC	611	Research Methodology in Education			3
	EDUC	613	Foundations of Education			3
FALL	EDUC	617	Elective -Theories and Practices of Educational Leadership		EDUC 613	3
						9
	EDUC	612	Practicum	EDUC 613, EDUC611, Elective- EDUC 610 or EDUC 617		3
SPRING	EDUC	616	Elective - Comparative International Education	EDUC 613		3
	IMA 628 or LSI 623		Concentration (anyone)	EDUC611/EDUC612		3
						9
YEAR 2	EDUC 615/618/610		Elective (anyone)	EDUC 613		3

FALL	IMA or LSI		Concentrations (any two)	As applicable and based on choice of electives	6
					9
SPRING	EDUC	699	Thesis	EDUC611, EDUC 613, Practicum (EDUC 612); IMA 628	6
	IMA or LSI		Concentration (anyone)	As applicable	3
					9
				Total Credits	**36**

21.2.2 Master of Laws

EDUCATIONAL AIM OF THE PROGRAM

The Master of Laws at Amity School of HAAS Dubai aims at:

- (G1) Integrate theoretical and practical knowledge of the legal and regulatory framework to understand financial laws and dispute resolution mechanisms.
- (G2) Develop research and lawyering skills through continuing legal education and maintaining ethical and professional standards.
- (G3) Equip learners for legal practice, leadership, and service to the community through effective resolution of legal problems.

Master of Law program is a non-qualifying degree.

PROGRAM LEARNING OUTCOMES (PLO)

Upon successful completion of the Master of Laws program, the students should be able to:

1. Knowledge

1. 1 Demonstrate an advanced knowledge of substantive and procedural laws.

1.2. Interpret the existing legal framework and amendments.

2. Skills

2. 1. Use tools of legal research and legal technology for drafting and provide recommendations for policy considerations.

2. 2. Employ communication skills, legal reasoning and analysis for resolving client's legal issues.

3 Competences

3. 1. Autonomy and Responsibility

3. 1. 1. Work independently as well as collaborate as a team to manage legal documentation.

3. 1. 2. Take responsibility and accountability for maintaining confidentiality and to exercise due diligence.

3. 2. Self-Development

3. 2. 1. Take responsibility for continued obligation to be updated with latest amendments and undertakeprofessional development activities.

3. 3. Role in context

3. 3. 1. Take leadership and responsibility in drafting legal documents, execution of financial transactions and client advising.

3.3.2 Demonstrate entrepreneurship, innovation and the application of the principles of sustainability.

INTERNATIONAL FINANCE LAW AND REGULATIONS

Knowledge

IFLR 1.1Demonstrate in depth understanding of international financial law including the legal principles ofIslamic finance.

Skills

IFLR 2.1Evaluate and analyze the regulatory framework and financial standards for framing legal opinions and compliance requirements.

ALTERNATIVE DISPUTE

RESOLUTIONADRL

Knowledge

ADRL 1.1 Demonstrate an understanding of dispute resolution mechanisms with focus on arbitration, negotiationand mediation processes.

Skills

ADRL 2.1 Apply skills of negotiation, mediation, and arbitration for a desirable neutral outcome and effectiveconflict resolution.

MAPPING PROGRAM LEARNING OUTCOMES TO QF EMIRATES DESCRIPTORS

LLM – QFEMIRATES [L9]	1. Knowledge					2. Skills					3.Competences							
											Autonomy and responsibility			*Role in context*		*Self-Development*		
	A1	**A2**	**A3**	**A4**		**B1**	**B2**	**B3**	**B4**	**B5**	**C1**	**C2**	**C3**	**C4**	**C5**	**C6**	**C7**	**C8**
1.1. Demonstrate an advanced knowledge of substantive and procedural laws.	**X**	**X**																
1.2. Interpret the existing legal framework and amendments			**X**	**X**														
2. Skills						**X**	**X**		**X**									

LLM – QFEMIRATES [L9]	1. Knowledge					2. Skills					3.Competences							
											Autonomy and responsibility			*Role in context*		*Self-Development*		
	A1	**A2**	**A3**	**A4**		**B1**	**B2**	**B3**	**B4**	**B5**	**C1**	**C2**	**C3**	**C4**	**C5**	**C6**	**C7**	**C8**
2.1. Use tools of legal research and legal technology for drafting and provide recommendations for policy considerations																		
2.2. Employ communication skills, legal reasoning and analysis for resolving client's								**X**		**X**								

LLM – QFEMIRATES [L9]	1. Knowledge					2. Skills					3.Competences							
											Autonomy and responsibility			*Role in context*		*Self-Development*		
	A1	**A2**	**A3**	**A4**		**B1**	**B2**	**B3**	**B4**	**B5**	**C1**	**C2**	**C3**	**C4**	**C5**	**C6**	**C7**	**C8**
legal issues.																		
3.1. Autonomy and Responsibility 3.1.1. Work independently and in a collaborative environment to manage legal documentation											**X**							

LLM – QFEMIRATES [L9]	1. Knowledge					2. Skills					3.Competences							
											Autonomy and responsibility			*Role in context*		*Self-Development*		
	A1	**A2**	**A3**	**A4**		**B1**	**B2**	**B3**	**B4**	**B5**	**C1**	**C2**	**C3**	**C4**	**C5**	**C6**	**C7**	**C8**
3.1.2. Take responsibility and accountability for maintaining confidentiality and to exercise due diligence												**X**	**X**					

3.2. f-Development 3.2.1. ake responsibili ty for continued obligation to be updated with latest amendments and undertake													X	X				

LLM – QFEMIRATES [L9]	1. Knowledge					2. Skills					3.Competences							
											Autonomy and responsibility			*Role in context*		*Self-Development*		
	A1	**A2**	**A3**	**A4**		**B1**	**B2**	**B3**	**B4**	**B5**	**C1**	**C2**	**C3**	**C4**	**C5**	**C6**	**C7**	**C8**
professional development activities																		
3.3. Role in Context 3.3.1. ake responsibili ty for drafting legal documents, execution of financial transaction and client advising.																**X**	**X**	**X**

3.3.2 Can initiate and adapt innovative strategies for delivering sustainable solutions						X					X	X						
LLM – QFEMIRATES [L9]	**1. Knowledge**					**2. Skills**					**3.Competences**							
											Autonomy and responsibility			*Role in context*		*Self-Development*		
	A 1	**A2**	**A3**	**A4**		**B1**	**B2**	**B3**	**B4**	**B5**	**C1**	**C2**	**C3**	**C4**	**C5**	**C6**	**C7**	**C8**

Concentration- International Finance Law And Regulations IFLR 1.1 Demonstrate in depth understanding of international financial law including the legal principles of Islamic finance.	X		X	X														
IFLR 2.1 Evaluate and analyse the						X	X		X									

LLM – QFEMIRATES [L9]	1. Knowledge					2. Skills					3.Competences							
											Autonomy and responsibility			*Role in context*		*Self-Development*		
	A1	**A2**	**A3**	**A4**		**B1**	**B2**	**B3**	**B4**	**B5**	**C1**	**C2**	**C3**	**C4**	**C5**	**C6**	**C7**	**C8**
regulatory framework and financial standards for framing legal opinions and compliance requirements..																		
Concentration- Alternative Dispute Resolution s ADRL 1.1 Demonstrate an understanding of dispute resolution mechanism	**X**		**X**	**X**														

LLM – QFEMIRATES [L9]	1. Knowledge					2. Skills					3.Competences							
											Autonomy and responsibility			*Role in context*		*Self-Development*		
	A1	**A2**	**A3**	**A4**		**B1**	**B2**	**B3**	**B4**	**B5**	**C1**	**C2**	**C3**	**C4**	**C5**	**C6**	**C7**	**C8**
s with focus on arbitration, negotiation and mediation processes.																		
ADRL 2.1 Apply skills of negotiation, mediation, and arbitration for a desirable neutral outcome and effective conflict						**X**	**X**	**X**		**X**								

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PROGRAM STRUCTURE

PRE-LLM COURSES					
COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
PRE-LLM	201	Law and Legal Skills			
PRE-LLM	202	Legal and Justice in a Globalising World			
PRE-LLM	203	Legal Aspects of Business			

MAJOR CORE (PROGRAM REQUIREMENTS - 15 CR					
COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
LLMG	601	Introduction To Legal System			3
LLMG	602	Corporate Law			3
LLMG	603	International Business Transactions			3
LLMG	604	Conflict Of Laws			3
LLMG	605	Legal Research Methodology			3
LLMG	701/702	Dissertation (IFLR) / Dissertation (ADR)	LLMG 605 Legal Research Methodology		6

MAJOR ELECTIVES (INTERNATIONAL FINANCE LAW AND REGULATIONS -12 CR					
COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
FINL	601	Law Of Islamic Finance			3
FINL	701	International Financial Law & Regulations			3
FINL	602	Financial Crimes			3
FINL	603	Law and Sustainable Finance			3
FINL	604	Insolvency And Bankruptcy			3

MAJOR ELECTIVES (ALTERNATIVE DISPUTE RESOLUTIONS - 12 CR)					
COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR

ADRL	601	Introduction To Dispute Resolution Mechanism			3
ADRL	602	Law of Obligations			3

ADRL	701	International Arbitration			3
ADRL	603	International Construction Law & Arbitration			3
ADRL	604	Negotiation And Mediation			3

PROPOSED SCHEDULE OF DELIVERY

YEAR/SEM	COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
SEM I	LLMG	601	Introduction To Legal System			3
FALL	LLMG	602	Corporate Law			3
	LLMG	603	International Business Transactions			3
	LLMG	605	Legal Research Methodology			3
						12
SEM II	LLMG	604	Conflict Of Laws			3
SPRING	FINL/ADRL	601	Major Elective 1			3
	FINL/ADRL	602	Major Elective 2			3
	FINL/ADRL	603	Major Elective 3			3
						12
SEM III	FINL/ADRL	701	MAJOR ELECTIVE 4			3
FALL	LLM	701/702	Dissertation (IFLR)/ Dissertation (ADR)	LLMG 605 Legal Research Methodology		6
						9

21.2.3 Master of Science Forensic Science

EDUCATIONAL AIM OF THE PROGRAM

The Master of Science Forensic Science at Amity School of HAAS Dubai aims at:

- (G1) Develop theoretical and practical knowledge of forensic science with respect to diverse interventions within legal contexts
- (G2) Foster an environment of learning through evidence-based forensic science practices using advanced analytical techniques and experiential learning
- (G3) Cultivate a culture of innovation and problem-solving in varied forensic science domains with focused relevant outcomes

PROGRAM LEARNING OUTCOMES (PLO)

Upon successful completion of the Master of Science Forensic Science program, the students should be able to:

1. Knowledge

1.1. Demonstrate a comprehensive and critical understanding of Forensic Science and its practices.

1.2. Demonstrate advanced research methodology and techniques in the analysis of physical evidence.

2. Skill

2.1. Apply specialized skills and advanced research methods/instrumental techniques in identifying, analyzing and solving real-time forensic problems.

