



Continuing Education Center (CEC)



## Background

CEC extends the university's commitment to lifelong learning and community engagement by offering high-quality educational opportunities tailored to (1) individuals at all stages of their personal and professional journeys, (2) organizations seeking customized corporate training programs for their employees, and (3) the youth and other stakeholders seeking personal and professional development.

CEC draws on the diverse expertise of AUB's faculties to provide non-credit courses, certificates, and diplomas designed to enhance professional competencies and personal growth.

The center also collaborates with corporate and institutional clients in Lebanon and the region to offer programs that address various educational and training needs. Through this, CEC contributes to societal transformation in alignment with AUB's mission of fostering knowledge, leadership, and civic responsibility.

CEC extends its offerings by providing a variety of high-quality assessment and testing services through its state-of-the-art Assessment and Testing Center, designed to meet the needs of students, professionals, and external organizations.

The Continuing Education Center (CEC) at the American University of Beirut promotes AUB's motto "so that they may have life and have it more abundantly" and stands at the heart of AUB's strategic plan in extending the resources of the university into the community by providing high-quality educational opportunities for people of all educational and professional levels.

## Mission

The mission of the Continuing Education Center (CEC) is to provide high-quality, inclusive education and training opportunities that foster lifelong learning, professional growth, and personal development.

Serving the diverse needs of learners in Lebanon, the Middle East, and North Africa (MENA) region, and beyond, CEC is committed to advancing knowledge, enhancing technical and leadership skills, and contributing to the cultural enrichment of individuals.

In alignment with AUB's values, CEC promotes freedom of thought and civic responsibility, equipping learners to engage critically and ethically in their communities.

## Vision

The CEC aspires to be a leading center of excellence that delivers innovative and impactful education and training.

In alignment with AUB's vision, the center aims to prepare learners for leadership roles and to contribute to resilient, just, and relevant societies.

## General Criteria for Admission

Students applying to one of the certificate or diploma programs should submit a secondary school or university certificate. Also, they must score level 4 or above on the CEC English placement test, unless exempted by graduation from an English-speaking university. This requirement does not apply to programs delivered in languages other than English.

An applicant might also be required to report for an interview with the program coordinator.

Students applying for enrollment in the English language courses are required to sit for a placement test given at CEC.

Enrollment in all other courses is generally open to all learners from diverse educational backgrounds, unless stated otherwise.

## Graduation Requirements for Certificate and Diploma Programs

A certificate or a diploma is offered upon the successful completion of all the required courses and the attainment of a minimum grade of 60 over 100 or (D) in each course along with a minimum cumulative average of 70 over 100 (GPA: 2.2). For programs following the Pass/Fail system, students must pass all courses. If the academic requirements change before the students finish a specified program of study, they may follow the new requirements upon the approval of the program coordinator.

## Assessment and Testing Center

### Mission

The Assessment and Testing Center supports AUB's mission of academic excellence by providing a high-quality, secure, and accessible testing environment. The center facilitates a broad range of assessments that contribute to academic and professional development while upholding the highest standards of quality, integrity, and confidentiality.

### Vision

The center aspires to be a regional leader in testing services by continuously enhancing its offerings to meet international standards and the evolving needs of the academic and professional communities. In alignment with AUB's mission, the center strives to create a secure, inclusive, and supportive testing environment for all.

## Services Offered by the Assessment and Testing Center

The Assessment and Testing Center offers a comprehensive range of testing services, including:

- a. Language Proficiency Testing (AUB-EN, AUB-IET, AUB-EET): Language proficiency assessments for academic admission and recruitment purposes.
- b. Writing Placement Testing (WT): Tests to place students into appropriate writing courses within AUB's Communication Skills Program (CSP).
- c. College-Level Skills Testing (Territorium EPP® E-Proficiency Profile): Assessments to measure essential academic skills such as critical thinking, reading, writing, and mathematics.
- d. Testing for International Organizations (British Council: IELTS, ETS: Digital SAT): Globally recognized assessments that enable students to meet international educational and professional standards.
- e. Proctoring Services for Distance Education: Proctoring services for students enrolled in distance education programs from other institutions, ensuring the integrity of remote exams.
- f. AUB Faculty Exams: Secure testing environments for AUB faculty to administer exams for students.

### Facilities

The Assessment and Testing Center is located on the fifth floor of Nicely Hall. The facility includes 192 desks, 120 of which are computer workstations for online exams, and is equipped with surveillance systems to ensure confidentiality and integrity. The environment is designed to be quiet, comfortable, and conducive to focused testing.

## CEC Rules and Regulations

### Student IDs

CEC students are provided with AUB identification cards, which they should carry while on AUB campus. In case the students lose the ID card that they get upon registration, they can get a new one by paying a replacement fee.

### Course Offerings

The updated course listing is posted each term on the CEC website. CEC is under no obligation to offer any of the certificate or diploma courses at all times.

### Course Cancellations

CEC reserves the right to cancel any course due to insufficient enrolment or other unavoidable circumstances. All registrants will be notified, and a complete refund is made automatically.



## Student Withdrawal

For students deciding to withdraw from a course in which they have already registered, fees are refunded according to the CEC refund policy on which the applicant signs. Requests for refunds are not accepted after the third week of classes. Refund checks may take up to four weeks to process.

## Attendance

Attendance of all classes is required. CEC instructors will record attendance at the beginning of each session. Students who are absent for more than one fifth of the number of sessions of a course without valid excuse will not be entitled to a final grade for that course. The students will receive a "W" grade. Late arrivals and early departures are tracked by the class instructor, the result of three unexcused late arrivals and/or early departures will be equivalent to a day of absence. Late arrivals and early departures are recorded if the students arrive 15+ minutes late or leave 15+ minutes before.

## Access to University Facilities

- > Students enrolled in CEC courses are entitled to use the reading facilities at the university libraries but not to check out books.
- > CEC students are not entitled to free access to the Charles Hostler Student Center. Those who wish to join may apply for paid monthly membership.

## Examinations

Final examinations are held within one week of the last class session.

## Repeating a Course

Students are not allowed to register for the same course more than two times.

## Attestations and Transcripts

Attestations are offered to students who are enrolled in CEC courses. Requests for attestations can be submitted to the CEC office and may take up to three working days to be ready. Transcripts are provided by the Office of the Registrar. Students should fill out a request form and submit it to the Office of the Registrar.

## Holidays

The CEC follows the AUB calendar with respect to holidays.

## AUB Rules and Regulations

All students are expected to abide by the rules and regulations of the university.

## Change of Personal Information

Students are encouraged to inform CEC about any changes in their contact information.

## Contact CEC

Continuing Education Center, PO Box 11-0236

Riad El Solh 1107 2020 - Beirut, Lebanon

Phone: +961-1-350000 or 374374, ext.3140

Email: [cec@aub.edu.lb](mailto:cec@aub.edu.lb)

Website: [www.aub.edu.lb/cec](http://www.aub.edu.lb/cec)

Visit CEC: Nicely, 5th floor

## CEC Programs of Study

CEC programs are designed to cater to the personal and professional growth needs of practitioners in a wide variety of areas including business and management, cultural and humanitarian studies, education, fine arts, foreign languages, health care, media, and communication, as well as science and technology.

This section elaborates on the courses offered as part of the requirements towards the professional CEC Certificates and Diplomas as well as non-certificate courses. Certificate and Diploma programs are categorized according to different specialization areas, listed alphabetically under eight different tracks as shown in the following pages.

## Business and Management

### Accounting Studies Certificate

#### Objective

The objective of the accounting studies program is to provide learning opportunities to students who are interested in developing their business career by teaching them accounting principles, preparing of financial statements for different types of business organizations and enhancing their analytical and technical skills for the purpose of using financial data in decision making. Moreover, the program focuses on the relationship between the company's management and the independent auditors, including the legal responsibilities and liabilities for each party.



## Requirements

This program consists of four courses to be completed within two years:

CACT 101	Principles of Accounting I
CACT 201	Principles of Accounting II
CACT 301	Cost Accounting and Control
CACT 302	Auditing

## Associate Project Management Certificate

### Objective

The Associate Project Management program offers participants the opportunity to define, plan, and execute a project no matter how simple or complex it may be. Participants will acquire the tools and knowledge necessary to deliver successful projects, both on time and within budget, while meeting any performance specifications determined from the onset. Students will examine the key skills of a project manager and learn how to develop and apply those skills for project success. Participants will also learn how to create a project schedule, resource plan and budget, and how to monitor and evaluate a project to manage time, cost, scope, and resources effectively.

### Requirements

This program consists of four courses to be completed within two years:

CPRM 102	Emotional Intelligence and Project Leadership
CPRM 103	Project Schedule Management
CPRM 104	Project Stakeholder Engagement and Management
CPRM 216	Project Risk Analysis and Mitigation

## Aviation Management Certificate

### Objective

The objective of this program is to provide participants with thorough grounding in aviation-related topics which are management, operation, and regulation. The courses are carefully selected to equip the participants with the skills required to pursue a successful career in various sectors of the aviation industry.

## Requirements

This program consists of four courses to be completed within two years:

CAVM 101	Air Transport Fundamentals
CAVM 102	Aviation Policy and Regulation
CAVM 103	Aviation Operations Management
CAVM 104	Aviation Safety Management Systems

## Essentials of Business Certificate

### Objective

The objective of this program is to provide learning opportunities in selected aspects of business with emphasis on modern developments. Some who may consider enrolling in individual courses to continue their professional development will be given attestations of completed courses.

### Requirements

The program consists of the following six courses to be completed within three years:

CACT 101	Principles of Accounting I
CMKT 101	Principles of Marketing
CECN 101	Introduction to Economics
CMGT 101	Principles of Management
CECN 301	Money and Banking
CFIN 101	Principles of Finance

## Financial Management Certificate

### Objective

The objective of this program is to introduce participants to the process of financial decision-making to serve various business objectives in different settings. The program enables participants to deal with financial decisions facing businesses, household savers, and institutional and individual investors. Participants cover the areas of financial management, financial reports, security analysis, and banking activities.



## Requirements

The program consists of the following four courses to be completed within two years:

CFIN 101	Principles of Finance
CFIN 301	Financial Statements Analysis
CFIN 302	Investment Analysis
CFIN 303	Commercial Banking

## Human Resource Management Certificate

### Objective

The objective of this certificate is to offer instruction on practical, current issues in the human resource field for professional development. Increasingly, companies in Lebanon realize that a motivated, appropriately selected, trained, appraised, and compensated workforce is critical to improving company financial performance and success. Human resource professionals facilitate this process through effective management of human resource issues.

### Requirements

The Human Resource Certificate requires successful completion of four core courses to be completed within two years:

CHRM 101	Overview of Human Resource Management
CHRM 201	Workforce Planning and Staffing
CHRM 202	Total Compensation and Benefits
CHRM 203	Employee Training and Development

## International Commercial Arbitration Certificate

### Objective

This program is intended for lawyers, engineers, contractors, legal directors, corporate counsels from companies involved in international commercial arbitration, professionals and academics aiming for a career or to expand their knowledge in international commercial arbitration. The course will examine arbitration law and practice from a comparative, multi-jurisdictional perspective, and focuses on the theoretical and practical aspects of modern international commercial comparative arbitration.

## Requirements

The program is composed of four courses to be completed in two years.

CABT 205	Central Aspects & Agreement to Arbitrate
CABT 206	Arbitral Tribunal, Jurisdiction, Powers, and Process
CABT 207	Applicable Laws of Arbitration
CABT 208	Arbitral Award

## Leadership Skills Certificate

### Objective

This program highlights the essential skills and traits required for future leaders on the social and professional levels. It will help participants stretch their leadership potential and develop their personal abilities and skills. In addition, the program will enable participants to assess their areas of strengths and weaknesses, design personal development plans, and craft effective strategies to achieve their short and long-term goals.

### Requirements

The program is composed of four courses to be completed within two years:

CLDS 100	Introduction to Leadership Skills
CLDS 102	Mindfulness for Leadership Excellence
CLDS 206	Leading Teams for Greater Performances
CLDS 207	Organizational Change and Development

## Marketing Management Certificate

### Objective

The objective of this program is to provide participants with an understanding of the marketing-management process. The basic components of marketing, such as consumer behavior, marketing research, product distribution, promotion, and price planning will be emphasized.



## Requirements

The program consists of the following four courses to be completed within two years:

CMKT 101	Principles of Marketing
CMKT 202	Marketing Research
CMKT 301	Marketing Communications and Advertising
CMKT 302	Sales Management

## Office Management Certificate

### Objective

The objective of this program is to develop efficient executive secretaries to facilitate the complex and demanding jobs of today's executives.