2.2. Demonstrate proficiency in communicating scientific data through verbal and written means.

3. Aspects of competence

3.1 Autonomy and responsibility

3.1.1 Demonstrate ethical responsibility and social sensitivity in a legal and professional environment.

3.2 Role in context

3.2.1. Take responsibility for managing complex forensic problems, independently and as a team member.

3.3 Self-development

3.3.1. Engage in independent learning and management of ethical issues in the field of Forensic Science..

MAPPING PROGRAM LEARNING OUTCOMES TO QF EMIRATES DESCRIPTORS

MSFS – QFEMIRATES [L9]	1. Knowledge				2. Skills					3. Competence							
	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C7	C8	C9
										3.1. Autonomy and Responsibility			*3.2. Role in Context*		*3.3. Self-Development*		
	comprehensive, highly specialized knowledge in a field of work, discipline and/or professional practice, and at the interface	advanced knowledge of applicable research principles and methods	critical awareness of knowledge issues, as the basis for original thinking; encompassing appropriate processes of	detailed body of knowledge of recent developments in a field of work, and/or discipline	advanced skills required in research, analysis, evaluation and/or innovation of complex ideas, information, concepts	skills to develop new knowledge and procedures and to integrate knowledge from different fields using highly	advanced problem-solving skills to analyze highly complex issues with incomplete data and develop innovative solutions	Planning a skill to develop and execute a major project or comparable activities (that includes a significant range of	highly developed specialist communication and information technology skills to present, explain and/or critique highly	can function autonomously and/ or take responsibility for managing professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and	can account for high level governance of processes and systems	can analyze and reflect on socio-cultural norms and relationships and act to build and transform them	can initiate and manage professional activities that may include a highly complex environment	can take responsibility for leading the strategic performance and development of professional teams and self	can self-evaluate and take responsibility for contributing to professional knowledge and practice including unfamiliar	can develop and implement further learning consistently and sensitively	can consistently and sensitively manage highly complex ethical issues leading to informed, fair and valid decisions
1. Knowledge 1.1. Demonstrate a comprehensive and critical understanding of Forensic Science and its practices	X		X														
1.2. Demonstrate advanced research methodology and techniques in the analysis of physical evidence		X		X													
2. Skills 2.1. Apply specialized skills and advanced research methods/instrumental techniques in identifying, analyzing and solving real-time forensic problems					X	X	X	X									
2.2. Demonstrate proficiency in communicating scientific data through verbal and written means									X								
3. Competence *3.1. Autonomy and Responsibility* 3.1.1 Demonstrate ethical responsibility and social sensitivity in a legal and professional environment										X		X					

MSFS – QFEMIRATES [L9]	1. Knowledge				2. Skills					3. Competence							
	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C7	C8	C9
										3.1. Autonomy and Responsibility			*3.2. Role in Context*		*3.3. Self-Development*		
3.2. Role in Context 3.2.1. Take responsibility for managing complex forensic problems, independently and as a team member											**X**		**X**	**X**			
3.3. Self-Development 3.3.1. Engage in independent learning and management of ethical issues in the field of Forensic Science															**X**		**X**

PROGRAM STRUCTURE

MAJOR CORE (PROGRAM REQUIREMENTS) - 39 CR

COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
FRSC	601	Criminology and General Forensic Science			3
CSIM	604	Crime Scene Investigation and Management			3
QDFP	601	Questioned Documents and Fingerprints			3
BIOL	601	Forensic Biology and Serology			3
FRSC	606	Digital Forensics and Cyber Investigations			3
BIOL	604	Elements of Forensic Medicine			3
CHEM	601	Forensic Pharmacology and Toxicology			3
BIOL	701	Forensic Anthropology and Odontology			3
PSGP	711	Statistics and Data Analysis			3
BIOL	711	Forensic DNA Profiling	BIOL 601		3
QDFP	701	Advanced Questioned Documents	QDFP 601		3
CHEM	701	Forensic Firearms and Explosives Examination			3
FRSC	710	Quality Management and Accreditation			3

Dissertation - 6 CREDITS

COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
HAAS	750	Dissertation	18 CR	PSGP 711	6

SCHEDULE OF DELIVERY

YEAR/SEM	COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
YEAR 1	FRSC	601	Criminology and General Forensic Science			3
FALL	CSIM	604	Crime Scene Investigation and Management			3
	QDFP	601	Questioned Documents and Fingerprints			3
	BIOL	601	Forensic Biology and Serology			3
						12
SPRING	FRSC	606	Digital Forensics and Cyber Investigations			3
	BIOL	604	Elements of Forensic Medicine			3
	CHEM	601	Forensic Pharmacology and Toxicology			3
	BIOL	701	Forensic Anthropology and Odontology			3
						12
YEAR 2	PSGP	711	Statistics and Data Analysis			3
FALL	BIOL	711	Forensic DNA Profiling	BIOL 601		3
	QDFP	701	Advanced Questioned Documents	QDFP 601		3
	CHEM	701	Forensic Firearms and Explosives Examination			3
						12
SPRING	FRSC	710	Quality Management and Accreditation			3
	HAAS	750	Dissertation	18 CR	PSGP 711	6
						9
						45

21.2.4 Master of Science Psychology

EDUCATIONAL AIM OF THE PROGRAM

The Master of Science in Psychology at Amity University Dubai aims at:

- (G1) Demonstrate an understanding of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, psychotherapeutic interventions, training, supervision, and service.
- (G2) Demonstrate the ability to apply the relevant research literature and acquired knowledge to clinical decision-making and other applied sectors of psychology.
- (G3) Engage in self-reflection to maintain and improve personal and professional performance and prepare the student for success in academic and occupational pursuits.
- (G4) Develop the students' ability for producing evidence-based intervention plans, discipline specific communication skills and an independent practice in various domains

PROGRAM LEARNING OUTCOMES (PLO)

Upon successful completion of the Master of Science (Psychology) program, the students should be able to:

1. Knowledge

1.1. Demonstrate advanced knowledge of the key concepts, theories, and empirical findings in psychology.

1.2. Exhibit an advanced understanding of research methodology and applications in psychological contexts

2. Skills

2.1. Integrate cognitive, critical and creative entrepreneurial skills within the realm of psychology to analyze human behavior complexity.

2.2. Apply advanced skills and techniques to implement sustainable solutions addressing complex psychological issues.

3. Competence

3.1 *Autonomy and Responsibility*

3.1.1 Analyze and reflect on socio-cultural norms recognizing their impact on oneself and others to function effectively in a multicultural environment.

3.2 Self-Development

3.2.1. Engage in continuing self-evaluation and actively contribute to professional knowledge and ethical practices across diverse domains of psychology.

3.3. Role in Context

3.3.1. Demonstrate leadership and accountability integrating innovation, strategic thinking and sustainable practices in navigating complex and diverse professional settings.

Concentration-MS- Clinical Psychology

MSCP1 .1: Demonstrate knowledge of diagnoses and treatments specific to clinical and mental health domain.

MSCP2.1: Apply psychotherapeutic and interviewing skills for assisting individuals and groups in need.

Concentration-MS-Applied Psychology

MSAP1.1: Demonstrate scientific knowledge to understand and interpret psychological phenomena.

MSAP2.1: Apply creativity, inquisitiveness, critical thinking, and reasoning skills to the applied fields of psychology

PROGRAM STRUCTURE

MAJOR CORE (PROGRAM REQUIREMENTS) - 30 CR

COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
PSGP	601	Theoretical perspectives in Psychology			3
PSCL	603	Clinical Psychology and Psychological Assessment			3
PSGP	605	Organizational Behavior & Human Resource practices			3
PSGP	607	Cognition, Brain, and Behavior			3
PSGP	613	Research design and Methods			3
PSGP	615	Theories of Lifespan Development			3
PSGP	703	Personality and Social Psychology			3
PSCO	705	Positive Psychotherapeutic Techniques			3
PSGP	711	Statistics and Data Analysis			3
PSCO	715	Ethical and Legal issues in Professional Psychology			3

MAJOR ELECTIVES (CONCENTRATION REQUIREMENTS: in Clinical Psychology) - 9 CR

COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
PSCL	618	Child and Adolescent Psychotherapy	PSGP 615		3
PSCL	713	Diagnosis & Psychopathology	PSCL 603		3
PSCL	719	Counseling and Psychological interventions			3
PSAP	721	Disaster Psychology: Issues and Interventions			

MAJOR ELECTIVES (CONCENTRATION REQUIREMENTS: Applied Psychology) - 9 CR

COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
PSAP	621	Educational Psychology: Theories, Challenges and Practices	PSGP 615		3
PSAP	717	Principles of Health psychology	PSGP 703		3
PSAP	721	Disaster Psychology: Issues and Interventions			3
PSCL	719	Counseling and Psychological interventions			

PROPOSED SCHEDULE OF DELIVERY

YEAR/SEM	COURSE CODE	COURSE #	COURSE TITLE	PREREQUISITES	COREQUISITES	CR
YEAR 1	PSGP	601	Theoretical perspectives in Psychology			3
FALL	PSCL	603	Clinical Psychology & Psychological Assessment			3
	PSGP	605	Organizational Behavior & Human Resource practices			3
	PSGP	607	Cognition, Brain, and Behavior			3
						12
SPRING	PSGP	613	Research design and Methods			3
	PSGP	615	Theories of Lifespan Development			3
	PSGP	703	Personality and Social Psychology			3
	PSCO	705	Positive Psychotherapeutic Techniques			3
						12
YEAR 2	PSGP	711	Statistics and Data Analysis			3
FALL	PSCO	715	Ethical and Legal issues in Professional Psychology			3
			Concentration Elective - I			3
			Concentration Elective - II			3
						12
SPRING			Concentration Elective - III			3
	HAAS	750	Dissertation			6
						9
						45