### Requirements

The program consists of the following four courses to be completed within two years:

CBUS 101	Introduction to Business
CBUS 102	Business English
CBUS 202	Office Procedures and Routines
CBUS 203	Office Automation

## Project Management Certificate

### Objective

Managing projects has become one of the most important characteristics of modern organizations. This serves to focus responsibility and authority to achieve the organizational goals and retain better control, coordination, communication, and customer relations. This certificate program provides participants with the ability to achieve these objectives via effective project management. Participants will master: (i) leadership and communication skills, (ii) project scheduling and cost control principles, (iii) stakeholders categorizing and managing and (iv) risk identification and mitigation.

## Requirements

This program consists of the following four courses to be completed within two years:

CPRM 202	Project Leadership and Communication
CPRM 203	Project Management Scheduling and Control Tools
CPRM 204	Project Stakeholder Management
CPRM 316	Project Risk Management

## Aviation Management Diploma

### Objective

This diploma program equips participants with the skills required to pursue a successful career in various sectors of the air transport industry including airlines, airport companies and authorities, civil aviation departments, and air transport consultancies. The program provides the managerial and practical skills required to assist the participants to become more valuable employees or potential employees to international aviation businesses.

### Requirements

The diploma program consists of ten courses divided over two parts which include the Aviation Management Certificate (four courses) plus the diploma focus (six courses). The following are the diploma focus courses to be completed within three years:

CAVM 201	Aviation Strategic Management
CAVM 202	Air Transport Economics
CAVM 203	Aviation Marketing
CAVM 301	Airport Design and Master Planning
CAVM 302	Airline Business Management
CAVM 303	Research Methods and Forecasting in Aviation

# Human Resources Management Diploma

## Objective

This diploma program provides a comprehensive overview of HRM roles and responsibilities in the workplace from a strategic perspective. It fosters and develops the participants’ professional expertise and competencies. This diploma program involves an intensive education program using traditional classroom instruction, hands-on case studies, and executive presentations.

## Requirements

This program consists of the following eight courses to be completed within four years:

CHRM 101	Overview of Human Resource Management
CHRM 201	Workforce Planning and Staffing
CHRM 202	Total Compensation and Benefits
CHRM 203	Employee Training and Development
CHRM 301	Managing Human Behavior in Organizations
CHRM 302	Managing the Employment Relationship
CHRM 401	Strategic Management
CHRM 402	Advanced Topics in Human Capital Management



# Marketing Management Diploma

## Objective

The objective of this diploma is to provide an advanced and comprehensive overview of marketing from basic to strategic. The components of marketing, such as consumer behavior, sales management, marketing communication, marketing research, market segmentation, and strategic marketing planning will be emphasized.

## Requirements

The program consists of the following eight courses to be completed within four years:

CMKT 101	Principles of Marketing
CMKT 202	Marketing Research
CMKT 301	Marketing Communications and Advertising
CMKT 302	Sales Management
CMKT 401	Services Marketing
CMKT 402	Public Relations
CMKT 403	Consumer Behavior
CMKT 404	International Marketing

## Non-Certificate Business and Management Courses

### **CCRM 201 Customer Relationship Management 25 hrs.**

This course highlights the importance of a customer to the success of any business and discusses the cost of acquiring and/or retaining a customer and the evaluation of the monetary value of a customer. The training also covers the main business challenges that companies face at present, and how CRM helps them address such challenges. This is followed by a detailed discussion of CRM, including implementation strategies, improvement of customer satisfaction / retention, and company profitability.

### **CEVP 101 Event Planning 30 hrs.**

This course is designed to provide the necessary knowledge and skills an event planner should acquire. It focuses on the fundamentals of event planning, the communication process, and event branding and marketing. The course includes organizing and planning actual events taking place on AUB campus.

### **CIPE 201 Business Protocol and Etiquette 30 hrs.**

This course teaches students how to greet people, converse with them, understand their business and management styles while respecting their cultural attitudes. Topics include: first impressions and networking skills, dressing for success, communication at its best, business lunching and dining etiquette, hosting business potentials, and mastering business meetings.

### **CLDS 101 Leadership Skills 30 hrs.**

The objective of this course is to introduce participants to the essential skills needed to be successful leaders. Participants will be able to determine their leadership qualities and personal responsibilities style. They will also understand their responsibility in developing further as leaders. Participants will learn how to set, evaluate, and follow up on short and long-term objectives. The teacher of this course will use a practical approach emphasizing exercises, discussion, group work, and practical experience. A pre-test will be given at the beginning of the course and a post-test at the end so that participants will be able to evaluate their leadership skills and plan for improvement.

### **CLDS 201 Emotional Intelligence 30 hrs.**

This course is designed to help participants understand the relationship between emotions and decision-making and their role in developing their own emotional intelligence. The course focuses on the importance of emotional intelligence to our health and leadership qualities. Participants will learn to identify their emotions, express themselves clearly, and understand others. They will also learn how to motivate themselves and others, and how to plan for self-management in order to achieve higher emotional intelligence.

### **CLDS 205 Training of Trainers on Elementary Leadership Skills 30 hrs.**

The main objectives of this course are to introduce participants to the essential skills needed for a successful Trainer, and to help them plan implement and evaluate one training course on Elementary Leadership Skills. Main topics include characteristics of a successful training program, research methods for training needs assessment, structure of a training program, managing training problems, characteristics of a successful trainer, and importance of leadership training in development.

### **CMKT 501 E-Commerce Management 30 hrs.**

In this course and through a hands-on approach, students will learn how to develop, market, and manage an e-commerce business. Students' personal laptops are required.

**CNAP 201 Certified Nonprofit Accounting Professional 20 hrs.**

Initiated and developed through the National Association of Nonprofit Accountants and Consultants (NPAC), CNAP is the gold standard training for nonprofit financial professionals. CNAP is a turnkey training program that offers professional certification to nonprofit finance office staff. CNAP is now offered in the Middle East by Wegner CPAs, based in the US. The seminar covers practical skills that can be immediately applied to day-to-day operations, including financial reporting, internal controls, budget development, and governance. The seminar prepares participants to sit for the international exam and acquire the CNAP certification.

**CPRM 200 The Certified Associate in Project Management 25 hrs.**

This course provides junior project managers with the basic knowledge and preparation required to pass the CAPM certification exam. It follows the outline of the Project Management Body of Knowledge (PMBOK). Each topic is introduced and discussed, with emphasis on the Inputs-Processes-Tools and Techniques-Outputs structure outlined in the PMBOK. This course is approved for credit (25 PDUs) by the Project Management Institute.

**CPRM 300 Project Management Professional Course 35 hrs.**

This course introduces senior project managers to the science of Project Management and how it applies to their business; and refreshes the knowledge of those who want to sit for the PMP exam. The basic elements of project management will be discussed: PMP logistics, integration management, project scope management, project time management, cost management, quality management, human resource management, communication, risk, procurement, and professional responsibility. Each topic is introduced and discussed with emphasis on the Inputs-Processes Tools and Techniques-Outputs structure outlined in the PMBOK. This course is approved for credit (35 PDUs) by the Project Management Institute.

**CSTM 201 Stress and Time Management 25 hrs.**

This course is designed to improve the students' productivity and job satisfaction by developing their understanding of the causes and consequences of stress in their work environment. Students will also learn time management strategies such as workload planning and task prioritization. The course includes case studies, real-life examples, and practical sessions.

**CSSK 100 Soft Skills 30 hrs.**

This soft skills course is designed to equip students with essential competencies for academic excellence and personal growth. Covering a variety of topics such as Emotional Intelligence, Career Guidance, Effective Communication, Time and Stress Management, Presentation Skills, Teamwork, Management Skills, Conflict Resolution, Leadership, and Cultural Diversity, each module aims to enhance students' interpersonal skills, strategic thinking, and adaptability in diverse environments. Through a series of focused, 3-hour sessions, students will be prepared to navigate the complexities of both their academic and future professional lives efficiently.

# Cultural and Humanitarian Studies

## International Relations and Diplomacy Certificate

### Objective

The objective of this program is to provide participants with an in-depth understanding of the theory and practice of international relations within the contemporary interdependent world, while placing a particular emphasis on cultural diplomacy within this framework.

### Requirements

This program consists of five courses to be completed within two years:

CCDC 101	International Relations and Diplomacy
CCDC 201	Global Governance and Diplomacy
CCDC 202	Conflict Zone Mediation
CCDC 203	Sustainable Development and the Global Markets
CCDC 204	Cultural Diplomacy by the Arts, Music, and Cinema

## Humanitarian Certificate

### Objective

This certification, in collaboration with DisasterReady, will introduce the Core Humanitarian Principles and Standards as a framework to support local organizations in establishing internal emergency response systems, improving the quality of response, and fostering collaboration. This is a blended certificate; courses are given online and in-person. Face-to-face classes are provided at AUB and the online self-study courses are available free of charge on DisasterReady. For instructions on how to access the online courses, please refer to the DisasterReady Guide.

### Requirements

This program consists of four courses to be completed within two years:

CHMN 201	Principles and Standards of Humanitarianism
CHMN 202	Safety, Security and Staff Care
CHMN 203	Humanitarian Programming
CHMN 204	Humanitarian Leadership and Operations



# Education

## Coaching for School-Based Improvement Certificate

### Objective

This program provides training for individuals to become coaches who train school teams on how to lead school-based improvement founded on TAMAM's research-based approach that is customized and grounded in the context of the Arab Region. This program prepares the coaches to acquire the needed skills and competencies to provide continuous guidance and support for the school teams while being coached on TAMAM eleven competencies, skills related to the school improvement journey, and the attitudes required to sustain their commitment to lead school-based improvement. Moreover, this program prepares the coaches with the appropriate approach to monitor the work of the school teams and to provide them with adequate support. The approach also prepares the coaches with the skills to negotiate with the administrators of schools to urge them to provide the teams with supportive conditions that sustain their commitment to engage in TAMAM activities and facilitate their work on leading the school-based improvement even after the gradual withdrawal of the coaches. The Program is based on international literature related to educational leadership and school improvement but is designed to fit the context of the Arab Region and is presented in Arabic Language.

### Requirements

The program consists of the following four courses:

CEDU 217	Principles of School Improvement
CEDU 218	Building Capacity to Lead Change
CEDU 219	The School Improvement Journey
CEDU 220	Coaching Roles and Responsibilities

## Early Childhood Education Certificate

### Objective

The purpose of this certificate is to expose practitioners and prospective teachers in various Early Childhood Education contexts to both theoretical and practical knowledge regarding current trends in early childhood education, child development and teaching, and practices in the field. It also aims to develop the related skills for better performance. New educational programs and approaches are explored in light of findings of new brain research regarding how children learn and develop. The implications for appropriate practices are studied in various areas which include curriculum, methods of instruction, classroom management, parental involvement, and the changing role of the teacher. Special emphasis is placed upon the inquiry method and the development of creative and critical thinking.

### Requirements

The program consists of the following four courses to be completed within two years:

CECE 201	Trends in Early Childhood Education
CECE 202	Developmentally Appropriate Practices in the EC Classroom
CECE 203	Curriculum and Planning in Early Childhood Education
CECE 204	Managing the Early Childhood Classroom

## Life Centered Education Certificate

### Objective

This certificate aims to provide youth and adults with intellectual disabilities with an inclusive university based educational and career guidance program that responds to their needs and prepares them for career attainment. Its courses address subject matters in a variety of life skill courses in addition to computer skills, art and music therapy, and internship hours in selected business platforms. The certificate's program offers knowledge and skills for students to be effective, independent productive individuals in careers that are best suited to their likes and strengths.

### Requirements

The program is composed of the following courses:

CLCE 110	Daily Living Skills I
CLCE 111	Daily Living Skills II

CLCE 112	Self Determination and Interpersonal Skills I
CLCE 113	Self Determination and Interpersonal Skills II
CLCE 114	Functional Math I
CLCE 115	Functional Math II
CLCE 116	Computer Skills I
CLCE 117	Computer Skills II
CLCE 118	Employment Skills I
CLCE 119	Employment Skills II
CLCE 200	Daily Living Skills III
CLCE 201	Daily Living Skills IV
CLCE 202	Self Determination and Interpersonal Skills III
CLCE 203	Self Determination and Interpersonal Skills IV
CLCE 206	Computer and Expressive Arts III
CLCE 207	Computer and Expressive Arts IV
CLCE 208	Functional Math III
CLCE 209	Functional Math IV
CLCE 210	Employment III
CLCE 211	Employment IV
CLCE 300	Daily Living Skills V
CLCE 301	Daily Living Skills VI
CLCE 302	Self Determination and Interpersonal Skills V
CLCE 303	Self Determination and Interpersonal Skills VI
CLCE 306	Computer and Expressive Arts V
CLCE 307	Computer and Expressive Arts VI
CLCE 308	Functional Math V

CLCE 309	Functional Math VI
CLCE 310	Employment Skills V
CLCE 311	Employment Skills VI

## Non-Certificate Education Courses

### **CEDU 200 Leading School-based Improvement 20hrs**

This course is an introduction to TAMAM's Capacity-Building Program that aims to prepare educators to lead sustainable school-based improvement. The Program is based on international literature related to educational leadership and school improvement but is designed to fit the context of the Arab Region and is presented in Arabic Language. This course aims at introducing the educational theoretical background for sustainable school-based improvement and the needed principles and strategies to lead improvement. The course describes the characteristics of self-renewing schools, the educator who leads improvement, and the profile of the students we aspire to graduate. The course explains the knowledge, skills, and attitudes that educators need to become agents of change in their educational institutions. It also presents the steps followed to launch an innovative intervention, and the procedure to design, implement and evaluate an improvement project, which are referred to as "TAMAM School Improvement Journey." The course also discusses the challenges that could face the launching of school-based improvement and suggests strategies to overcome these challenges using the leadership competencies and skills for based-improvement. In this course, the participants will engage in interactive activities and reflections that help them understand the nature of the process of leading school-based improvement.

### **CSAT 200 English and Math for SAT 48 hrs.**

This course aims to familiarize students with the English and the mathematical and reasoning components of the Scholastic Aptitude Test (SAT). It helps them practice their English language skills and vocabulary and basic math and reasoning skills.

### **CSAT 201 English for SAT 24 hrs.**

This course aims to familiarize students with the English component of the Scholastic Aptitude Test (SAT). It helps them practice their English language skills and vocabulary.

### **CSAT 202 Math for SAT 24 hrs.**

This course aims to familiarize students with the mathematical and reasoning components of the SAT test. It reviews mathematical concepts and helps students practice their basic math and reasoning skills.



## Fine Arts

### Arabic and Oriental Music Studies (Instrument) Certificate

#### Objective

Provide a large diverse public (different ages and generations) with no previous musical knowledge, a basic appreciation and practice of Arabic and Oriental Music in its various aspects: theory, history, voice, and instruments: wind, string, and percussion.

#### Requirements

CMUS 106 I	Oriental Music Instrument: Theory and Practice I
CMUS 107 I	Oriental Music Instrument: Theory and Practice II
CMUS 203 I	Oriental Music Instrument: Theory and Practice III
CMUS 204 I	Oriental Music Instrument: Theory and Practice IV

### Arabic and Oriental Music Studies (Voice) Certificate

#### Objective

Provide a large diverse public (different ages and generations) with no previous musical knowledge, a basic appreciation and practice of Arabic and Oriental Music in its various aspects: theory, history, voice and instruments: wind, string, and percussion.

#### Requirements

CMUS 103 V	Theory and Practice of Voice I
CMUS 104 V	Theory and Practice of Voice II
CMUS 201 V	Voice for Oriental Singing: Theory and Practice I
CMUS 202 V	Voice for Oriental Singing: Theory and Practice II

## Interior Design Certificate

### Objective

The Interior Design Certificate Program equips students with the methods and skills needed to temper the urgent problems generated by a rapidly growing demography and to create a friendly urban environment. The courses will address the different types of living spaces, the different concepts of interior design, and the different methods for combining aesthetic factors with cost and functional concerns. Graphic illustrations, sketches, case studies, AutoCAD, and real models are used.

### Requirements

The program consists of four courses:

CINR 101	Basic Skills for Interior Design
CINR 102	Elements and History of Design Styles
CINR 201	AutoCAD for Interior Designers
CINR 202	Practice of Interior Design

## Oriental Orchestral Performance Certificate

### Objective

The certificate aims to prepare musicians with existing foundational proficiency in solo instrument play for the comprehensive development of orchestral teamwork. The program emphasizes collective musical performance, focusing on synchronization techniques and harmony required within an ensemble. Through practice on a rich cultural heritage, students will acquire interpretation methodologies that incorporate prominent rhythmic patterns, specifically: (Douroub Iqaiyya - ضروب إقاعيّة) and the nuances of Oriental Melodic Modes (Maqamat شرقية - مقامات شرقية).

### Requirements

The program consists of four courses:

CMUS 321 O	Oriental Orchestral Performing: Theory and Practice I
CMUS 322 O	Oriental Orchestral Performing: Theory and Practice II
CMUS 323 O	Oriental Orchestral Performing: Theory and Practice III
CMUS 324 O	Oriental Orchestral Performing: Theory and Practice IV

## Arabic and Oriental Music Studies Diploma

### Objective

This course provides a large diverse public (different ages and generations) with no previous musical knowledge and a basic appreciation and practice of Arabic and Oriental Music in its various aspects: theory, history, voice, and instruments: wind, string, and percussion. Holders of the diploma will be at the level of music performers within an ensemble.

### Requirements

Students should complete one of the certificate music programs and the following courses:

CMUS 301 V	Voice for Oriental Music: Theory and Practice III
CMUS 302 V	Voice for Oriental Music: Theory and Practice IV
CMUS 303 I	Oriental Music Instrument: Theory and Practice V
CMUS 304 I	Oriental Music Instrument: Theory and Practice VI
CMUS 305	Oriental Music Ensemble Practice I
CMUS 306	Oriental Music Ensemble Practice II

# Interior Design Diploma

## Objective

This diploma program equips students with the methods and skills needed to temper the urgent problems generated by a rapidly growing demography and to create a friendly urban environment. The courses will address the different types of living spaces, the different concepts of interior design, and the different methods for combining aesthetic factors with cost and functional concerns. Graphic illustrations, sketches, case studies, AutoCAD, and real models will be used.

## Requirements

This program consists of the following eight courses to be completed within four years:

CINR 101	Basic Skills for Interior Design
CINR 102	Elements and History of Design Styles
CINR 103	Drawing and Rendering for Interior Spaces
CINR 201	AutoCAD for Interior Designers
CINR 202	Practice of Interior Design
CINR 203	Technical Detailing and Executing Drawing
CINR 301	Advanced Interior Architecture Project
CINR 302	Supervised Research Project



## Non-Certificate Fine Arts Courses

### **CINR 303 Digital Rendering for Interior Designers 24 hrs.**

This course concentrates on transforming the technical drawings into client friendly, readable and attractive presentations. It teaches students who already know AutoCAD how to transfer CAD drawings into color rendered images using both AutoCAD and photoshop programs.

### **CART 101 Introduction to Arts Policy and Management 36 hrs.**

This course introduces the main concepts related to arts policy and management, giving an overview of the fundamentals of arts policy as well as essential concepts related to third sector arts and cultural organizations management.

### **CART 201 History of Arts 36 hrs.**

This course is an introduction to the art of the twentieth century. It focuses on the approaches and methodologies used in the Dadaist and the Surrealist movements in visual art and literature. The course covers the sources and influences of the major artists. Styles and movements of this period are closely examined. Emphasis is on discussion of pioneering attitudes, theories, and concepts of the art world with topics ranging from a focus on artists and media, art politics, and various thematic concerns. Seminars, workshops, and lectures diversify the course.

### **CDRW 101 Life Drawing I 36 hrs.**

This course concentrates on "seeing" and rendering with pencil and charcoal. Special emphasis is placed on still life taken from nature and landscapes.

### **CMUS 100 Basic Sight Reading and Solfeggio I 15 hrs.**

This course is an introduction to basic notation reading skills needed in performance practice. The course is the first of two courses designed to bring students up to the basic level needed to perform in a monophonic choir. This course includes solfeggio and rhythmic exercises. Students are expected to have good listening skills and to keep up with the schedule. Students who are willing to enroll will have to pass an ear test with the instructor. The course could be waived with the recommendation of the instructor if the student has prior knowledge of music notation and sight reading.

### **CMUS 101 History and Appreciation of Oriental Music I (Antiquity - 19th century) 25 hrs.**

This course is a survey of the practice and theories of music in West Asia and the Eastern Mediterranean from Antiquity till the late 19th century, with a focus on the Mashriq. Readings and recordings are used to illustrate the important styles, forms, modes, rhythms, and instruments. Music is studied as part of the wider social, political, economic, and cultural context. The course highlights the role of cultural exchange in influencing the development of music practice and theory.

### **CMUS 102 History and Appreciation of Oriental Music II (19th and 20th century) 25 hrs.**

This course is a survey of the practice and theories of music in Egypt and the Mashriq. Readings and recordings are used to illustrate the select case studies. Music is studied as part of the wider social, political, economic, and cultural context, with a particular focus on the concept of heritage and nation building. The course highlights the role of composers and practitioners, and the impact of recordings, radio, television, and music festivals.

**CMUS 105 Digital Audio Course 25 hrs.**

This course shows students how to create music using computers, keyboards, and industry-standard audio software. It deals with notation software such as Sibelius or Finale, and as well as sampling and MIDI recording and arranging software such as Cubase or Logic. Besides general topics in music notation, and software use, the course will cover the basics of recording and audio editing.

**CMUS 200 Basic Sight Reading and Solfeggio II 15 hrs.**

This course is an introduction to basic notation reading skills needed in performance practice. The course is the second of two courses designed to bring students up to the basic level needed to perform in a monophonic choir. This course includes solfeggio and rhythmic exercises as well as dictation and ear training. Students are expected to have good listening skills and to keep up with the schedule. The course could be waived with the recommendation of the instructor if the students have prior knowledge of music notation and sight reading.

**CSKT 101 Sketching 36 hrs.**

In this course, students will learn how to execute a free hand drawing that is not intended as a finished work. They will be introduced to perspective, proportions, scales, and composition.

## Foreign Languages

### English Language

Courses are offered at all levels from beginners to advanced with emphasis on communication competence. Students who complete Level 7 are often able to pass the AUB-EN. Each student's level is determined by a placement test given to all new applicants before the session begins.

CENG 101	English Language Level 1	42 hrs.
CENG 102	English Language Level 2	42 hrs.
CENG 103	English Language Level 3	42 hrs.
CENG 104	English Language Level 4	42 hrs.
CENG 105	English Language Level 5	42 hrs.
CENG 106	English Language Level 6	42 hrs.
CENG 107	English Language Level 7	42 hrs.

### اللغة الإنجليزية

المستوى: الأول حنت السابع.

الدوام: الخامسة والنصف حنت الثامنة والنصف مساء.

دورة مكثفة في اللغة الإنجليزية تهدف ابل تمكني المشتركني فيها من أصول اللغة في القراءة والكتابة والقواعد والمحادثة، وهي تشمل عدة مستويات يوزع الطالب فيها وفقا لمدى إلمام كل منهم بها.

تحدد مستويات الطالب بناء عل نتائجهم في امتحان خاص للتصنيف يجرى قبل إتمامهم عمليات التسجيل للدورة.

## English Language

### **CENG 201 Conversational English 36 hrs.**

This course offers students the opportunity to speak in formal and informal situations. Throughout the course, students will participate in discussions, group activities, and simulated role-playing. They will also give and evaluate presentations.

### **CENG 202 Creative Writing 30 hrs.**

This course provides participants with the opportunity to apply and extend their creative writing skills in a workshop setting through a series of directed writing activities and in-class discussions. Genre-specific writing will be addressed allowing participants to pursue specific interests in writing fiction, creative non-fiction, memoir, and/or poetry. Developing voice and revision will be important components of this course. Participants will also learn how to prepare a piece of writing for publication and will examine the publishing opportunities available to writers.

### **CENG 203 Public Speaking 42 hrs.**

This course focuses on the fundamentals of oral communication which involves preparation and presentation of conventional forms of public address, such as expository and persuasive speaking. Emphasis is placed on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating different types of oral presentations. Prerequisite: CENG 107 or equivalent.

### **CENG 204 Communication Skills 36 hrs.**

This course is designed to teach participants different communication techniques and skills in the areas of time management, note-taking, proofreading, editing and copywriting of business, medical, legal, journalistic, and economic texts and writings. Participants will practice their communication skills by listening to lectures and dialogues among professionals. They will also write, edit and proofread various documents, abstracts, and short papers, and will learn to present orally using the latest technology. Prerequisite: CENG 106 or equivalent.

### **CENG 205 Basic English for Law 48 hrs.**

This course helps lawyers, law school professors, law school students, contractors, paralegals, business professionals and other legal professionals with an interest in learning the legal English to improve their legal English language skills and master the legal terminologies, phrases, collocations, and structures. It intends to teach the participants the language of law while learning about the Lebanese and the American judicial systems.

### **CENG 206 Business English Communication Skills 72 hrs.**

This course will primarily be developing students' communication skills in working life and will be developing their vocabulary and knowledge of an integrated use of tenses and forms in the business world. Students will develop their ability to use questions and answers in real-life situations such as formal and/or informal meetings. They will also develop discussion skills using appropriate tenses and common expressions conveniently, which will enable them to be confident in social encounters. Students will be able to use correct English in authentic business settings, including, but not limited to, written communication, through networking by phone, and in face-to-face situations. Applicants eligible for this course must have a score of 29 on the AUB-EN; otherwise, candidates will sit for a placement test at the CEC.