21 Faculty List

Amity Business School

Dr. Elie Menassa
Dean of Amity Business School Ph.D. in Accounting and Finance - Leicester Business School, De Montfort University, Leicester, United Kingdom

Dr. Adel Ahmed
Professor Ph.D. in Accounting and Finance - Liverpool Business School, Liverpool JM University, UK

Dr. Shahzia Khan
Associate Professor Ph.D in Marketing - MJP Rohilkhand University, India

Dr. Bhawna Gaur
Associate Professor Ph.D in Organizational Development - JRN University, Udaipur, India

Dr. Kamaladevi Baskaran
Assistant Professor Ph.D in Marketing - Bharathiar University, India

Dr. Swapna Nair
Assistant Professor Ph.D in Mathematics, Visvesvaraya Technological University,India

Dr. Swamynathan Ramakrishnan
Assistant Professor Ph.D in Supply Chain Management, Bharathiar University, India

Dr. Shaista Alvi
Assistant Professor Ph.D in Business Administration, Aligarh Muslim University, India

Dr. Ruhi Sethi
Assistant Professor Ph.D. Management - Amity University Uttar Pradesh, Noida India

Dr. Shabir Ahmad Hakim
Assistant Professor PhD in Business Administration - International Islamic University Malaysia

Dr. Nancy Bouchra Hanna
Assistant Professor Ph.D in Strategic Management - The German University in Cairo

School of Humanities, Arts, and Applied Sciences

Dr. Akram Haddad
Professor
Ph.D. in Economics, Nagpur University, India

Dr. Aradhana Bhardwaj
Associate Professor

Ph.D. in Psychology, H.P. University, Shimla, India

Dr. Nrashant Singh
Associate Professor
Ph.D. in Toxicology, Jamia Hamdard, India

Mr. Aby Joseph
Assistant Professor
Masters in Forensic Science, University of Madras, India
Pursuing Ph.D. from Banasthali University, India

Dr. Gursirat Khokhar
Assistant Professor
Masters (MD) in Forensic Medicine, Baba Farid University, India

Dr. Jihene Mrabet
Assistant Professor
Ph.D. in Clinical Psychology, University of Rouen Normandie, France

Dr. Malini Bishnoi
Assistant Professor
Ph.D. in Sociology, Delhi University, India

Mr. Michael Lohan
Assistant Professor
MA ELT & Applied Linguistics, Kings College London, UK

Dr. Mubeena Iqbal
Assistant Professor
Ph.D. in Business Communication from BITS Pilani, Dubai Campus, UAE

Mr. Nagendra Singh
Assistant Professor
MBA, SP Jain Institute, Dubai, UAE
Pursuing Ph.D. from Amity University, Dubai, UAE

Dr. Reena George
Assistant Professor
Ph.D. in Travel & Tourism, Awadesh Pratap Singh University, India

Dr. Richa Gupta
Assistant Professor
Master of Fashion Technology, NIFT (National Institute of Fashion Technology), India Pursuing Ph.D. from Banasthali University, India

Dr. Sagee Sethu

Assistant Professor
Ph.D. in Law, National Law University, Delhi, India

Ms. Seema Sangra
Assistant Professor
MA in Mass Communication, Guru Jamvlbeshwar University, India
Pursuing Ph.D. from Banasthali University, India

Dr. Ziaurrahman Azmi
Assistant Professor
Ph.D. in Arabic, J.N.U, New Delhi, India

Ms. Achuthy Kottangal
Lecturer
M.Sc. in Costume Design and Fashion, Bharathiar University, India

Ms. Mona Abdallah
Lecturer
Masters in Multimedia Design, Brunel University London, UK

Ms. Nilam Khunti
Lecturer
Masters in Fashion & Marketing, ESMOD Dubai, UAE

Mr. Robert Studholme
Lecturer
Masters in Applied Linguistics, University of Southern Queensland, Australia

Mr. Sambhram Pattanayak
Lecturer
Masters in Journalism and Mass Communication, Sikkim Manipal, India
Pursuing Ph.D. from Amity University, India

22 Course Descriptions

ACCT 501 Survey of Accounting and Finance
The ability to analyze financial statements is essential for all business stakeholders. The students learn about accounting principles and their use in recording accounting transactions and in preparing financial statements. They also gain insight into the use of accounting information in managerial decision-making. Classroom discussions, numerical calculations with the help of worksheets and group and individual activities are used to deliver the content.

ACCT 510 International Financial Statement Analysis
Understanding the financial health of a company through financial statements has significant implications for equity valuation and net worth assessment. Students get acquainted with financial statements prepared under different accounting practices prevailing globally. They develop a perspective on interpreting, analysing and applying them suitably. Through discussion, presentation, and analysis of corporate annual reports, students make reliable estimates about their present financial health and future performance.

Pre-Requisite(s): ACCT 501

ACCT 520 Accounting for Decision Making

Successful management rests on sound decision-making facilitated by relevant and timely information. Students learn managerial aspects related to cost planning, performance management and control. Through assignments, problem solving, case analysis, and group discussions, students are introduced to probabilistic decision models and modern techniques allowing to make calculated decisions that account for market uncertainties and changes in business processes across the globe.
Pre-Requisite(s): ACCT 501

BUSN 610 Research Methodology

Research is a strategic activity that occurs within the context of limited resources and ethical constraints. Students are introduced to the theory and practice of social science research as applied to business problems. The focus is on available research strategies and methods and their application to the development of a formal research design leading to successful implementation of research projects. Using case-studies, debates, and collaborative learning, students will be able to criticize available literature and prepare a structured research proposal for a thesis at the MBA level. *Pre-Requisite(s): MGMT 510; MRKT 510*

BUSN 620 Internship and Company Report

The internship is a culminating learning experience for students that provides opportunity to practice the application of theory and apply the knowledge acquired through academic preparation, while learning the skills of an entry level practitioner. During internship, students explore organizational activities, build a professional network, enhance industryspecific skills and prepare company report. In consultation with the industry guide and the faculty guide, the students finalize the summer internship topic and work schedule in terms of the academic requirements as laid down by the university. *Pre-Requisite(s):18 CREDITS*

BUSN 650 MBA Thesis

The MBA Thesis is an individually performed research project on a topic that is grounded in theory. It is a scholarly research output that documents student's ability to ask meaningful business-related research questions, consult and criticise related literature, collect and critically analyse data, as well as form and appropriately communicate findings. Students produce a crafted manuscript that they should defend satisfactorily before the Thesis examiners prior to its acceptance. Promising theses with original contribution are submitted for publication in refereed conference proceedings and peer-reviewed academic journals.
*Pre-Requisite(s):*18 CREDITS

EMBA 510 Financial Reporting Analysis

Understanding the financial health of a company through financial statements has significant implications for equity valuation and net worth assessment. Students get acquainted with financial statements prepared under different accounting practices prevailing globally. They develop a perspective on interpreting, analyzing and applying them in an appropriate manner. Through problem solving and analysis of corporate annual reports, students make reliable estimates about the present financial health of a corporation and expected future performance.
Pre-Requisite(s): ACCT 501 where applicable

EMBA 520 FINANCIAL MANAGEMENT

Effective financial management is essential for the value-creation and long-term survival of a business organization. Students learn valuation of securities issued by corporations and managerial decisions related to long-term investments, sources of funds, and distribution of earnings among shareholders. Through case studies, numerical problems, and projects based on real life situations, the students learn the dynamics of financial management at corporate level. *Pre-Requisite(s): EMBA 510*

EMBA 525 Sustainability and Corporate Social Responsibility

The survival of our planet is dependent on the collective efforts of all entities. Students explore how firms' responsibilities are expanding to include non-financial elements as society welfare and global sustainability. They learn about the models and theories explaining concepts as corporate social responsibility, sustainability and global ecosystems. Through case studies, in-class discussions, students grasp the shift occurring in firms' operations and strategies to become more sustainable, yet remain profitable.

EMBA 530 Contemporary Corporate Governance

Corporate governance calls for accountability and transparency. Students learn are introduced to its related concepts and implications for the sustainability of modern business enterprise. Through case studies, group activities and simulation exercises, they gain insights into key mechanisms of corporate governance, the policies influencing them, and the methods used in line with globally accepted best practices.

EMBA 535 Negotiation for Executives

Effective negotiation skills are essential as a personality trait in an entrepreneur for clinching beneficial deals, building strong inter-personal relations and overall corporate success. The students learn the science and art of negotiating with business partners, regulatory bodies, subordinates and top management for win-win solutions with wider acceptability. By using case studies, group activities and simulation exercises, the students develop the skills of closing business deals, managing conflicts, resolving deadlocks and communicating effectively as an executive in any organization.

EMBA 540 Supply Chain Strategy and Management

With increasing competition around the globe, supply chain management is both a challenge and an opportunity for companies. The course introduces students to the key concepts and techniques to analyze, manage and improve supply chain processes for different industries and markets. Students also learn how to assess supply chain performance and make recommendations to increase supply chain competitiveness. Learning methods include team presentations, individual assignments, and class tests.

EMBA 545 Strategy Formulation and Implementation

Sustainable competitive advantage is the product of well-formulated strategies. Students learn to envision business successes by finding market gaps, capitalizing on competitive advantage, and executing strategic plans in effective manners. They explore topics such as critical thinking, planning, and decision-making, strategic plan development and effective operational implementation. This will be done through case studies, in-class discussions and presentations.

EMBA 550 Diversity and Inclusion in the Workplace

Diversity management helps organizations to create a mutually beneficial and harmonious relationship with its employees. It also offers students the opportunity to understand issues such as cross-cultural communication, leadership dilemmas, power, inclusion, creativity and innovation. Students learn successful inclusion approaches to maximise corporate diversity in the workplace. They develop strategies to maintain a balanced and harmonious workplace through interactive presentations, role plays, group discussions and projects on diversity management.

EMBA 555 Marketing Strategy

Modern trends in local and global economies have significant implications for marketing strategies in dynamic environments. Students will learn marketing mix, marketing analytics, market segmentation, target and positioning, and implementation of the marketing plan. Through case studies, simulations and projects, students learn how to formulate marketing strategies for the business.