## Arabic Language

### **CARB 204 Arabic for Foreigners I 42 hrs.**

This course offers a departure from traditional Arabic programs in its integration of colloquial Arabic with Modern Standard Arabic (MSA) in a way that reflects the use of the language by native speakers. In everyday situations, Arabs communicate in the colloquial and use MSA for reading, writing, and formal speech. This course begins with spoken Arabic and uses it for ordinary conversation throughout the course and gradually integrates MSA through graded reading selections. Emphasis is on real communication and on developing proficiency in the language by using it in meaningful contexts rather than on the study of grammar.

### **CARB 205 Arabic for Foreigners II 42 hrs.**

This course is a continuation of CARB 204 through the extensive use of graded materials on a wide variety of topics. Special attention is given to developing native-like pronunciation and to grammatical accuracy. The focus will be on encouraging fluency and facility in understanding the language and communicating ideas in it. In addition to building on the linguistic foundation, the course continues the practice of introducing students to the Arab society, history, and culture using folk tales, songs, poems, and short stories depicting different aspects of Arab life and culture.

## Other Languages

### **CFRN 101 French I 36 hrs.**

This course provides students with the chance to use the language in familiar contexts both orally and in writing. In Level One, the emphasis is on conversations using basic structures.

### **CFRN 102 French II 36 hrs.**

This course provides students with the chance to use the language in familiar contexts both orally and in writing. In Level Two, the students will be able to read and write simple texts.

### **CGER 101 German I 36 hrs.**

In this course, students will learn basic vocabulary and sentence formation that will enable them to participate in simple conversations.

### **CGER 102 German II 36 hrs.**

In this course, students will learn the basics for writing and conversing in a more professional way. Prerequisite: German I.

### **CHNS 101 Chinese I 36 hrs.**

This course provides students with basic working knowledge of Chinese (Mandarin). The course exposes beginners to Chinese Pinyin (spelling with one tone), Chinese characters, Chinese grammar, commonly-used sentence structures, and simple situational dialogues.

### **CHNS 102 Chinese II 36 hrs.**

This course is a continuation of Chinese I. Students will learn more characters, grammar, sentence structures, and dialogues; and they will practice simple applied writing. Prerequisite: Chinese I.



**CITL 101 Italian 36 hrs.**

This course provides students with a basic knowledge of Italian and foundation for speaking, reading, and writing the language.

**CSPN 101 Spanish I 36 hrs.**

This course is designed to provide students with a basic knowledge of Spanish, both of its conversational form and of the elementary grammatical structure. By the end of the course, student will be able to engage in simple conversation, read short articles, and write letters and simple compositions.

**CSPN 102 Spanish II 36 hrs.**

This course aims to enhance students' skills of speaking, listening, reading, and writing. Students who complete this course should be able to communicate in a more professional way. Prerequisite: Spanish I.

## Health Care

### Child and Adolescent Mental Health in Humanitarian Settings in the Middle East (CAMH) Diploma Program

#### Objective

The Diploma in Child and Adolescent Mental Health (CAMH) in Humanitarian Settings in the Middle East is a 12-month postgraduate academic program, delivered in Arabic and online, addressed to mid to senior-level professionals from the Health, Education, Social Welfare, and Mental Health and Psychosocial Support (MHPSS) sectors who wish to strengthen their expertise in CAMH.

The CAMH Diploma aims to strengthen the availability, accessibility and quality of Mental Health and Psychosocial Support (MHPSS) interventions provided to children and young people living in contexts of adversity, conflict and displacement across the Middle East and North Africa (MENA) region, by building the capacity of professionals to provide a range of MHPS supports to children and adolescents, from mental health promotion and prevention, to evidence-based psychological and psychosocial interventions.

The CAMH Diploma aligns with international standards, guidelines and best practices that guide MHPSS interventions and programs, while also providing students with knowledge that is contextualized and culture-specific. It focuses on the competencies needed to implement a range of person-focused, evidence-based MHPSS interventions for children and adolescents in humanitarian and development settings, and aims to strengthen core functions in MHPSS service provision: from risk assessment to developing and applying an intervention plan, within an applied ethical and human rights framework.

#### Requirements

The CAMH diploma program consists of eight courses:

CAMH 201	Child and Adolescent Mental Health and Wellbeing in a Socio-Ecological Perspective
CAMH 202	Child Development: strengths and challenges
CAMH 203	Screening and Assessment in Child and Adolescent Mental Health
CAMH 204	Ethics and Human Rights in Practice
CAMH 301	Evidence-Based Interventions and Contextual Adaptations
CAMH 302	Competency-based course - Working with Children and Adolescents (individuals)
CAMH 303	Competency-based course - Working with Children and Adolescents (groups)
CAMH 304	Working with Caregivers, Families and Communities

# Media and Communication

## Journalism Certificate

### Objective

This certificate offers a comprehensive insight into the theories and practices of journalism in the digital era. Its courses address a variety of areas, including media law, ethics of reporting, digital storytelling, visual media production, investigative journalism, mobile reporting, cyber activism, in addition to other relevant fields in modern journalism. The certificate's program aims to advance the participants' skills and capabilities when reporting on multimedia platforms.

### Requirements

The program is composed of four courses in journalism.

CJRN 201	Media Law and Ethics
CJRN 202	Investigative Journalism
CJRN 203	Mobile Reporting
CJRN 204	Multimedia Journalism

## Strategic Communication Certificate

### Objective

This certificate provides an overview of strategic communication skills and requirements in traditional media, social media, as well as corporate sector institutions. The courses address topics that range from interpersonal communication skills, public speaking, public relations, campaigning, image production, branding, in addition to variety of advertising and marketing techniques. The certificate aims to boost the participants' capabilities in terms of constructing, packaging, promoting, and selling ideas in competitive marketplaces.

### Requirements

This program consists of four courses in strategic communication:

CSTC 201	Public Relations
CSTC 202	Communication Campaigns
CSTC 203	Corporate Identity and Branding
CSTC 204	Interpersonal Communication

# Journalism and Strategic Communication Diploma

## Objective

The certificate offers a comprehensive insight into the practices of journalism in the digital age. The courses address a wide range of issues related to media ethics, digital storytelling, visual media production, investigative journalism, mobile reporting, in addition to other relevant fields in journalism. Through its diverse topics, rigorous content and interactive exercises, the program aims to advance the participants' skills and expertise when creating content for multimedia platforms.

## Requirements

The program is composed of eight courses: four in journalism, and four in strategic communication. In other words, to complete this diploma program, students must complete the Journalism certificate and the Strategic Communication certificate.

CJRN 201	Media Law and Ethics
CJRN 202	Investigative Journalism
CJRN 203	Mobile Reporting
CJRN 204	Multimedia Journalism
CSTC 201	Public Relation
CSTC 202	Communication Campaigns
CSTC 203	Corporate Identity and Branding
CSTC 204	Interpersonal Communication

## Science and Technology

### Mobile Application Development Certificate

#### Objective

The objective of this certificate is to teach students the skills needed to advance in a career of mobile application design and development.

#### Requirements

This program consists of four courses to be completed within two years.

CMAD 200	Developing Hybrid Mobile Apps with PhoneGap
CMAD 201	Developing Android Apps
CMAD 202	Developing iOS Apps
CMAD 203	Developing Windows Phone Apps

### Web Application Development Certificate

#### Objective

The objective of this certificate is to enable students with the skills needed to advance in a career of web application design and development and, eventually, architecture. Students will be creating high standard, performance and secure real-world web application projects that will involve interacting with databases, such as MySQL and MS SQLSERVER as well as Cloud Databases.

#### Requirements

This program consists of six courses to be completed within three years.

CWAD 200	Programming in HTML5 with JavaScript and CSS3
CWAD 201	Developing Windows Azure and Web Services
CWAD 202	Developing ASP.NET MVC Web Applications
CWAD 203	Developing PHP Web Applications
CWAD 204	Developing Node.js Applications
CWAD 205	Developing Single Page Applications with AngularJS

## Certificate and Diploma Programs Course Descriptions

### **CABT 205 Central Aspects & Agreement to Arbitrate 30 hrs.**

This course provides a thorough understanding of arbitration in comparison to other ADR mechanisms and litigation, definitions of arbitration, concepts of arbitration, juridical nature of arbitration, delocalized arbitration, international and domestic arbitration, institutional and ad hoc arbitration, disputes resolved “ex aequo et bono”, the relationship between state courts and international arbitration, legal issues relating to arbitration agreements, concepts of Arbitrability, Separability, and State Immunity implications on arbitration.

### **CABT 206 Arbitral Tribunal, Jurisdiction, Powers, and Process 30 hrs.**

This course provides a comprehensive discussion of all major issues relating to the arbitration tribunal, appropriate number of arbitrators and appointment procedures, main rights and obligations of arbitrators and the parties to an arbitration, understand the various theories for the source of rights and obligations of arbitration tribunals, liability of arbitrators and arbitration institutions, challenge and replacement of arbitrators, arbitration proceedings from both theoretical and practical perspectives, the effect of the commencement of arbitration, the importance and content of preliminary meetings and orders, with review of terms of reference, the role and style of written submissions, the procedure at hearings before arbitrators, hearings in international commercial arbitration, and the rules of evidence as applied in international commercial arbitration.

### **CABT 207 Applicable Laws of Arbitration 30 hrs.**

This course provides a thorough understanding of the implication of conflict of laws in international commercial arbitration, discusses how applicable law is determined in international arbitration, methods of determining applicable law by the arbitration tribunal, the application of national laws and “Contrat Sans Loi”, the relevance of mandatory rules in arbitration and the importance of public policy considerations, the content of applicable substantive law, the lex mercatoria, its sources and principles, the application of general principles of law in international arbitration, the application of extra-legal standards, Lex Arbitri and Curial Law, and law applicable to arbitrability.

### **CABT 208 Arbitral Award 30 hrs.**

This course provides an in-depth evaluation of the requirements relating to form, content and delivery of awards, the appeal of the arbitral award, the circumstances for a challenge to an award and relevant and competent courts for such challenges, the recognition and enforcement of domestic and foreign awards, the grounds and procedure to refuse enforcement of foreign awards, and a comprehensive examination of the 1958 New York Convention and other conventions.

### **CACT 101 Principles of Accounting I 30 hrs.**

This course introduces students to principles of recording transactions, the preparation of financial statements, and completion of the accounting cycle.

### **CACT 201 Principles of Accounting II 30 hrs.**

This course is a continuation of Accounting I. It covers depreciation policies and procedures, depletion and amortization, income determination, partnership accounts, corporate capital accounts, dividends and retained earnings.



**CACT 301 Cost Accounting and Control 30 hrs.**

This course focuses on the nature and purpose of cost accounting; basic techniques of process and job costing; accounting of materials, labor and overhead; development and use of cost budgets and standards for planning and evaluation of performance; cost classification in relation to behavior; and cost condition statements as tools for evaluating alternative courses of action.

**CACT 302 Auditing 30 hrs.**

This course focuses on the principles and procedures covering the public accountant's responsibilities in examining and reporting on financial statements of business concerns, including professional ethics, legal responsibility scope, and application of audit procedures.

**CAMH 201 Child and Adolescent Mental Health and Wellbeing in a Socio-Ecological Perspective 30 hrs.**

This course will introduce the participants to the concepts of Child and Adolescent Mental Health and Wellbeing. The socio-ecological perspective will be employed to explore the mental health of children, adolescents and young people, highlighting the significant role of the surrounding networks of individuals and systems (family, school, community, etc.) that can contribute to (protect or hinder) the mental health and wellbeing of children and adolescents. The course will focus on the interplay of risk and protective factors across developmental stages, emphasizing the importance of supporting the resilience of children, adolescents, and their caregivers. In addition, the course will invite participants to apply the theories to practice in diverse contexts of adversity, and critically reflect on MHPSS practice with children and adolescents in specific life circumstances.

**CAMH 202 Child Development: strengths and challenges 30 hrs.**

This course will introduce learners to typical developmental areas and milestones. Major risk and protective factors usually associated with developmental delays and difficulties will be covered through the lens of the biopsychosocial model (placing the developmental difficulties in the context of the child). After having presented typical developmental milestones, the course will go over deviations from typical development and its associated difficulties.

**CAMH 203 Screening and Assessment in Child and Adolescent Mental Health 30 hrs.**

This course covers the screening and assessment of mental health and developmental difficulties of children and adolescents. Learners will be trained to conduct psychosocial assessments (screening, referral, and documentation), while selecting and administering relevant tools. They will discover how to explore the multifaced dimensions of a problem, identify strengths and challenges at individual and ecological levels, existing coping resources and mechanisms, to then be able to formulate with the child and their family, desired areas for change. This course is based on a participatory approach to mental health care. Participants will be invited to share their practices and resources, building a mutual understanding of their assessments.

**CAMH 204 Ethics and Human Rights in Practice 30 hrs.**

The purpose of this course is to provide an in-depth exploration of ethical and professional issues pertinent to provision of mental health care with a special focus on issues that specialized or non-specialized CAMH practitioners may face within the care continuum. Topics include privacy, confidentiality, record keeping, informed consent, navigating roles and boundaries of competence, integrity, communal responsibility, safeguarding and working with vulnerable groups and conflicts of interest.

**CAMH 301 Evidence-Based Interventions and Contextual Adaptations 30 hrs.**

This course aims to provide a foundational overview of understanding and applying evidence-based intervention techniques for practitioners working with children and their families. Sessions will introduce students to key evidence-based strategies for working with children and families, methods for systematically contextually and culturally adapting evidence-based interventions, and methods for assessing the impact of MHPSS interventions and interpreting research findings. Teaching methods will include lectures, group discussions, reflections on students' own experiences, and role-play of techniques. The course is designed to complement Course 6- Competency/skills course: Working with children and adolescents I. In this course, specific techniques will be introduced. In Course 6, students will further strengthen their core competencies in applying some of these techniques.

**CAMH 302 Competency-based course - Working with Children and Adolescents (individuals) 30 hrs.**

This course will focus on building and strengthening the competencies and skills of participants in providing individual and person-centered mental health support to children & adolescents. The course will focus on a variety of soft skills and evidence-based child friendly techniques that will contribute to promoting the wellbeing and resilience of children and adolescents. Participants will be encouraged to practice the skills to contextualized scenarios through role play and reflect on their skills considering what may demonstrate advanced helping skills. In addition, the course will invite participants to apply the theoretical knowledge gained in Term 1 using appropriate skills to offer counselling and psychoeducation support to children and adolescents in various contexts of adversity and life circumstances.

**CAMH 303 Competency-based course - Working with Children and Adolescents (groups) 30 hrs.**

This course covers competencies and skills needed to deliver psychological and psychosocial support for groups of children or adolescents. The course includes an overview of the socialization process, group formation and how to manage challenging group dynamics, as well as how to choose the appropriate types of groups for different needs. This course offers a practical guide to working with groups, addressing the objectives, modalities, and logistics of a group activity/intervention in mental health, practicing group facilitation skills, and sharing experiences. Participants are familiarized with group-based mental health programs and activities.

**CAMH 304 Working with Caregivers, Families and Communities 30 hrs.**

The main aim of this course is to equip mental health professionals with the basic competencies promoting their work with the support system surrounding the child/adolescent, namely parents, families, and communities. Through this course professionals will learn to identify important agents in the child/adolescent's life, in order to engage them in a common support strategy, focusing on delineating the separate roles of each. We will focus on core competencies such as communication skills and rapport building, to ensure adherence to interventions, homing in on contextualizing core competencies to fit each culture/family. Ultimately, we hope that mental health professionals will feel empowered to guide the family/community in building a strong support system promoting the wellbeing and welfare of the child/adolescent.

**CAVM 101 Air Transport Fundamentals 30 hrs.**

This course Studies how the air transportation system relates to airlines, airports, Civil Aviation Authorities (CAAs) and Air Navigation Services (ANS).

**CAVM 102 Aviation Policy and Regulation 30 hrs.**

Students obtain the necessary skills to understand and manage civil aviation policy and regulation.

**CAVM 103 Aviation Operations Management 30 hrs.**

This course strengthens students' understanding of the key airline and airport management principles by drawing on the best practices shared by industry experts.

**CAVM 104 Aviation Safety Management Systems 30 hrs.**

This course will help learners understand the function, role, and importance of developing and implementing a Safety Management System (SMS).

**CAVM 201 Aviation Strategic Management 30 hrs.**

Students will learn the latest in strategic planning for aviation authorities and aviation related industries and benefit from comprehensive case studies.

**CAVM 203 Aviation Marketing 30 hrs.**

Growing uncertainty and competition in the global aviation industry is forcing airlines and airports to reinvent their marketing strategies. This course looks at the latest airline and airport marketing and commercial trends to assist participants in revamping their marketing practices.

**CAVM 301 Airport Design and Master Planning 30 hrs.**

This course provides the principles of airport master planning and demand forecasting. It presents common approaches to design and implement reliable ground access, airside facilities, passenger processes, as well as security and baggage systems.

**CAVM 302 Airline Business Management 30 hrs.**

This course provides an analytical perspective of various airline strategies and business models. Participants learn how airlines are managed and operated in a competitive global environment.

**CAVM 303 Research Methods and Forecasting in Aviation 30 hrs.**

This course provides participants with the theories and methods of research in the aviation industry. A range of both quantitative and qualitative methodologies is explored, and various techniques for aviation research are examined.

**CBUS 101 Introduction to Business 30 hrs.**

The purpose of this course is to provide students with the opportunity to study many dimensions of the business system. Subjects covered include management and organization, human resource management, information for business decision-making, financial information, and business and its environment.

**CBUS 102 Business English 30hrs.**

The purpose of this course is to focus on the communication requirements of participants in business situations in order to project a professional image and avoid costly mistakes. Guided activities include problem-solving, information transfer tasks, role playing and transfers to participants' work environments to develop confidence in applying common uses of language structures, business terminology, and expressions.

**CBUS 202 Office Procedures and Routines 30hrs.**

The purpose of this course is to present fundamental principles and successful practices for completing office work effectively and efficiently. Subjects covered include techniques for general secretarial duties, such as filing, information processing skills, preparing, and publishing reports, handling mail and electronic messages, using effective telecommunication practices, making meeting arrangements, making travel arrangements, keeping company books and records, and maintaining good human relations proper etiquette.

**CBUS 203 Office Automation 30hrs.**

This course is intended to introduce students to computer office automation systems which are designed primarily to improve office productivity and efficiency. It focuses on topics like managing documents, electronic filing systems, electronic mail, maintaining calendars and appointments, and word processing using Microsoft Word (advanced features like manipulating tables, merging documents, using style, outline, footnotes, pictures) and spreadsheets using Microsoft Excel (advanced features like formulas, functions, charts, page setup, database management, filtering).

**CCDC 101 International Relations and Diplomacy 30 hrs.**

This course provides participants with the fundamental knowledge needed in the field of Cultural Diplomacy and International Relations, with a particular emphasis on the application of Cultural Diplomacy in the framework of foreign policy and as practiced by the private sector and civil society. The course uses a historical and case study approach and addresses the most important contemporary international issues.

**CCDC 201 Global Governance and Diplomacy 30 hrs.**

This course provides participants with a substantial knowledge of Cultural Diplomacy as practiced by global governance institutions and international organizations around the world. A particular emphasis is put on Cultural Diplomacy's role in global governance to improve the ways in which the diversity of cultures can properly understand each other and to facilitate cooperation more effectively at the political economic, and cultural levels. The course provides analysis of the practice of Cultural Diplomacy at the multilateral level by examining specific case studies of global governance organizations and international organizations.

**CCDC 202 Conflict Zone Mediation 30 hrs.**

The course provides a thorough background in Cultural Diplomacy, using a historical and case study approach, while further accentuating the role and potential of Cultural Diplomacy in conflict resolution and mediation, with the end goal of strengthening international relations. It addresses contemporary international issues, with classroom lectures and seminars supplemented by lectures and briefings at international and non-governmental organizations; educational events, conferences, tours, and meetings with foreign officials are further incorporated into the curriculum. In addition, the program allows participants the opportunity to attend all ICD conferences, events, presentations, and other activities.

**CCDC 203 Sustainable Development and the Global Markets 30 hrs.**

The course provides participants with the fundamental knowledge needed in the field of Cultural Diplomacy and International Economics, with a particular emphasis on the role of Cultural Diplomacy in the economic policies of Nation States; the encouragement of sustainable tourism; the use of Cultural Diplomacy in the development of national brands; the international dimension of Corporate Social Responsibility (CSR) and Socially Responsible Investment (SRI); and the global economics and Environmental Responsibility. In particular, the course provides a thorough background in the practice of Cultural Diplomacy in international trade, nation branding, tourism, the engagement of international corporations & business, fostering entrepreneurship and building cultural economic bridges between nations and groups of nations.

**CCDC 204 Cultural Diplomacy by the Arts, Music, and Cinema 30 hrs.**

This course provides participants with core knowledge in the field of Cultural Diplomacy, with a special emphasis on the use of the arts, music, and cinema as methods of cultural diplomacy. It combines both theory and practical case studies from a wide variety of fields, such as international relations, diplomacy, the humanities, and culture. It also provides a thorough analysis of a diverse selection of cultural diplomacy institutions and the application of cultural diplomacy in the framework of foreign policy, domestic policy, and multiculturalism.

**CEDU 217 Principles of School Improvement 30 hrs.**

This course aims at introducing the educational theoretical background for sustainable school-based improvement and the needed principals and strategies to initiate, implement, and transform the innovative interventions into sustainable practices that support sustainable self-renewal of schools. The course describes the characteristics of self-renewing schools, the educator who leads improvement, and the profile of the student we aspire to graduate. This course also introduces the TAMAM coaching approach and explains the coaches' roles and responsibilities while training the school teams to follow the TAMAM research-based and contextualized approach to leading school-based-improvement. The course illustrates the personal and professional characteristics, and the technical skills individuals should exhibit to become a successful coach for school-based improvement.

**CEDU 218 Building Capacity to Lead Change 30 hrs.**

This course aims to provide coaches with the strategies used to train school teams on the TAMAM eleven competencies. The course provides a deep explanation to the knowledge, skills, and attitudes of each of the TAMAM eleven competencies and presents tips for the coaches to guide them in training the school teams. The course also presents the available resources and coaching modules related to these competencies.

**CEDU 219 The school Improvement Journey 30 hrs.**

This course aims to provide coaches with the strategies used to train school teams on the TAMAM School Improvement Journey that school teams follow to design an improvement project. The course provides a deep explanation to each station of the TAMAM school improvement journey and presents the available resources and coaching modules related to these competencies. The course also presents tips for the coaches to guide them in training the school teams and highlights the major aspects and challenges that coaches should be aware of.

**CEDU 220 Coaching Roles and Responsibilities 30 hrs.**

This course aims at introducing the steps on the coaching journey that the coaches follow to design, monitor and implement the coaching plan. The course trains the coaches on how to collect data about the school and its team, how to analyze the collected data to identify the coaching needs, how to design the coaching plan based on needs, and how to plan for the teams' learning experiences. The course also trains the coaches on how to collect data about the team's progress to monitor and evaluate their work on the improvement journey, their acquisition of the TAMAM competencies, and their motivation to work on improvement. This course also discusses the coaches' role in coordinating with expert coaches who train and support the team in special topics and areas related to their improvement project. Throughout this course, the participants will be introduced to the training modules and resources available at TAMAM, in addition to the templates and tools that coaches, and the team members can use for data collection, analysis or documentation.

**CECE 201 Trends in Early Childhood Education 30 hrs.**

This course will lay the foundation for understanding the field of early childhood education. Topics cover the following key areas of professional knowledge: a history and theoretical foundation of early care and education, types of early childhood programs and settings, child growth and development, an overview of the profession, professional responsibilities and ethical conduct, and current trends and issues in ECE. This course provides a basic introduction to the nature of human growth and development as it occurs from conception through early childhood. Students learn about motor, cognitive, social, emotional, moral, aesthetic, and language development in early childhood. The course will lead its way to the importance of developmentally appropriate practices (DAP) in the field.

**CECE 202 Developmentally Appropriate Practices in the EC classroom 30 hrs.**

This course covers an overview of developmentally appropriate practices and standards in early childhood education programs. The course begins with students discussing the major developmental stages, domains, and milestones of child development, while exploring the significant role and impact of play on the social, emotional, physical, and intellectual growth and development of young children. Using this strategy, students will become familiar with content of various subject matter areas (including math, science, social studies, language, art, music, movement, and outdoor play) to develop appropriate activities and foster optimal learning in preschool children.

**CECE 203 Curriculum and Planning in Early Childhood Education 30 hrs.**

This course focuses on curriculum development and teaching strategies with a developmentally appropriate approach in early childhood contexts. Students will understand where the curriculum comes from and what are the different types of planning. This course focuses on methods of planning developmentally appropriate curriculum for preschool age children. Topics include curriculum development, thematic planning, daily schedules, lesson planning, evaluation of curriculum effectiveness, and the role of the teacher in facilitating curriculum for preschool children.

**CECE 204 Managing the Early Childhood Classroom 30 hrs.**

This course will address age-appropriate behavior expectations for classrooms and ideas for supporting student learning. Different factors that play a role in classroom management will be explored in depth, bringing together all previous learning related to ECE. Motivation theory, positive reinforcement and behavior support plans will be covered. Major theories of behavior will be considered as they relate to educational settings.

**CECN 101 Introduction to Economics 30 hrs.**

This course is a survey of economic principles that include national income accounting and analysis, monetary and fiscal policies, and demand and supply analysis.