EMBA 560 Leading Crisis Management

Unanticipated change, if not well managed, can jeopardize business continuity. Students learn how to handle sudden market threats that can affect the firm or its stakeholders. Concepts as cues' detection, organizational resilience and agility, contingency planning and risk management provide them with tools to shape a managerial mindset capable of effectively dealing with unpredictable. Through extensive case reviews, simulations, in-class discussion, students grasp how to strategize during crisis in order to ensure survival or; may be; growth of their firms.

EMBA 565 Leading Organizational Transformation

Rapid business transformation is the order of the day for organizations to keep up with the evolving work culture. Students learn to work in disruptive business environment and to upgrade organizational performance by ensuring organizational readiness and making them more resilient and agile. Through group discussions, job shadowing, integrated projects and case studies students can develop transformational business strategies.

EMBA570 Cases in Business Analytics

Complex business problems can be effectively addressed through business analytics tools in a data driven organization. Students learn to identify, evaluate and assess business opportunities that create value for the organizations through predictive analytics, classification models, factor analysis and decision support systems. Students solve business problems and learn to enhance organizational functioning through projects, simulations and case studies. *Pre-Requisite(s): QMET502 and/ ISYS503*

EMBA 575 Consulting, Communication, and Report Writing

Practically relevant solutions are needed to overcome contemporary business challenges. Intervention research has been suggested as a sound approach to achieve this aim. Students are introduced to the related theoretical underpinnings and how to become actively involved as solution providers to the organizations under study. Through lectures, class discussions, and faculty guidance, students become agents of change capable of formulating, implementing, and evaluating actions based on a systematic research approach.

EMBA 580 Design Thinking, Innovation, and Value Creation

Creative thinking is an effective method for solving complex business problems. Students get acquainted with systematic problem-solving techniques aimed at facilitating the development of creative and innovative products and services to satisfy customers' needs. The learners understand how value is created. Besides project-based learning that helps students apply prototyping strategy in product development processes, group discussions, team presentations, and class tests are used to foster collaboration and aid in integrating the knowledge and experience of the participants.

EMBA 585 Enterprise Creation and Management

New business ventures are the backbone of modern economies. Students are provided with competencies required to create and manage enterprises of differing size and complexity. The course also gives them practical hands-on training on preparing business plans ready to be presented to venture capitalists and business angels. This is done through lectures, class discussion, case studies, and practical assignments.

EMBA 590 Business Consultancy Report

Executives and consultants are often required to lead and participate in the preparation of research-based reports that assess particular organizational problems and recommend solutions to overcome them. Equipped with knowledge and skills related to interventionist research methods, students act as change agents and write a research-based structured consultancy report expressing their views and recommendations.
Pre-Requisite(s):EMBA 575

FINE 510 Corporate Financial Management

Corporate financial decisions rest on financial theories and demand strong analytical skills in managers. Sufficient level of expertise in financial management is required for leadership roles in business organizations. Students gain a thorough understanding of the critical components of corporate finance, which include long- and short-term investment decisions, use of the different modes of financing, and dividend policies. The financial statements of corporations, case studies, group and individual assignments, and role plays are used to deliver the course. *Pre-Requisite(s): ACCT 501*

ISYS 503 Spreadsheets and Databases

Spreadsheets and Database software applications are commonly used to not only identify trends and organize and sort data into meaningful categories but also to store information for reference, reporting, and analysis. The first part of this course provides students with opportunities to apply statistical analysis and data visualization capabilities of Microsoft Excel to tackle business problems. In the second part of the course, Microsoft Access is being used to store, process, manipulate, query, and analyze data for business and industrial applications. Hands-on practice sessions and assignments are used to equip students with specific computer skills focused on the course.

ISYS 510 Supply Chain and Logistic Information Systems

The ability to operate in a highly volatile and uncertain environment is necessary to manage the sustainable and value-driven supply chain. Students explore how information systems can affect the effectiveness and efficiency of supply chains. They also learn about the basics of the supply chain, the role of SCOR, green supply chain, supplier relationships, and models of logistics. The pedagogy used will include team presentations, individual assignments, and class tests.

MGMT 510 Management of Organizations Managers' job is becoming challenging, especially in today's dynamic business environment. Students explore the basic functions of management which are: planning, organizing, leading and controlling. They are also familiarized with the classical and contemporary theories and views of management. Through case studies, in-class presentations and discussion, student learn how firms can be managed effectively and efficiently to achieve its goals and objectives.

MGMT 520 Operations Management and Control

Organization excellence is only attainable through coherent and consistent operations. This course examines the role of an operations manager and techniques that are being used by an operation manager to plan, implement, monitor, and improve operations in the manufacturing and service sectors. Focus is on decisions operations managers must make within the wider corporate and industry context, from initial product and process design to sourcing, purchasing, stocking, and manufacturing. Students would gain the required skillset through lecturing, class discussion, case studies, and presentation. *Pre-Requisite(s): MGMT 510*

MGMT 530 Procurement and Supply Management

The selection of a strategic supplier helps manufacturers strike the right balance between cost and quality. Strategic procurement is the focus of this course where students learn to identify potential suppliers, foster a strong bond with selected suppliers, obtain quality materials at the right price, and develop strategies for timely delivery of the flow of goods and materials. This will be done through team presentations, individual assignments, and concept mapping and quizzes.

MGMT 540 Inventory Planning and Warehousing

Monitoring and tracking of raw materials and goods help keep costs low and enable organizations to meet demand. This course introduces students to the theories and concepts of inventory and warehouse management that lead to smoother and more profitable operations. The students learn about forecasting, inventory management, material handling techniques, and warehouse management strategies. Through onsite visits, lecturing, case studies, and discussions students gain insight into the essential skills required to effectively manage an organization's assets and reduce holding costs.

MGMT 550 HR Analytics

The availability of classified data on employees enables human resource managers to optimize their performance and enhance business capabilities in a dynamic business environment. Students learn to improve human resource practices by using techniques like HR metrics, recruitment and selection analytics, compensation analytics, career planning and attrition analysis. Students get a practical exposure to analyse HR data through case studies, group presentation, projects using Excel/SAS/R.

Pre-Requisite(s): QMET 530

MGMT 560 International Trade and Documentation

International trade has been instrumental in enhancing global welfare around the globe through the creation of new employment opportunities and providing access to a variety of goods and services. The students are acquainted with factors like currency fluctuations, government policies, macroeconomic variables, global financial markets influencing international trade, modes of entry in international markets, and documentation supporting international transactions in line with international laws and trading practices. Case studies, class discussions, and guest lectures by trade and documentation experts are used to groom students in the intricacies and nuances of international trade. *Pre-Requisite(s): MGMT 460*

MGMT 570 Global Human Resource Management

Global human resource management helps to understand complexities and challenges faced by organizations and the strategies used to effectively develop and manage international workforce in culturally and geographically diverse environment. Students learn aspects of cross-cultural management, talent management, pay models, knowledge management and diversity management. Through case analysis, industry projects and field visits, students learn to apply HR practices in global context.

Pre-Requisite(s): MGMT 510

MGMT 640 Sustainable Management Strategies and Business Policy

Sustainable competitive advantage is the product of well-formulated strategies. As such, students explore how strategies are developed in firms by pertaining to the tools and principles of strategy formulation and competitive analysis. Concepts as environmental scanning, internal analysis, levels and types of strategies aid the students to grasp the strategic management process with its different phases. Through case studies, readings, in-class presentations and discussions, students acquire knowledge on how to articulate appropriate strategies that address market challenges and enable firms to pursue valuable business opportunities.

Pre-Requisite(s): ACCT 510; MGMT 510; MRKT 510

MRKT 510 Marketing Management

In rapidly changing environment, marketing has become a quintessential strategy for every business's success. Students gain significant knowledge of marketing environment, buyer behavior, competitive positioning, and marketing-mix strategies. They learn to assess market opportunities, develop customer-driven strategies, and defend their marketing plans, individually and in groups. Through a combination of market-based research projects, interactive discussions, case study, and seminars, students develop the ability to create and deliver value to customers in a complex market environment.

MRKT 520 Applied Marketing Analytics Companies need to understand their customers' choice to develop an appropriate value proposition. Students develop knowledge of predictive strategic decisions modelling essential to improve customer satisfaction, customer loyalty, and brand awareness. They also gain hands-on experience of social media analytics that are critical for enhancing profitability. Through SAS/R software's, group discussions, projects and case study students gain competency of marketing analytical tools and techniques. *Pre-Requisite(s): QMET 530*

MRKT 530 Digital and Social Media Marketing

Technology has disrupted the way people interact, consume products, and conduct business. To respond to the changed customers' need in the digital era, it is imperative for the marketers to integrate digital tools whilst creating and delivering customer value. Students explore topics such as digital marketing channels, SEO, content marketing, consumer engagement behavior, web analytics and data-driven skills. They will be equipped with comprehensive digital and social media marketing knowledge through case studies, project, group discussions and hand-on class activities. *Pre-Requisite(s): MRKT 510*

MRKT 540 Consumer Behaviour and Insights

In the modern marketing era, customers are influencing business strategies. There is a pressing need to assess factors influencing buyer behaviour to develop profitable customer-driven strategies. Students will develop in-depth knowledge of consumer perception, learning, attitude, and personality. They will also learn about social and cultural factors affecting consumer behaviour. Through case studies, research projects and group discussions, students will be equipped with the necessary marketing skills to enhance customer experience.
Pre-Requisite(s): MRKT 510

PGDM 510 Digital Strategy and Planning Digital marketing is instrumental to the success of a business's growth, establishing strong online presence, and achieving sustainable competitive advantage. Students will develop an in-depth understanding of the dynamic online market environment, digital channels and campaigns, marketing mix and relationship marketing. Through projects, hands-on activities and case studies, students acquire a comprehensive knowledge of an integrated digital marketing strategy from formulation to implementation.

PGDM 520 Strategic Social Media Marketing

The use of social media in marketing has strategic significance in the creation, communication, and delivery of value to customers. Students learn fundamental concepts of social media marketing that drive social media engagement, generate more leads, spread brand awareness, and help in reputation management. Through case discussions, hands-on activities and projects, students will develop integrated social media marketing strategies across various social media platforms.