**CECN 301 Money and Banking 30 hrs.**

This course focuses on management of commercial banks, the structure of commercial banking, management of bank funds and the role of money in the economy.

**CFIN 101 Principles of Finance 30 hrs.**

This course is an introduction to the field of financial management, including the institutional framework of finance, the role of finance in the business firm, financial analysis, planning and control, working capital management, cash budgeting, and elements of capital budgeting.

**CFIN 301 Financial Statements Analysis 30 hrs.**

This course focuses on the description and interpretation of reported and audited financial statements, limitations of company reports, analysis of financial ratios, examinations of professional practices regarding measurement and disclosure of financial information, and development of skills needed to read, analyze, and evaluate financial statements. Prerequisite: CFIN 101.

**CFIN 302 Investment Analysis 30 hrs.**

This course focuses on the description and analysis of the sources of investment information, various investment vehicles, operations of security markets, trading environment, security valuation models, investment objectives, and modern techniques of investing in securities. Prerequisite: CFIN 101.



**CFIN 303 Commercial Banking 30 hrs.**

This course is an introduction to banking regulations, evolution of banking activities, description of banking accounts and lending practices, functions and operations of commercial banks, credit analysis, liquidity management, assets, and liability management, profitability, and adequacy measures. Prerequisite: CFIN 101.

**CHMN 201 Principles and Standards of Humanitarianism 30 hrs.**

This course gives an overview of the main principles of humanitarian action. In this course you will learn about the most important principles of aid work, participation, doing no harm, and accountability. Participants will be exposed to realistic scenarios and apply the principles to challenges they will face while assisting disaster-affected communities.

**CHMN 202 Safety, Security and Staff Care 30 hrs.**

This course introduces concepts, principles and explores the safety, security and staff care measures necessary for humanitarian workers to effectively perform their roles in insecure and unsafe environments.

**CHMN 203 Humanitarian Programming 30 hrs.**

This course builds knowledge for any learner who is proactive about developing the core competencies of disaster readiness and survival planning. In addition, it offers essential preparation for a variety of emergency situations and inconveniences that might be encountered. Participants will also be introduced to the disaster cycle, specifically the mitigation and recovery phases, and will create an extensive personal preparedness plan for survival in the absence of common amenities, such as food and water, shelter, and communication.

**CHMN 204 Humanitarian Leadership and Operations 30 hrs.**

This course builds knowledge of humanitarian practices, fundamental principles, and aspects of delivering aid and promoting human welfare in the context of humanitarian relief and development.

**CHRM 101 Overview of Human Resource Management 30 hrs.**

This course introduces the main concepts of managing human resources in organizations, discusses the various roles that HRM departments play and demonstrates how HR policies and practices help support the business strategy. Topics include the strategic role of HRM, job analysis and personnel planning, recruitment and selection, training and development, performance management, compensation, and retention as well as the ethical aspect of HRM.

**CHRM 201 Workforce Planning and Staffing 30 hrs.**

This course explores how organizations plan for changes in their workforce, create recruitment strategies, and develop selection systems to identify the best talent for their businesses. It encompasses planning for, establishing, and maintaining a quality work force; identifying critical specifications for filling positions; recruiting a pool of talent; developing methods for selecting from the talent pool; and creating desirable person/job and organization fit.

**CHRM 202 Total Compensation and Benefits 30 hrs.**

This course conveys applied knowledge about compensation systems for aspiring HR professionals. The course objective is to provide a solid understanding of the art of compensation practice and its role in promoting companies' competitive advantages. It is assumed that students will be best prepared to assume the role of competent compensation strategist if they possess a solid understanding of compensation practices. Thus, we will examine the context of compensation practice, the criteria used to compensate employees, compensation system design issues, employee benefits, and contemporary challenges that compensation professionals will face well into the 21st century.



**CHRM 203 Employee Training and Development 30 hrs.**

Rapid changes in technology and job design, along with the increasing importance of learning- and knowledge-based organizations make training and development an increasingly important topic in human resources development. In this course, students will learn how to identify training and development needs through needs assessments, analyze jobs and tasks to determine training and development objectives, create appropriate training objectives, design effective training and development programs using different techniques or methods, implement a variety of different training and development activities, and evaluate training and development programs.

**CHRM 301 Managing Human Behavior in Organizations 30 hrs.**

This course introduces students to many of the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. These include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

**CHRM 302 Managing the Employment Relationship: HRM, Society and the Law 30 hrs.**

The purpose of this course is to increase student's knowledge of legislation and practices related to employment and labor law in the work environment and to provide an introduction to the basic elements of the relationship between employers and their employees. This course provides an overview of legal issues affecting human resources management. It focuses on the impact of law on individuals in organizations, recognition of legal problems, and the legal impact of human resources decisions. It also integrates employment and labor laws with social and economic forces shaping the current diverse management-labor environment.

**CHRM 401 Strategic Management 30 hrs.**

This course highlights the systematic approach that companies use to plan, develop, execute, and evaluate the functional decisions that will enable them to achieve their long-term goals. It focuses on the process of delimiting the company's mission, vision, strategies, and corporate goals as well as developing the internal plans, policies, and procedures to successfully accomplish all projects and programs. Throughout this course, students will learn how to understand the competitors' positioning, set clear goals and review the business strategies in order to better cope with various changing factors (i.e. political, economic, social, technological, environmental and legal) which may directly and indirectly impact the company's overall performance and business operations. The course will also address the SWOT concept and how to align all divisional/departmental/unit goals to a well-defined business mission and vision, and tackle McKinsey 7S model and how to strategically manage the company's overall assets and business operations including monitoring of business results, benchmarking, evaluating the efficacy and efficiency of the processes, controlling factors and dealing with change.

**CHRM 402 Advanced Topics in Human Capital Management 30 hrs.**

This course is designed to give students insights into contemporary and future HRM issues. It addresses leading-edge human resource management theories and practices in terms of their ability to have a positive impact on organizational results and encourage desired employee attitudes and behaviors. This course will help students understand the diverse aspects of HRM, while providing knowledge of the tools and techniques of the modern Human Resource Manager. Main topics cover the importance of managing intangible assets, knowledge management and learning organizations, flexibility, empowerment, and ethics.

**CINR 101 Basic Skills for Interior Design 42 hrs.**

This course teaches students to develop skills and techniques in order to visualize interior design ideas; develop critical thinking and creativity in relation to space, with the ability to draw sketches and learn survey of sites; and read existing structures, scaled plans, elevations and sections with a hint of presentations, renderings and knowledge of volume and proportions. Students explore the fundamentals of interior construction.

**CINR 102 Elements and History of Design Styles 42 hrs.**

This course introduces the elements that affect the interior spaces, focusing on color and its implications, fundamentals of lighting design and major finish materials. Students will explore furniture styles from renaissance till modern era, with special consideration given to the cultural, social, and political contexts in which they were designed and used. Site visits to galleries, art spaces and showrooms will be organized.

Prerequisite: CINR 101.

**CINR 103 Drawing and Rendering for Interior Spaces 42 hrs.**

This course concentrates on hand drawing and introduces rendering materials, methods, techniques, shades, and shadows. Students will use mixed media to learn color theory. They will also learn the mechanical skills needed to visually communicate spatial concepts and develop floor plans into three-dimensional interiors by exploring the principles of isometric views and one point perspective drawing.

**CINR 201 AutoCAD for Interior Designers 42 hrs.**

Using a combination of lecture, demonstration and hands-on exercises, this course will introduce the basic tools necessary to translate drafting skills into a digital format. It will focus on the concepts and the use of key commands of AutoCAD, the leading drafting software for the construction and design industry, required to draw and print 2D engineering drawings. Prerequisite: CINR 101.

**CINR 202 Practice of Interior Design 42 hrs.**

The course will enhance students' problem-solving capabilities, technical drawing, and analytical skills. Students will develop a professional and creative approach to design by presenting a complete residential project. Prerequisites: CINR 102 and CINR 201.

**CINR 203 Technical Detailing and Execution Drawing 42 hrs.**

The course concentrates on presentation techniques, survey, construction, and detailing. Taking a specific area of the residential project (bathroom, kitchen), students will explore and learn construction methods, appropriate use of materials and how to detail joints and junctions. The studio project work is supported by a series of lectures on materials with visits to showrooms and suppliers to develop awareness of current ranges, materials, and finishes. Prerequisites: CINR 102 and CINR 201.

**CINR 301 Advanced Interior Architecture Project 42 hrs.**

This course deals with large scale projects, public and commercial. Students will be involved in researching the influence of human factors and design standards to analyze existing spaces and propose creative design solutions that will satisfy the new project requirements. Prerequisites: CINR 202 and CINR 203.

**CINR 302 Supervised Research Project 42hrs.**

This course develops the research skills of students in undertaking a supervised project from concept to readiness for execution. Emphasis is on methodology, structuring of ideas and final presentation of a complete rendered project. Prerequisite: CINR 301.

**CJRN 201 Media Law and Ethics 30 hrs.**

This course addresses media ethics as globally understood and standardized. It engages with the most common ethical dilemmas that journalists and other media practitioners face in their career, in theory and practice. In addition, the course examines the basic legal guidelines that govern the media industry and the variations in these guidelines across different countries. The course aims to delineate the interrelation between ethics and law in the digital age. It addresses issues pertaining to freedom of expression, defamation, copyright violations, invasion of privacy, and violent media representations. The course also explores the social responsibilities of journalists and editors on multimedia platforms.

**CJRN 202 Investigative Journalism 30 hrs.**

This course focuses on the principles, skills and tools required to complete investigative reports. Participants review examples of investigative pieces, learn the history of investigative reporting and its role in society, study various investigative techniques, and develop familiarity with online and offline sources. By the end of the course, participants will get a solid overview of fact-checking and learn about the various ways of telling/writing stories. The course is largely hands-on, with multiple investigative exercises included.

**CJRN 203 Mobile Reporting 30 hrs.**

This course aims to familiarize participants with the means of producing journalistic stories on mobile devices. It focuses on flexible, fast, and cost-effective methods of generating media content and preparing it for publication. The intensive course is divided into two workshops, each extending over 3-4 days and separated by 2 weeks. The course is meant to highlight the possibilities presented by mobile reporting, the most important user-friendly platforms, programs, and applications, in addition to the basics of shooting and editing videos using smartphones.

**CJRN 204 Multimedia Journalism 30 hrs.**

This course explores the emerging opportunities and challenges in the current digital age in terms of generating data, crosschecking, networking with sources, creating and arranging audiovisual material, and expanding outreach. The course highlights the differences between reporting to TV, radio, and online outlets. It also examines the challenges of adapting to new media technologies and of diversifying the forms of engagement depending on the context and the target audience. Moreover, it highlights the distinction between digital storytelling and other forms of reporting.

**CLCE 110 Daily Living Skills I 48 hrs.**

Students are introduced to the program learning how to give the right information about themselves and their families. They will later focus on selecting and managing a household and consider space, location, and budget while searching for a house. They will be able to identify types of houses and the advantages and the disadvantages of these different types of houses. They will also learn the difference between renting and buying a house and decide what exactly they need. Later in the term, students will identify the basic furniture, tools and appliances needed for a specific house by sorting out what is essential and what is luxurious. They will also learn the basic cleaning and maintenance activities one needs for a house.

**CLCE 111 Daily Living Skills II 48 hrs.**

In this course, Students will learn about caring for personal needs. They will be able to obtain, interpret, and understand health information. Students will also gain knowledge of common illness, prevention and treatment by general understanding of medical problems, medicine and their use. Students will also learn about the importance of hygiene and how cleanliness is very related to health. Later in the term, they will build on their knowledge about the importance of dressing up appropriately according to a certain occasion and a specific place the students are going to. By the end of the term, they will be able to know how to take care of their personal needs as well as obtaining health measures like healthy diet, exercise and stress reduction.

**CLCE 112 Self Determination and Interpersonal Skills I 48 hrs.**

This course helps the students to work on their social and emotional well-being. In this course, the students learn about personal traits and identify personal needs. They identify personal roles and the responsibilities that each role has. The students also learn and demonstrate listening and responding skills as well as the different social behaviors needed in different situations in a society.

**CLCE 113 Self Determination and Interpersonal Skills II 48 hrs.**

This course is a continuation of CLCE 112. It will focus on teaching additional everyday expressions, phrases, and terms that are typically used in business, social, and community settings. Emphasis will be placed on making good decisions, with regards to a variety of personal and social topics, as well as learning more about oneself and the world in which we live. Social, emotional, self-regulation, executive function, and adaptive skills will continue to be embedded in the curriculum/ lessons, which will continue to be taught in lecture/small group/whole group formats, and which will include many hands-on and out of class activities.

**CLCE 114 Functional Math I 48 hrs.**

This course focuses on teaching basic math skills that are needed for everyday life. The course covers basic counting and computation skills (in both English and Arabic), reading and writing numbers up to million, ordering & comparing numbers, as well as problem solving. It focuses on practical use such as in calculators, basic measurement, capacity, weight, temperature, shapes, and patterns.

**CLCE 115 Functional Math II 48 hrs.**

This course will elaborate on the skills learned in Functional Math I. It will focus on the concepts related to operations as well as problem solving. It will also focus on the practical use of numbers, as well as measurement of distances, weight, volume, temperature, and time. Money operations related to handling money when making a purchase, knowing how much to pay, and how much to expect in change, when paying with cash or a credit or debit card.

**CLCE 116 Computer Skills I 48 hrs.**

This course focuses on teaching basic computer skills needed to log in, send emails and attachments, and save files. The course also covers all the techniques needed to participate in online learning.

**CLCE 117 Computer Skills II 48 hrs.**

Students will continue to develop important computer literacy skills that will allow them to navigate the web, conduct successful web searches, and send email messages.

**CLCE 118 Employment Skills I 48 hrs.**

Students in this employment course will know and explore occupational possibilities. They will identify personal and social values met at work. Furthermore, students will learn to follow directions and observe regulations.

**CLCE 119 Employment Skills II 48 hrs.**

During this employment course, students will classify jobs into categories and investigate local employment and training opportunities. They will learn the importance of punctuality and attendance at work.

**CLCE 200 Daily Living Skills III 48 hrs.**

In this course, students will work on understanding relationship roles and changes with friends and others. They will also gain knowledge about reasons for establishing relationships and will learn more about joint responsibilities between family, friends and colleagues and work.

**CLCE 201 Daily Living Skills IV 48 hrs.**

In this course, students will learn about buying, preparing, and consuming food. They will be able to plan a balanced diet. Moreover, students will learn how to store food and how to clean food preparing areas properly. This way, they will be identifying and demonstrating all the proper cleaning procedures needed in the kitchen. Later in the term, students will learn about proper ways of dealing with cloths such as cleaning, ironing, mending, and storing cloths.

**CLCE 202 Self Determination & Interpersonal Skills III 48 hrs.**

In this course, the students will explore their social and emotional preferences and understand the difference between personal needs and personal preferences. They will identify the communication skills necessary to become self-determined and learn to voice their personal needs. The students will explore the aspects of making and maintaining friendships and the rights and responsibilities that each individual in a friendship holds. They will learn to identify, demonstrate, and respond to praise. The course finishes by recognizing authority figures and learning how to follow written and verbal instructions.

**CLCE 203 Self Determination & Interpersonal Skills IV 48 hrs.**

During this term, they will learn to identify and demonstrate ways that goal setting and attainment affect one's life, identify potential goals and outcomes, and determine plan of action. They will identify and describe areas of self-motivation and its effects on attaining present and future goals. They will complete the course by recognizing nonverbal means of communication as well as verbal expressions that are consistent with their feelings. Later in the term, students will learn about how to be a good problem solver by being able to identify through a certain situation, the problem, the cause, the consequences and the solution. They will also be able to critically think what could have been done to avoid this specific problem.

**CLCE 206 Computer and Expressive Arts III 48 hrs.**

Students will learn basic computer skills that are needed for everyday functioning. These skills will include learning how to send email messages and navigate the World Wide Web. Basic Microsoft Word will also be introduced. During Art Therapy Class, students will learn how to express themselves through various forms of art. Embedded in the Dance and Body Movement Class are activities that involve social, emotional, self-regulation, executive function, and adaptive skills.

**CLCE 207 Computer and Expressive Arts IV 48 hrs.**

Students will practice their typing skills and learn to insert a relevant picture to the typed text. In Art class, students will work on their art work and prepare what is needed to be exposed for the art exhibition at the end of the term.

**CLCE 208 Functional Math III 48 hrs.**

This course will teach the students how to make responsible expenditures by identifying prices on labels and tags of merchandise and choosing the most economical buy among like items of a similar quality. Students will also learn to identify purchases as necessities or luxuries in the areas of food, clothing, housing, and transportation. Students will visit different sale points and compare prices to determine the amount of money saved by buying sale items.

**CLCE 209 Functional Math IV 48 hrs.**

In this course, the students will learn to develop basic financial records. They will learn to construct a monthly personal budget for a specific income, identify financial information and financial records that should be retained.

**CLCE 210 Employment Skills III 48 hrs.**

In this course, students will have to identify personal and societal values met through work. They will also learn about the remunerative aspects of work. Students will learn to explore occupational possibilities by locating sources of employment and training information, classifying jobs into employment categories, and investigating different employment opportunities. Students will explore jobs and different career paths through field trips and on-site training.

**CLCE 211 Employment Skills IV 48 hrs.**

In this course, students will learn to investigate and identify major employment interests as well as employment aptitudes. They will also investigate employment choices and identify the requirements needed for a desired available employment job. Students will learn to identify the needs that can be met through one's occupation and rank them in order of personal preference.

**CLCE 300 Daily Living Skills V 48 hrs.**

In this course, students will learn about the importance of safety in the community. They will be able to identify the proper safety rules they should follow at home, work, and in the community as a whole. Furthermore, they will learn how to respond to emergency situations. They will also learn how to secure one's home when at home and away from home using the proper safety practices.

**CLCE 301 Daily Living Skills VI 48 hrs.**

In this course, students will learn what abuse and harassment are. They will also be exposed to several situations from which they will learn about the different types of abuse and harassment. Students will learn how to deal with each situation and when and how to ask for help. Furthermore, they will learn about the importance of reporting a certain incident which they have been exposed to.

**CLCE 302 Self Determination & Interpersonal Skills V 48 hrs.**

Students will demonstrate awareness of how their behavior affects others and how others perceive them. They will learn how to read nonverbal cues and learn to communicate assertively and effectively in different situations. They will also learn how to respond to emergencies. They will learn to examine the emergency and the steps in first-aid process. They will learn which authority to contact in a given emergency.

**CLCE 303 Self Determination & Interpersonal Skills VI 48 hrs.**

In this course, students will learn to develop and demonstrate appropriate behaviors and anticipate the consequences of choices and behaviors they make. They will revise the aspects of setting goals. They will develop and plan goals and try to attain them. They will learn to self-evaluate and provide feedback by developing and evaluating alternative options. They will understand the motivation of others in the decision-making process. They will learn how to establish and maintain close relationships. They will identify whom they can establish close relationships with and learn about the roles and responsibilities of the individuals in the relationship.

**CLCE 306 Computer and Expressive Arts V 48 hrs.**

Students will learn computer skills that are needed for everyday functioning. These skills will include learning how to send email messages and navigating the World Wide Web. Basic Microsoft Word will also be introduced. Also, students will learn how to express themselves through various forms of Art and Dance movements.

**CLCE 307 Computer and Expressive Arts VI 48 hrs.**

During computer class, students will learn how to research, copy paste information, save images, and create PowerPoint presentations. In expressive arts classes, students will learn how to express themselves through various forms of art and dance movement. This will include painting, drawing, role-playing, and participating in showing movements that reflect their emotions. Embedded in the activities are social, emotional, self-regulation, executive function and adaptive skills that are needed to function well in society. In dance classes, students will be trained on specific dance moves to be presented a show at the end of the term.

**CLCE 308 Functional Math V 48 hrs.**

In this course, students will continue to learn to develop basic financial records. They will learn to apply what they have learned in the previous course. They should be able to record personal major income and expenses for one month. They will also learn to calculate balances of major debts.

**CLCE 309 Functional Math VI 48 hrs.**

Students will develop an understanding of place value and will be able to count by 5's 10's and 2's. They will also be learning how to sort and group items. Moreover, they will be able to compare numbers from smaller to greater and vice versa. Furthermore, students will be focusing on addition and subtraction problem solving by underlining the given, the required, and the keywords in a problem that helps them decide whether it's an addition or subtraction math problem. By the end of the term, they will be able to read a bill and decide if the money they have is enough or not to pay the bill and how much less or more they have in relation to the number on the bill.

**CLCE 310 Employment Skills V 48 hrs.**

In Employment classes, students will identify personal and societal values met through work. They will also learn how to exhibit the appropriate employment skills needed to be a successful and productive employee. Through internships at workplace experiences, students will be able to learn how important it's to follow directions, observe regulations, and be punctual to work. They will investigate the local employment and training opportunities and start to know more about them through their internship hours.



**CLCE 311 Employment Skills VI 48 hrs.**

During employment, students will also learn how to exhibit appropriate employment skills while working with others. They will learn how to develop appropriate employment skills such as being punctual, following directions, dressing properly, respecting peers at work and applying the proper hygiene. Through internships at workplaces students will be practicing all what they learn in class and will be able to investigate choices and identify the desired and available employment.

**CLDS 100 Introduction to Leadership Skills 30 hrs.**

The objective of this course is to introduce participants to the essential skills needed to be successful leaders. Participants will be able to assess their leadership traits, values, and competencies to excel in leading people and organizations in the most effective way. Through this program, participants will gain a better understanding about their roles and professional responsibilities in developing their leadership abilities and skills. Additionally, they will learn how to set strategic goals and craft effective strategies to achieve their mission and realize their vision within available resources. In this course, we will use the experiential learning and modern approach and techniques in sharing information with the participants. Besides, we will focus on groupthink activities, self-assessment tests, practical exercises, class discussion, and presentations.

**CLDS 102 Mindfulness for Leadership Excellence 30 hrs.**

The objective of this course is to help participants make rational decisions taking into consideration the internal and external realities to be effective leaders. Participants will learn how to conduct SWOT and COWS analysis, focus on their business strategies and goals to achieve better results and outcomes. Through this program, participants will develop their competencies required for mindfulness and emotional intelligence to improve their performance and thrive for business excellence. Moreover, they will learn and apply the basic principles and techniques for mindfulness and how to cope with challenges faced to ensure sustainability. In this course, we will use the experiential learning and modern approach in sharing information based on best practice. Besides, we will focus on groupthink activities, self-assessment tests, practical exercises, outdoor activities, class discussion, and presentations.

**CLDS 206 Leading Teams for Greater Performances 30 hrs.**

The objective of this course is to help participants lead teams and organizations for greater performances. Participants will learn about team performance models and how to assign roles and responsibilities among all team players. Through this program, participants will develop a better perception and understanding about team dynamics, how to manage conflicts, and determine the main features, roles, types and composition of effective teams to attain the business targets. Furthermore, they will learn about the different team building stages and how to create and sustain successful teams in organizations. In this course, we will use the experiential learning and modern approach in building teams and promoting teamwork based on best practice. Besides, we will focus on group-think activities, self-assessment tests, practical exercises, outdoor activities, case studies, role-plays, and presentations.

**CLDS 207 Organizational Change and Development 30 hrs.**

The objective of this course is to help participants understand the importance of undergoing organizational change and development. Participants will learn about the new strategic plans, programs and processes that companies may undergo to adapt, evolve, and grow in response to internal and external factors. Through this program, participants will assess the stakeholders' needs and how to design business and action plans for undergoing organizational change and development. Additionally, participants will be aware of the value and benefits of integrating Artificial Intelligence (AI) into their business operations, adopt and use new technologies as well as develop their organizational climate and culture. In this course, we will use experiential learning and case studies based on best practice. Besides, we will focus on groupthink activities, critical thinking, presentations, exercises, and self-assessment tests.

**CMAD 200 Developing Hybrid Mobile Apps with PhoneGap 30 hrs.**

This course is designed to get students started with PhoneGap by teaching them the basics of creating a PhoneGap application. In this course, students will develop a PhoneGap application using the Windows Phone 7 tools and JQuery Mobile. You will also learn how to use some of the PhoneGap native APIs to access the native libraries of various mobile platforms. Finally, students will learn how to use PhoneGap Build to build an application for iOS, Android and more! Prerequisites: Developing Single Page Applications with AngularJS.

**CMAD 201 Developing Android Apps 30 hrs.**

This course is designed to get students started with Android development. During the course, students will define, design and scope Android apps for mobiles and tablets. Students will draw and analyze story boards and refine the user experience. The course will allow students to develop Android apps of simple to medium complexity with the ability to connect to the cloud. Prerequisites: Developing Windows Azure and Web Services OR Developing ASP.NET MVC Web Applications OR Developing PHP Web Applications OR Developing Node.js Applications.

**CMAD 202 Developing iOS Apps 30 hrs.**

This course is designed to get students started with iOS development. During the course, students will define, design and scope iOS apps for mobiles and tablets. Students will draw and analyze story boards and refine the user experience. The course will allow students to develop iOS apps of simple to medium complexity with the ability to connect to the cloud. Prerequisites: Developing Windows Azure and Web Services OR Developing ASP.NET MVC Web Applications OR Developing PHP Web Applications OR Developing Node.js Applications.