PGDM 530 Digital Entrepreneurship

Leveraging digital technology is viewed as an opportunity to revolutionize entrepreneurship. Students learn to select digital business ideas, create business design, and develop digital prototype of businesses. Through hands-on projects and case studies, students will develop analytical and digital entrepreneurial skills needed to successfully launch new digital business ventures.

PGDM 540 Digital Leadership

Digital leadership is vital for incorporating emerging technologies within the existing organization structure for delivering value to internal and external customers. Students explore the role and significance of digital leadership in the era of digital transformation by developing insight into business model innovation and change management processes. Through projects and case studies, student will get exposure to real life leadership challenges and best practices in digital global environment.

PGDM 550 Digital Business Analytics

The digital transformation of products and services is dramatically changing the existing economic system. The analysis of web-related information provides company with new and valuable source of information. Students will have a clear and complete understanding of data mining process, dimension reduction techniques, regression models, performance evaluation and social media analysis. Through software Python/R students, group activities, projects and case study students will learn to identify, evaluate, and capture business analytics opportunities to improve business performance.

PGDM 560 Search Engine Optimization

Search Engine Optimization (SEO) is critical for increasing visibility of a website to attract customers. Students develop insight into the concepts and learn the skills of Search Engine Optimization that help them to put their website at the top of search engine. They learn the basics of website development, on-page optimization, off-page SEO and methods of measuring outcome of SEO efforts. Through practical assignments, projects and case studies, students develop competency to organically increase traffic of the website.

PGDM 570 Content Marketing

A successful business in digital ecosystem calls for an effective content creation and planning as a productive marketing strategy. Students develop competency and skills for creating compelling, targeted, and measurable marketing content across various digital marketing channels. They further learn to assess buyer journey and evaluate user experience. Through real life digital projects, case studies, popular content creation tools and techniques, students develop the ability to measure success of the content marketing strategy.

PGDM 580 Capstone Project

Capstone projects are important indicators of students' learning. Students are introduced to essential research elements and data collection tools (1 credit-hour). This is followed by conducting a comprehensive project (2 credit-hours) focusing on applying digital marketing tools and techniques to develop research-based concrete solutions to digital marketing problems. Lectures, discussions, site visits and faculty support are used to equip students with critical thinking and research skills needed to carve a successful career in the digital world.

QMET 502 Survey of Statistics for Decision Making

Quantitative tools and methods are necessary skills required in the contemporary world of business. The current business environment demands managers' ability to analyze and summarize data and use statistical tools for decision-making and problem solving. Students are acquainted with the topics related to data organization, visualization, hypotheses testing for parametric and nonparametric tests. Through group activities, assignments and using Microsoft Excel students are prepared to deliver effective business presentations.

QMET 510 Quantitative Methods for Business

Statistical techniques and quantitative methods are useful for analyzing and interpreting data. The course focuses on measures of data, data cleaning, and statistical models, in particular, regression analysis, factor analysis, discriminant analysis and structural equation modelling (SEM). Using Excel/SAS/R software and through group activities and projects, students will learn to build different statistical models to analyze and interpret the data. *Pre-Requisite(s) QMET 502 (where applicable)*

QMET 520 Data Mining for Business Intelligence

Business intelligence techniques affect firms' ability to cultivate a sustainable competitive advantage, especially in the current data-driven economy. The course introduces data mining techniques, used for analyzing vast amounts of data to produce meaningful results. Students explore topics such as types of data management system, visual analytics, data mining techniques and concept of Big data. Through software Power BI/Excel, group activities and projects students will use analytics techniques to support decision making.
Pre-Requisite(s) ISYS 503 (where applicable)

QMET 530 Applied Data Analytics

Predictive analytics improve decision making by helping managers find hidden insights or patterns from raw data. The students develop understanding of data structuring, data wrangling for effecting data analysis and use right machine learning algorithms, cross validation techniques to interpret the business problems. Analyzing data using software R/SAS, groupactivities and projects, students will learn to predict future outcome of a business problems based on historical data.

EDUC 508 Introduction to Education

Education plays a pivotal role in the socialization of individuals and societies, cultural change, and promoting sustainable economic development of nations. This course is intended for students who are interested in exploring the nature of education and its various functions, institutions, and systems. It provides a comprehensive knowledge of the historical roots of education and delves into its philosophical, social, political, and cultural underpinnings that give significance to teaching. Students will engage in discussions about the historical roots of education and its pioneers, examine societal and cultural factors that influence the role of education, explore educational systems, and reflect on educational opportunities and challenges in education such as equity, education for all, gender parity, as well as identify ethical and professional responsibilities of educators.

The course will be delivered through lectures, reflective group activities, and practical applications utilizing technology. Students will be assessed through exams, reflective paper, and presentations.

EDUC 613 Foundations of Education

Preparedness of schoolteachers, school leaders, and educational practitioners in formal and non-formal educational settings is fundamental for societal progress. This course blends theories of historical, philosophical, psychological, sociological, and legal foundations of education with contemporary and progressive competencies and goals required in education curricula going forward. Philosophical thoughts of renowned pioneers in education are introduced through this course to provide knowledge of foundational constructs to students supported by classical and contemporary theories of educational sciences. The course foregrounds prospective teachers to the micro and macro factors that underscore the teaching and learning process. Students are exposed to various national educational policies, historical underpinnings of pedagogies, nature of the classroom environment and tools for classroom management, to enable development of a holistic perspective of theories into application. The course delivery encompasses lectures, observations, field visits, classroom discussions, project work and presentations. Reflective paper, field observation report and presentation will constitute the assessment tools.

EDUC 616 Comparative International Education

Comparative international education guides into identifying educational innovations, curricula, and systems that have positive outcomes on policies and practices in educational contexts. This course is designed to equip students with knowledge, skills, and competences essential for comprehending and critically analyzing various educational systems in different countries and assessing their strengths and weaknesses for localizing best practices in education. It further engages students with learning about the ways in which people in different countries have carried social, economic, political, and cultural functions in their societies by means of education.

The course is delivered through a combination of lectures, online seminar, and guest speakers. Students' learning is assessed through exams, projects, reflective paper, and case study.

EDUC 618 Technology Integration into the Curriculum

Educational technology is a crucial component in 21st century teaching and learning process. This course provides comprehensive knowledge that integrates technology into the curriculum including design, practice and assessment. Participants will examine various teaching methods that employ online and blended learning to enhance student

engagement, promote collaboration and foster critical thinking. They will explore existing and emerging educational technologies, digital resources, and online tools that promote active learning and creativity within educational contexts. Further, participants will learn how to assess student learning using technology-driven assessment tools and gain insights into the ethical and responsible use of technology. The course is delivered through lectures, discussions, jigsaw teaching, and presentations. Student learning is assessed through projects, reflective writing and presentations.

EDUC 509 Educational Psychology and the Classroom

Educational Psychology is a hybrid field of study specialized in theories and research relevant to schooling and instruction management. This course emphasizes on the integration of educational psychology theories and concepts into educational practice. The course content provides a practical view of the theories of behaviourism, social learning, constructivism, cognitive psychology and experimentalism as germane for educationists. The course structure is designed to equip students with basic working knowledge of the fundamental concepts associated with learning, motivation, human development, problem solving, measurement and assessment of individual differences, as they apply to teaching. By the end of the course, students develop skills and foundational understanding of differentiated learning needs and processes, role of educational settings and environments, teaching and learning techniques, various socio-psychological views of learning and their applications. Class activities, assignments, case studies, and projects are employed as pedagogical tools and simultaneously assess the learning progress of students.

EDUC 511 Tests, Measurement and Evaluation

Key to accurate assessment of student learning is the design and administration of tests that are valid and reliable. This course introduces theories and concepts of testing and measurement in multi-level grades. It surveys a broad range of educational measurement theories, types and methods of assessment, types of tests, construction of test items databanks, and analyses of test items and grades. Students will gain insights into identifying test types administered within multi-level grades, understand reliability and validity measures of tests, and examine criterion referenced and norm-referenced testing in the classroom. The course is delivered through lectures and hands-on applications. Students will be assessed through project, exams, and case study,

EDUC 610 Theories and Practices of Educational Leadership

Effective leadership practices ensure a collaborative relationship within schools, positive school culture and a conducive learning environment. The effective performance of educational institutions requires leaders versed in managing operations, leading teams, promoting intrapersonal and interpersonal communication skills and building community relationships. The course provides a comprehensive understanding of leadership theories, practices, evidence-based decision making, apprising school data and stakeholder views. Participants will analyze global educational trends, transformative leadership models, the potential of educational leadership in action and its implication on institutional success. The course will be delivered through interactive discussions, lectures, case studies and presentations. Student learning will be assessed through reflective papers, presentations, and projects.

EDUC 611 Research Methodology in Education

Empirical research in education provides the foundation for analyzing pertinent educational issues and making evidence-driven decisions in teaching, learning, planning, and assessment in educational contexts. This course is designed to inculcate students with comprehensive knowledge, practical skills, and competence in the field of empirical research. Emphasis will be placed on the epistemological foundations of research, guiding the design and process of qualitative and quantitative data collection, analysis, reporting, and writing successful research proposals. By probing into the philosophical underpinnings of research (e.g., naturalism, positivism, and ethnomethodology) students will develop an in-depth understanding of the ways in which research methodologies can contribute to the production of knowledge and advancement of educational policies and practices within integrity and ethical considerations in research. The course employs a combination of lectures, classroom discussions and deliberations with practical applications utilizing data

analytics software for coding, data entry, analysis, and interpreting qualitative and quantitative data outputs. Students will be assessed through reflective paper, and research proposal..

EDUC 612 Practicum

Key to enhancing educationalists' performance in the management and leadership of schools is to gain advanced skills grounded in experience for effectively performing administrative duties and planning for school improvement. In this course, students will be assigned to a school to perform administrative duties and participate in leadership activities guided by the Practicum Guidelines specifically tailored to the M.Ed. program.

The course is based on fieldwork within the school. Students will reflect on their experiences in school and critically analyze and report their findings gathered from document analysis, observations, and interviews. PBL (Project Based Learning) project will be also used to assess student's' leadership abilities and competences in dealing with complex pedagogical and leadership issues in the school setting and share outcomes with the school, peers, and the course instructor. In addition, students will write weekly progress reports documenting their experiential learning developed from the activities they perform during the practicum course work.

EDUC 615 The Innovative School: Lessons from around the World

The Twenty First Century Competencies and Skills (21stCc.) emphasize incorporating innovation in the curriculum as a transversal competency across subjects to engage students in critical thinking and problem-solving and encourage their curiosity to discover something new. This course is intended for schoolteachers, educationalists, and principals interested in exploring the vital role of innovation in the curriculum and how to engage and encourage schoolchildren to produce innovative projects and for educational leaders to lead innovation. This course examines models of innovation in K-12 curricula and educational organizations deriving examples and best practices from educational settings world-wide.

The course employs learner-centered education focusing on students' discussions and deliberations on topics presented and reflected on in class. Students' learning will be assessed through reflective paper, project, exams, and case-study.

EDUC 617 Differentiated Instruction

Students have different learning styles, preferences, and cognitive abilities that require evidence-driven lesson planning accommodating students' diversified learning needs. This course equips students with the knowledge, skills, and competences to align their teaching with the diverse learning and non-cognitive needs of students in a way conducive to fostering an inclusive learning environment. It examines the concept of differentiated instruction.

Students will gain in-depth and comprehensive knowledge of theories and practices pertaining to differentiated instruction, examining models that engage students with different learning styles and backgrounds with learning across different grades. By examining research findings in the field, students will gain insights into creating teaching and evidence-driven assessment strategies that account for differentiation in teaching and learning. In addition, students will utilize technology and educational resources that leverage and promote teaching and assessment in the classroom. A combination of lectures, one online seminar, and invited guest speakers will be used in the delivery of the course. Students' work will be assessed through hands-on project inside and outside the classroom including a field-visit to an educational site, reflection paper, and case study.

EDUC 699 Thesis

The Master thesis is an individually performed research project on an original topic of a previously unexplored issue or developing an existing theory grounded in empirical research. It is a scholarly research output that documents student's ability to ask meaningful research questions, consult and critique pertinent literature, collect and critically analyse data, as well as form and appropriately communicate findings. Students produce a crafted manuscript that they should defend

satisfactorily before the examiners prior to its acceptance. Promising theses with original contribution are submitted for publication as a book or part of it in refereed conference proceedings and/or peer-reviewed academic journals.

IMA 626 Pedagogy in the Digital Age

Choosing the right pedagogy for learners, who belong to times of constantly changing digital technologies, is a challenge and opportunity in the educational practice. 'Pedagogy in the Digital Age' is a dynamic course that explores the transformative role of technology and its applications in education. The course is intended for educators seeking to enhance pedagogical practices in the digital era by examining the best practices in technology integration in the classroom. This course further focuses on online learning, educational media and course design. The course is delivered through interactive discussions, lectures, and hands-on demonstrations. Reflective paper, presentation and project will be employed to assess learning.

IMA 625 Instructional Models and Curriculum Development

Classroom instruction, involving methods of lesson planning, delivery, and assessment of student learning, are essential components of the curriculum. The 21st Century Competencies (21st CC) demand varied core and transversal competencies that prompt innovative instructional models and techniques in the classroom. This course equips educators with knowledge, skills and competence, to design and implement effective instructional models, curricula, and assessment tools to align with educational best practices. The course further enables educators to create innovative and emerging instructional models. The course will be delivered through a combination of lectures, group work, case studies, and interactive discussions. Student learning will be assessed through reflective paper, presentation, and project.

IMA 627 Cognitive Psychology

Cognitive psychology is crucial for the understanding of cognitive learning processes and abilities utilizing their implications for problem-solving and decision-making in educational institutions. This course is designed to engage students with deep learning and critical reflection of prominent theories and empirical research in the field of cognitive psychology, integrating findings into teaching and learning in multi-grade levels within educational institutions. The course focuses on cognitive neuroscience, computational cognitive science, reasoning, memory, decision-making, judgement, cognitive bias, and global neuronal workspace theories. Foundational knowledge of cognitive development is also covered. Further, students will gain practical experience in analyzing cognitive and non-cognitive problem areas through localizing psychometric personality inventories to the United Arab Emirates context and analyze screening results for ensuring students' psychological wellbeing in educational settings.

The course is delivered through lectures, laboratory sessions, group discussions, and guest speakers. Students' learning will be assessed through exams, analytical literature reviews, and projects. .

IMA 628 Educational Measurement

Assessing students' cognitive abilities, attitudes, aptitudes, learning styles, and interpretative skills, is essential for enhancing their performance and adapting styles and content of pedagogy to meet diversified students' learning needs. This course is designed to equip students with knowledge and skills essential for designing effective assessments of students' cognitive and non-cognitive attributes and outcomes utilizing analytical results for improving educational programs and informing decision-making processes within educational contexts. Measurement models in education including Item Response theory (IRT) using statistical software will enable students to gain insights into addressing reliability and validity of instruments and items in international tests concerned with literacy and numeracy as well analyze psychometrics test results used to screen dimensions of students' cognitive and non-cognitive challenges and strengths. The course will be delivered through a combination of lectures, lab work case study analyzing PISA, TIMSS, and UNESCO data, and projects.

LSI 621 School-Community Relationships

School-community engagement is key to the advancement of schools and stakeholders in meeting educational goals. This course is designed to engage students with learning and application of the various elements of communication in the school community interface. Students will develop an understanding of proactive communication and collaboration among various stakeholders, public relation strategies, skills of a school administrator, community engagement strategies to support school's role in learning, Course content includes techniques and methodologies of effectively engaging with the community with necessary communication tools and social media handles. Instructional methods such as lectures, case studies, discussions, evidence-based projects, and knowledge sharing will facilitate the young leaders to develop a system-thinking perspective in an educational context. Reflective paper, and project will be used as assessment tools

LSI 620 Seminar Leadership for School Improvement

Leadership in school improvement is key for determining the role of teacher as an agent for change to the one leading it. This seminar course will equip participants with the knowledge and skills grounded in practice for developing leadership function in schools for inducing continuous improvement and change in teaching practices. The course provides a platform to participants for collaborative learning through exchange of knowledge on change agents, leadership, pedagogical development and problems of practice. The scope of this seminar course will enable strategic implementation of school improvement practices underscored through experiential sharing of the school environment in varied contexts including UAE. The course will be imparted through case discussions, webinars, and micro-recording of communication exercises and exposure to cross-cultural exchange. Reflective paper and presentation/s will form the assessment tools.

IMA 629 Seminar on Instructional Management and Assessment

Instructional techniques play a significant role in enhancing students' learning and progress. This course focuses on instructional management and assessment techniques based on knowledge sharing for enriching the students' experience in the course. Course content includes types of curriculum design, lesson planning fundamentals, development of personal plans for delivering classroom instructions, objectives of instructional materials, types of subject matter and methods of evaluation, as well as approaches towards organizing, supervising and streamlining assessments to match the needs of heterogeneous learners. Course design enables participants to apply assessment techniques based on learner's performance data. Teaching pedagogy includes discussions, deliberations and interactions through demonstrations, presentations, and analysis of micro-recording of teaching practices. Reflection papers, Project and presentations will be used as assessment tools.

LSI 622 Data and Evidence for School Improvement

Data is crucial for institutional assessment, strategic planning, policymaking, and informed decision-making in schools and educational organizations. This course covers topics on data extraction and analysis for school improvement. The course will be delivered through lectures, lab work, and projects.

LSI 623 School Supervision

The effectiveness of School supervision is fundamental to enhance the quality of education, retention and growth of teachers, engagement of students and the larger community and achievement of strategic goals. The course imparts the constructs and concepts of school supervision, various elements of supervisory practices, accountability and regulation of teachers including observation and feedback. This course further develops an understanding of supervisory actions in diversified school communities, methods for professional development of teachers, the nature and structure of challenges commonly faced by school leaders, and appropriate strategies for mitigating those challenges in educational institutions. The participants will examine the role and significance of effective school supervision techniques to improve teaching and learning. Pedagogy includes lectures, classroom observations and seminars. Reflective paper, project and presentation will be used as assessment tools.

LSI 624 Technology for School Administrators

Information and Communication Technology (ICT) has become an integral part of the education practice worldwide. School administrators are expected to integrate advanced technology in planning, assessment, data management, communication, problem-solving and decision-making. The course 'Technology for School Administrators' is designed to provide educational leaders with the knowledge, skills and competence to plan, design, implement and evaluate technology initiatives within schools. The course further explores the recent advancements in educational technology and its potential to enhance the administrative process and overall school performance. Participants also learn to effectively integrate technology into administrative operations like data management and assessment.

The course will be delivered through lectures, classroom discussions, deliberations and presentations. Student learning will be assessed through reflective papers, presentations, case studies and projects

ADRL 601 Introduction To Dispute Resolution Methods

A general understanding of the various methods of dispute resolution which are alternatives to thetime-consuming and lengthy court proceedings are. This introductory course examines the ADR process, the common methods of dispute resolution including negotiation, mediation, and arbitration as well as the other types of dispute resolution. Through group and individual exercises, discussions, interaction through problem solving method students learn the other modes of dispute resolution for legal disputes.

ADRL 602 Law of Obligations

Law of contract and tort obligations is placed in the context of the economic challenges and the role of the state in shaping them. This course examines the formation and application of legal obligations in the domain of contract law and tort law. The formation of contracts and the performance of contractual obligations forms the core aspect of this course. Principles of tort liability and obligations to compensate victims forms an intrinsic part of the course. Through combined formal lectures and in-class group discussions provide students with an opportunity to review the key concepts and ideas in small groups drawing on the course readings and discuss their applications in the context of case studies that will be provided.

ADRL 603 International Construction Law & Arbitration

With the growth of the construction industry, there has been a rise in the construction disputes leading to increased use of arbitration to solve the issues. This requires the legal knowhow to deal with issues surrounding construction claims, contracting, project management and surveying. This course will equip the students to develop an advanced knowledge and understanding of both the material and procedural issues pertaining to construction law, with specific focus on arbitration processes. This course will enable students to understand implications of construction law and arbitration through lectures, class discussions, role-plays, group activities and case study discussion

ADRL 604 Negotiation And Mediation

Conflict resolution relies on the process of negotiation and mediation for effective and speedy disposal of disputes. This course is designed to teach the students the theory and practice of negotiation and mediation, incorporating its conceptual, legal and practical frameworks. Through lectures, class discussions, exercises, simulations, role plays, group activities and case study discussion are some of the methods used to disseminate the course.

ADRL 701 International Arbitration

Peaceful resolution of disputes in international trade, investment, and commerce has led to international arbitration, as the preferred method of dispute resolution. This course covers the theory and practice of international commercial and investment arbitration. It enables students to understand the nuances of arbitration process through lectures, class discussions, simulations, group activities and case study discussion.

LLMG 601 Introduction to Legal System

Knowledge and application of the legal system is fundamental to understand law and its role in society. This introductory course examines the different legal systems, hierarchy of courts, sources of law, law making process, basic legal principles and the functioning of the State. Through lectures, case law discussions and group activities students learn techniques of legal analysis, reasoning and interpretation.

LLMG 602 Corporate Law

In light of the emergence of multinational companies expanding their presence beyond national borders, a comprehensive grasp of corporate laws from both national and international perspectives has become indispensable. Corporate laws play a major role in balancing the interest of the state, individual and the corporations, prompting the government to enact laws to regulate the business conduct within their respective territories. This course is designed to provide students with an in-depth understanding of the legal principles and practical aspects of corporate law such as corporate governance, corporate formation and structures, corporate finance, corporate compliance regulation, corporate restructuring and reorganization, corporate litigation and dispute resolution, international corporate law etc etc. This theoretical knowledge will be supplemented with caselaw discussions, analyzing various disputes between stakeholders. By participating in this course, students will gain an in-depth understanding of the complexities of corporate law in the context of a rapidly evolving international business landscape

LLMG 603 International Business Transactions

Understanding the principal legal issues is primordial to drawing connections with international commercial agreements. This course is divided into two parts, the first focusing on theory and practices of the unification of international trade law and the second emphasizing international sale of goods transactions. It explores issues relating to the application and scope of the CISG, breach of contract, remedies, and exemptions from liability. Through combined formal lectures, case studies and in-class group discussions students will review the key concepts and ideas

LLMG 604 Conflict Of Laws

Substantive decision-making and recognition of the laws of other jurisdictions forms the core of adjudication by the courts in cases with a foreign element. This course focus on aspects pertinent to civil and commercial operations as the theory of the conflict of laws is to be found in and by applying the legislation and jurisprudence to the cases and issues which arise in private international litigation and in giving legal advice. This course will enable students to understand the processes and develop the skills through lectures, class discussions, exercises, simulations, role plays, group activities and case study discussion.

LLMG 605 Legal Research & Methodology

Legal research is core for policy recommendations for emerging issues in allied fields of law. This course is designed to train students on the foundational methods and techniques involved in diverse social science and business management contexts. Research scholars would examine and be practically exposed to the main components of research, including problem definition, research design, data collection, ethical issues in research, report writing, and presentation. Using legal research databases combined with lectures and research analysis students will develop research acumen.

FINL 601 Law of Islamic Finance

Islamic Finance forms an alternative and parallel system to the existing financial system which is gaining momentum in the financial sectors around the world, and moreparticularly in Middle East region. This course will provide an understanding on the origin and jurisprudence of Islamic finance, including Sharia and how an Islamic economy functions. This course enables the students to apply their legal knowledge to practical use, whereby they are required to produce a Legal Compliance Report. Lectures, class discussions, debates, exercises, simulations, group activities and case study discussion are some of the methods used to disseminate this course.

FINL 602 Financial Crimes

With a high growth in financial crimes, the requirement of financial crime professionals has increased. This course is a gateway to explore the global financial crime and examine the money laundering, as well as terrorist financing. It enables students to detect and prevent financial crime risks, fraud, data & information security, bribery and corruption. The course is disseminated through lectures, class discussions, simulations, group activities and case study discussion

FINL 603 Sustainable Finance

Sustainable finance helps discover the social and environmental pressures facing the current financial system and explore how sustainable finance strategies like ESG (environmental, social and governance) along with CSR (Corporate Social Responsibility) can create long-term values for businesses and society while making investment decisions. This course gives an opportunity to identify, promote and realize the adoption of best sustainability practices at all levels of financial institution operations. The course is disseminated through lectures, class discussions, simulations, group activities and case study discussion.

FINL 604 Insolvency and Bankruptcy

With the growth of international businesses and rise of multi-national companies with cross-border operations, the questions of insolvency and filing of bankruptcy proceedings have become more complicated. In this course, the students will learn principles of insolvency and bankruptcy across several jurisdictions from both a theoretical and practical perspective. The course is disseminated through lectures, class discussions, simulations, group activities and case study discussion.

FINL 701 International Financial Law and Regulations

Knowledge of the regulatory and transactional issues in international finance is required for a professional who is preparing for a career in the financial markets as well as for legal practitioners who are looking at broadening their horizons. This course introduces the students to financial concepts and regulatory framework from major jurisdictions pertaining to financial transactions issues, dealing with the complexities of international finance and approaches the area from the perspective of government policy and regulation. Class lectures, class discussions, exercises, simulations, group activities and case study discussion are some of the methods used to disseminate this course.

PRE-LLM 201 Law and Legal Skills

Basic knowledge of law and legal skills is essential to gain an advanced understanding of law and its allied fields. This introductory course will give students preliminary understanding of the sources of law and help develop academic and practical legal skills. This is disseminated through lectures, case law discussions and group activities, legal analysis, reasoning and interpretation. Use of legal language will equip a student to deal with legal issues and communicate them effectively. Developing the skill of legal writing will aid in formulating thought processes, analyzing scenarios for framing legal arguments. The students will learn legal terminologies, maxims and gain hands- on experience in legal writing.

PRE-LLM 202 Legal Language and Legal Writing

The global concept of law and justice in the contemporary times has been evolving. The role of law not only shapes a country's governance but also the wellbeing of its people and the law work towards achieving justice for the people. This course engages with the challenges and impact of globalization as a multifaceted phenomenon to social, political and economic perspectives on law and justice. The course will also include the growth and communication of legal ideas all over the world.

PRE-LLM 203 Legal Aspects of Business

Every business should work within the legal framework under which it operates. This course is designed to provide students with an understanding of the fundamentals of business law. It provides an overall working knowledge of the legal framework within which business organizations must operate. The course particularly focuses on the nature and types of business law, including contract, tort, employment, labour, partnership and agency laws. The students will acquire this knowledge through lectures, class discussions, group activities, quiz and presentations.

HAAS 750 Dissertation

Master's dissertation is an individually performed research project on an original topic of a previously unexplored issue or developing an existing theory grounded in empirical research. It is a scholarly research output that documents student's ability to ask meaningful applied science, inquiry and enterprise-related research questions, consult and criticise related literature, collect and critically analyse data, as well as develop and appropriately communicate findings. Students produce a crafted manuscript that they present before the examiners. Promising theses with original contribution are submitted for publication as a book or part of it in refereed conference proceedings and/or peer-reviewed academic journals.

BIOL 601 Forensic Biology and Serology

Physical evidence including biological and serological, plays a crucial role in the field of forensic science as it includes analyzing blood and body fluids specimens at crime scenes. This course provides an understanding of forensic biology and serology procedures which are utilized in the field of biological evidence identification and individualization. Classroom lectures, practicals and case study presentations will cover the concepts of collection, preservation, identification, and preservation of biological evidence.

BIOL 604 Elements of Forensic Medicine

Knowledge of the medicolegal aspects of injuries and death is critical to homicide investigations. Students will understand post-mortem changes in estimating time since death. The topics of autopsy, torture, custodial deaths, and investigations of mass deaths will be covered in this course. Lectures and case discussions will cover the basic understanding of trauma evaluation and unnatural deaths.

BIOL 701 Forensic Anthropology & Odontology

Identification and interpretation of human skeletal remains are primordial in legal contexts. Students will learn to create a biological profile by identifying the age, sex, stature, and ancestry in skeletal individuals, and identify trauma patterns as they relate to personal identification, cause, and manner of death. Topics of human skeletal and dental anatomy, skeletal excavation techniques, estimating post-mortem interval, taphonomic changes to a body, and applications of these techniques to legal contexts will be covered through lectures, lab sessions, and case studies.

BIOL 711 Forensic DNA Profiling

Identification and individualization by using DNA as evidence is the most advanced and reliable tool in forensic investigations. The course reviews and illustrates advanced forensic DNA methodologies for autosomal DNA, non-autosomal DNA, mitochondrial DNA, Y and X-chromosomal DNA. Through lectures, practical work and precedence citing, students will gain experience in forensic STR laboratory analysis and interpretation of STR data from single and mixed forensic samples.

CHEM 601 Forensic Pharmacology and Toxicology

Basic pharmacodynamics, pharmacokinetic and toxicological principles are essential to understand the actions of the various poisons encountered in the forensic field. The students will learn the scope, diversity, and utility of a variety of chemical analyses and the principles of primary techniques used for the forensic identification of various chemicals,

drugs, and poisons. Through lectures and lab sessions, topics of drug classification, drug abuse, drug analysis and interpretation will be covered.

CHEM 701 Forensic Ballistics and Explosives Examination

Comprehensive insight into the field of firearms, ammunitions and explosive materials is especially important in the field of ballistic and post-blast explosive investigations. The course provides a clear understanding of how firearms and ammunition function, and the science of ballistics. Classroom lectures and case study presentations will provide students with an understanding of firearm evidence classification and comparison, as well as laboratory analysis techniques for explosive evidence identification.

CSIM 604 Crime scene investigation and Management

Recognition, documentation, collection, and preservation of evidence are crucial in crime scene investigation. Students will learn about different types of crime scenes, evidence photography, and report writing, along with various types of investigative and interrogative techniques. Lectures, mock crime scenes, and case studies will facilitate an understanding of crime scene investigation and management.

FRSC 601 Criminology and General Forensic Science

Investigations of crime scenes and analysis of forensic evidence, as well as studies of crime and criminal behaviour, are crucial to criminal investigations and justice. This course introduces students to forensic science techniques and criminological applications used in criminal investigations. Students will learn the topics through interactive learning activities, in-class lectures, discussions, and guest lectures from industry practitioners.

FRSC 606 Digital Forensics and Cyber Investigations

Knowledge and skills to interpret cyber and computer-related crimes is essential in a technologically advancing world. This course offers knowledge about the principles and practices of digital forensics, along with the social and legal impact of computer activities. It covers areas such as computer crime, privacy issues, legal codes, risks, vulnerabilities, report writing, case preparation, and courtroom testimony. Through lectures, case studies and presentations, topics related to digital forensic investigation, enterprise security, and prevention of hostile cyber-behaviour, will be covered.

FRSC 710 Quality Management and Accreditation

In forensic science operations, an accredited quality management system ensures integrity and confidence in the results. In this course, students will learn about the concept of quality management and how international standards like ISO 17025 and 17020 prove competence and conformance of crime scenes to courts. Students will explore components of quality management and the accreditation process through class lectures and classroom discussions.

PSGP 711 Statistics and Data Analysis

Statistical analysis is a key to effectively organizing and understanding all the incoming information in a meaningful way. Students are taught descriptive, correlational, and inferential statistics. Students will construct hypotheses using various statistical depictions of essential structures and relationships and test them using standard methods. Lectures, study of statistical problems based on research, practice with statistical software are the methods of instruction and learning used to deliver the course.

QDFP 601 Questioned Document and Fingerprints

Document examination and dermatoglyphics are essential for forgery and personal identification. This course focuses on document examination and comparison, and fingerprint pattern identification. Students will learn about the preservation and development of prints and will understand new automated fingerprint identification systems. A

combined practice of lectures, and laboratory experiments will equip the students to give detailed reports of the questioned document and fingerprint evidence.

QDFP 701 Advanced Questioned Documents

Mastering the skills to identify fraudulent documents is essential in questioned document analysis. Students learn about examinations, comparisons, and analyses of the diverse types of questioned documents and the challenges commonly encountered by document examiners. A combined practice of lectures, and laboratory experiments will equip the students to give detailed reports of questioned document evidence.

PSAP 621 Educational Psychology: Theories, Challenges and Practices

Understanding the complexity behind the process of human learning is essential to optimize students potential and provide them with equal access to knowledge and skills. Students will discover the behavioural, cognitive, and social cognitive views about learning, the role of culture in educational practices, management of special needs cases and acquire efficient teaching strategies.

Co-requisites: PSGP 615

PSAP 717 Principles of Health Psychology

Health promotion and poor health habit prevention is fundamental to increase global awareness and engagement of individual towards somatic and psychological human wellbeing. The student will not only explore the different theories behind health psychology but also apply practical psychological models to address chronic life disorders and bad life habits. *Pre-requisites: PSGP 703*

PSAP 721 Disaster Psychology Issues and Interventions

Understanding the impact of disasters on human mental health is essential for mitigating risks, managing crisis events, and developing strategic intervention plans aimed at protecting not only victims but also first responders. In this course, students will explore various types of disasters, normative and extreme psychological reactions, the distinction between normal and complex grieving processes and early and long-term interventions

PSC0 705 Positive Psychotherapeutic Techniques

Student well-being is at the forefront of a new era in higher education. Positive psychology has demonstrated significant impact, including improved academic performance, increased happiness, and lowered stress.This course ensures that students gain knowledge and expertise in positive psychology interventions and application of the theories and principles to real-world settings.

PSCL 603 Clinical Psychology & Psychological Assessment

Developing advanced knowledge and practicing psychological assessment tools is fundamental to measure and observe a client's behaviour to arrive at a diagnosis and guide. The course introduces the basic concepts of clinical psychology, interview process, various testing methodologies and lays emphasis on ethical issues in psychological testing, cognitive functions and their assessment, aptitude tests, personality tests and projective techniques

PSCL 618 Child and Adolescent psychotherapy

Acquiring knowledge about children and adolescents' psychotherapeutic specificities is fundamental to apply the appropriate assessments and psychological interventions. The students will explore interviews techniques and psychological interventions relevant to this range of age. The students will expand their knowledge of the different steps of psychotherapy, the bounding process and the ethical boundaries encountered with children and adolescents.
Pre-requisites: PSGP 615

PSCL 713 Diagnosis & Psychopathology

Developing knowledge about mental disorders symptomatology is primordial to set appropriate diagnosis and psychological interventions. The students will explore the different steps to diagnosis, the usage of the DSM 5, and the different mental disorders that a person may suffer from. The students will not only develop their expertise about neurodevelopmental, psychotic and mood disorders but also extend their understanding about Obsessional compulsive disorder, anxiety and post-traumatic stress disorder

Pre-requisites: PSCL 603

PSCL 719 Counselling & Psychological Interventions

Counselling is a necessary medium of support for individuals experiencing depression, anxiety, or any other mental health concerns. This course ensures that students gain knowledge and expertise in counselling theories and therapeutic skills. It also orients students, through lab practice, to various interviewing techniques used by a range of mental health professionals.

PSCO 715 Ethics & legal issues in Professional Psychology

Professional ethics provide critical guidance to the forethought of all services in the field of psychology and their application. The students will develop sensitivity to cultural, ethnic and gender specificities and will apply ethical standards in diverse contexts. The students will receive training in the ethical principles governing psychology, which includes upholding confidentiality, obtaining informed consent, maintaining professional boundaries and solving complex issues within this field.

PSGP 601 Theoretical Perspectives in Psychology

Exploring the theoretical and historical framework behind the discipline of psychology is primordial to understand the complexity of its origins and the diversity of its schools and interventions. The students will learn the different perspectives in psychology that help in understanding individual differences and predicting human behaviour such as philosophy, structuralism, functionalism, behaviourism and Gestalt approaches

PSGP 605 Organizational Behavior & Human Resource Practices

Studying human behaviour in a professional setting is primordial to increase organization productivity and prevent mental health disorders. This course discusses fundamental concepts of organizational psychology focusing on leadership, motivation, job satisfaction, human resources management, teamwork, and work-related mental health disturbances

PSGP 607 Cognition Brain and Behavior

Understanding the relationship between brain structures, mental processes and human behaviour is fundamental to optimize human competences and to use innovative technologies in psychological and medical rehabilitation. The students will explore the relationship between attention, perception, memory, learning, language, and the brain structures.

PSGP 613 Research Design and Methods

Research methodology is a key to providing scientific findings, research legitimacy and a detailed plan that helps to keep researchers on track. The formation of testable objectives, experimental design, subject selection, data collection, data analysis and interpretation, and report writing will all be covered along with research methodologies and procedures. The students will explore also how to write a literature review, the different methods of sampling and the different types of variables. This course will emphasize various research techniques and basic statistical approaches for data analysis.

PSGP 615 Theories of Lifespan Development

Developing advanced knowledge in Lifespan Psychology is fundamental to understand the complexity of human beings' biological, emotional, cognitive, and social maturation. The students will explore key theories in developmental psychology along with the different stages of growth from prenatally till death

PSGP 703 Personality and Social Psychology

Acquiring knowledge about personality settings and its inter-connectedness to environment and community is essential to understand human uniqueness and psychological patterns behind social interactions. The course examines psychodynamic models of personality, social cognition, perception, social conflict, harmony, and integration within and across cultural contexts.

PSGP 711 Statistics and Data Analysis

Statistical analysis is a key to effectively organizing and understanding all the incoming information in a meaningful way. Students are taught descriptive, correlational, and inferential statistical methodology. Students will construct hypothesis using various statistical depictions of essential structures and relationships and resolve them using standard methods

23 Glossary of Terms

Academic standing: The current academic performance based on SGPA and CGPA

Academic break: The duration when a student takes a break from an ongoing university session due to academic or personal reasons.

Academic Warning: Students who fail to maintain the required SGPA are given an academic warning.

Academic Dismissal: Dismissal from the University due on academic grounds.

Academic Probation: Students promoted with academic warning are considered to be on academic probation where they can take limited number of credits per semester.

Academic Progression: Semester on semester movement of the students after successful completion of required credits.

Add and Drop: The duration at start of the semester when students can add or drop a course without affecting their GPA.

Bachelors: a Bachelor's degree normally requires at least four but no more than five years of full-time study, with a minimum of 120 semester credits (or equivalent).

Credit Hours: The academic credit provides a basis to measure the amount of engaged learning time expected of a typical student. A credit, or credit hour, is a unit of measurement defining the student's overall effort towards attaining a qualification. For theoretical courses, 1 semester credit equals approximately 1 hour of time in class per week over a semester of 15 weeks or longer. For laboratory/tutorial-based courses, 1 semester credit equals approximately 2 hour of time in class per week over a semester of 15 weeks or longer.

Cumulative GPA: Cumulative grade point average.

Degree: Award at the end of an academic study.

GPA: Grade Point Average

Internship: The term applies to an experience in which a student has a program-related assignment involving attachment to a recognized business, agency or organization.

Transfer: Transfer of credits from other accredited university.

SGPA: Semester Grade Point Average

Conditional Admission: Conditional admission of a student to the university dependent upon the individual successfully completing coursework, or meeting other specified criteria, in order to progress into the full set of courses within the academic program.

Course: A *course* consists of a number of instructional activities over a prescribed period of time. It deals with a single subject and is commonly described by title, number, credits, and expected learning outcomes

Semester: A *semester* is a period of time, typically a minimum of 15 weeks, during the university offers courses. Some courses may be offered in a time-shortened period, often called a *term*, such as a *summer term.*

Major: The *major* is the field of study in which a student specializes at the baccalaureate level.

Elective: Courses which are not compulsory for students. *Electives* may be *free*—selected by the student from any course offerings, or *restricted*—chosen from a pre-determined list of options.

Concentration: A concentration is best thought of as a grouping of courses which represent a sub-specialization taken within the major field of study. For example, a student majoring in 129 biology might have a concentration in genetics, or a student in electrical engineering may have a concentration in telecommunications or instrumentation and control. A concentration may be specified on the student's academic record (transcript) but not on the degree certificate.

AMITY UNIVERSITY DUBAI CAMPUS
P.O. Box 345019
Dubai International Academic City HELPLINE:
800AMITY (26489)/ +971 4 4554 900
www.amityuniversity.ae

Telephone: +9714 4554 900
Fax: +9714 4356 810
Mobile Helpline: +971 55 2305 741, +971 55 215 4941
Admissions: admissions@amityuniversity.ae
General: info@amityuniversity.ae