**CMAD 203 Developing Windows Phone Apps 30 hrs.**

This course is designed to get students started with Windows Phone apps development. During the course, students will define, design and scope WP apps for mobiles and tablets. Students will draw and analyze story boards and refine the user experience. The course will allow students to develop WP apps of simple to medium complexity with the ability to connect to the cloud. Prerequisites: Developing Windows Azure and Web Services OR Developing ASP.NET MVC Web Applications OR Developing PHP Web Applications OR Developing Node.js Applications.

**CMGT 101 Principles of Management 30 hrs.**

This course focuses on the functions of management: planning, organizing, staffing, directing, and control.

**CMKT 101 Principles of Marketing 30 hrs.**

This course is an overview of the scope of the marketing function and the environment affecting marketing managers. Topics covered include the marketing environment and planning and developing of the marketing mix.

**CMKT 202 Marketing Research 30 hrs.**

This course covers the entire research process: problem definition, data collection methods, sample design, collection of data, tabulation and analysis, and presentation of results.

**CMKT 301 Marketing Communications and Advertising 30 hrs.**

This course is an overview of promotion management and integrated marketing communications. Topics covered include behavioral foundations of marketing communications, environmental influences on marketing communications, and the promotion management process and its execution.

**CMKT 302 Sales Management 30 hrs.**

This course focuses on the activities of first-line field sales managers. It covers sales management functions and strategies, developing the selling function, sales goals, and structure, building a sales program, and leading and motivating the sales force.

**CMKT 401 Services Marketing 30 hrs.**

This course is an overview of the process of marketing services. It includes a study of the characteristics of services and their marketing implications, developing marketing strategies, creating value, pricing, and promoting the service performance, and ensuring a positive customer experience.

**CMKT 402 Public Relations 30 hrs.**

This course focuses on the communication between an individual or organization and the public to promote stakeholder acceptance and approval. Students explore traditional and emerging components of the public relations process through mass media as well as the needs of different types of businesses, such as corporations, non-profit organizations, and governmental offices.

**CMKT 403 Consumer Behavior 30 hrs.**

This course focuses on the customer as the key to market success. Topics covered include the roles of a customer, market values a customer seeks, determinants of customer behavior, the customer's mind-set, customer decision-making, and customer-focused marketing.

**CMKT 404 International Marketing 30 hrs.**

This course is an overview of the scope and challenge of international marketing. Topics covered include the cultural environment of global markets, assessing global market opportunities, and developing and implementing global marketing strategies.

**CMUS 103 V Theory and Practice of Voice I 30 hrs.**

This course introduces students to western voice technique and its application to the near eastern singing, vocalizing on the Equal Tempered scale and Oriental maqams, starting with the maqams: Nahawand, Ajam, and Kurd and learning repertoire from the vocal music heritage of Egypt and the Mashriq based on those maqams, focusing also on the clear Arabic articulation.

**CMUS 104 V Theory and Practice of Voice II 30 hrs.**

A continuation of CMUS 103 V, this course focuses on the theory and voice technique of Oriental maqams based on Hijaz: Hijaz, Zanjara, and Hijaz Kar, Shadd Araban and Shahnaz. The course uses repertoire from the vocal music heritage of Egypt and the Mashriq.

**CMUS 106 I Oriental Music Instrument: Theory and Practice I 30 hrs.**

This course is the first in the series of courses intended to train students to practice an instrument for Oriental Music. It focuses on the technical foundations of playing that instrument and introduces the main Oriental maqams, exercising on each maqam and getting acquainted with the different forms of instrumental music compositions, such as Wasla and Doulab.

**CMUS 107 I Oriental Music Instrument: Theory and Practice II 30 hrs.**

This course is a continuation of CMUS 106 I. The course focuses on exercising maqams based on Hijaz: Hijaz, Zanjara, and Hijaz Kar, Shadd Araban and Shahnaz. Students are introduced to two more forms of Oriental vocal compositions such as: Muwashah and Qad and the instrumental music composition the Maqtou'a Mousiqiyya.

**CMUS 201 V Voice for Oriental Singing: Theory and Practice I 30 hrs.**

This course focuses on the voice techniques and the vocalizing of quarter tones and the maqams: Rast and the maqams derived from Rast, like: Suznak and Nairuz. The course uses repertoire from the vocal music heritage of Egypt and the Mashriq.

**CMUS 202 V Voice for Oriental Singing: Theory and Practice II 30 hrs.**

This course focuses on voice technique using quarter tones and on the following maqams: Bayati, Siga, Raht el Arwah and Siga Baladi. The course uses repertoire from the vocal music heritage of Egypt and the Mashriq.

**CMUS 203 I Oriental Music Instrument: Theory and Practice III 30 hrs.**

This course is a continuation of CMUS 107 I. It focuses on exercising on maqams based on Kurd, Rast and the derived maqams from Rast, like: Suznak and Nairuz. Students are introduced to two more forms of Oriental music compositions: Samai, Bashraf & Taqsim.

**CMUS 204 I Oriental Music Instrument: Theory and Practice IV 30 hrs.**

This course is a continuation of CMUS 203 I. It focuses here on exercising Bayati, Siga, Raht el Arwah and Siga Baladi and again learning repertoire from the vocal music heritage of Egypt and the Mashriq. In this course, students are introduced to different forms: Tahmila, Longa & Taqsim.

**CMUS 300 I Oriental Orchestral Performing 30 hrs.**

This course represents the transitional phase that leads the musicians from the individual play to learning the principles of collective musical performance involving a variety of melodic and percussive instruments. Its aim is to prepare students for comprehensive orchestral teamwork development by learning synchronization techniques and harmony with all other musicians in the ensemble. Throughout the course, students will acquire further interpretation methodology. The curriculum includes selected easy musical pieces from the Lebanese and Arab folkloric cultural heritage, taking into consideration both rhythmic and aspects of Modes (Maqamat).

**CMUS 301 V Voice for Oriental Music: Theory and Practice III 30 hrs.**

In this course, students are introduced to two music forms: The Muwashah and the Qad and sing the ensemble set repertoire with all students.

**CMUS 302 V Voice for Oriental Music: Theory and Practice IV 30 hrs.**

This course is a continuation of CMUS 301 V. In this course, students are introduced to two music forms: The Mawwal and the Taqtouqa going through all studied maqams and sing the ensemble set repertoire for a final year concert that includes a solo performance, and learn the basics of stage etiquette.

**CMUS 303 I Oriental Music Instrument: Theory and Practice V 30 hrs.**

In this course, students are introduced to two music forms: The Qasida and the Dawr and sing the ensemble set repertoire with all students.

**CMUS 304 I Oriental Music Instrument: Theory and Practice VI 30 hrs.**

In this course, students focus on the ensemble set repertoire for a final year concert that includes a solo performance, and learn the basics of stage etiquette.

**CMUS 305 Oriental Music Ensemble Practice I 30 hrs.**

In this course, performers from all different instruments meet for an ensemble rehearsal preparing for a certain repertoire under the supervision of a conductor. The repertoire includes instrumental pieces and vocal pieces. Ensemble practice includes all-group rehearsals or a duet or a trio or a quartet rehearsal with or without a singer.

**CMUS 306 Oriental Music Ensemble Practice II 30 hrs.**

This course is a continuation of Music Ensemble Practice I. The program is set in the beginning of the semester towards a concert.

**CMUS 321 O Oriental Orchestral Performing: Theory and Practice I 30 hrs.**

This course advances the principles of collective musical performance, focusing on the integration of melodic and percussive instruments within an ensemble. Building on the foundational skills acquired in CMUS 300 O, it aims to refine students' orchestral techniques and their understanding of the rules and systems that govern cohesive performance. The curriculum delves deeper into more advanced musical pieces from the Lebanese and Arab cultural heritage. Moreover, it provides preliminary explanations to introduce students to the prominent rhythmic patterns (Douroub Iqaiyya - ضروب إقاعيّة) and aspects of Oriental Melodic Modes (Maqamat شراقيّة) and their families.

**CMUS 322 O Oriental Orchestral Performing: Theory and Practice II 30 hrs.**

This course represents a continuation and an extension of the previous course CMUS321O . This course focuses on advancing the skills necessary for dynamic ensemble performance in an Oriental Orchestra. Students will be trained to respond swiftly to changes in scales, rhythm speed, transitions, stopping and restarting during a piece. The curriculum includes practice in performing well-known Arabic music styles, such as Bashraf, accompanying both choirs and solo singers. A significant component involves playing iconic songs by renowned Lebanese singers such as Zaki Nassif, Fairuz, Sabah, Nasri Chamseddine, Wadih Safi, Najah Salam, and Elie Choueiry, and as well legendary Arab artists like Oum Koulthoum and Mohammad Abdel Wahab. Practiced repertoires include songs with fast, medium, and slow tempos, providing students with comprehensive understanding of the diverse rhythmic and melodic structures inherent in this rich musical tradition.

**CMUS 323 O Oriental Orchestral Performing: Theory and Practice III 30 hrs.**

This course deepens the proficiency required for high-level performance within an Oriental Orchestra, focusing on complex ensemble techniques. Students will refine their ability to quickly adapt to intricate changes in scales, rhythm variations, and the precision needed for stopping and restarting in sync with the ensemble. The curriculum emphasizes mastering advanced Arabic music forms such as Longa... and involves accompanying choirs and soloists in more challenging pieces. Students will also acquire the skill of playing accompaniment to the Mawwal. Students will perform selections of works by Lebanese and Arab artists. The course also includes playing a Mouwashah of easy difficulty and other medium difficulty compositions, challenging students to demonstrate control, expressive dynamics, and technical agility in a professional orchestral setting.

**CMUS 324 O Oriental Orchestral Performing: Theory and Practice IV 30 hrs.**

This course represents the culmination of the Oriental Orchestra Performance Certificate, challenging students to integrate all previously learned skills into a polished and cohesive performance. Building on earlier coursework, students will tackle more sophisticated repertoires, including complex Samaii compositions and challenging Mouwashah. Emphasis will be placed on precision in ensemble dynamics, seamless adaptation to advanced tempo and scale changes, and perfecting the art of accompanying both choirs and soloists. Students will also practice improvisation skills (Taqaseem) and play accompaniments to Mawwals, enhancing their creativity in ensemble performance. By performing works by iconic Lebanese and Arab artists, students will refine their mastery of various styles and tempos, preparing them to transition from academic to professional orchestral performance and solidifying their role as skilled musicians in a prestigious ensemble.

**CPRM 102 Emotional Intelligence and Project Leadership 30 hrs.**

This interactive course is designed to provide a solid foundation in key leadership competencies and to afford students the opportunity for a truly transformational leadership experience. Students will complete a self-assessment of their project leadership skills, then master the basics of essential leadership competencies such as setting direction, aligning people, motivating, and inspiring, leading teams, communicating, building relationships, facilitating ethical conduct, negotiating and leading change. Students will also gain a clear understanding of why communication is so important regardless of how a project is organized then discover how business and personal ethics can influence not only their leadership style but also the final course a project will take.

**CPRM 103 Project Schedule Management 30 hrs.**

Delivering a project within the promised time frame & scope and allocated budget is primordial for organizational success. Whether students are delivering a high-rise building, a new piece of software, a power plant, or a nuclear submarine, all projects require constant monitoring and controlling to meet their objectives on time and within budget. This course applies a variety of techniques to balance the competing demands of scope, schedule, and cost. It uses project management best practices to apply the latest scheduling tools and techniques. Students will learn how to establish the performance measurement baseline (PMB) and gain proficiency in modern tools and proven techniques used to compare actual work accomplished against established plans. In addition, they will learn how to plan project scope based on stakeholder budget and schedule constraints.

**CPRM 104 Project Stakeholder Engagement and Management 30 hrs.**

This course allows students to create healthy partnerships with their stakeholders and build a win-win environment for their business. In this course, they will learn how to manage their stakeholders efficiently with savvy communication strategies that increase engagement during project execution. Students will learn how to analyze stakeholders, map power structures, keep open lines of communication, and use interpersonal skills to connect. This course highlights the importance of stakeholder engagement, collaboration, and communication during project planning and development. It discusses the role of stakeholders and how the project leader must encourage active involvement to ensure the team has a clear understanding of the project requirements and stakeholder expectations. Also addressed are common tools used for knowledge sharing throughout the course of the project, which is essential to deliver value and keep everyone informed on the status of the project.



**CPRM 202 Project Leadership and Communication 30 hrs.**

This course will help project managers become better team leaders by sharpening their skills and improving their knowledge in key areas of communication, motivation, expectation setting and problem solving. Participants will be equipped with practical knowledge, skills, and tools that empower them to effectively lead projects.

**CPRM 203 Project Scheduling and Control Tools 30 hrs.**

Project Planning and Control is highly important in organizations. This course involves an in-depth coverage of project planning and control tools used in managing and delivering projects. The topics covered in this course are project scheduling basics and models as well as project monitoring and control tools.

**CPRM 204 Project Stakeholder Management 30 hrs.**

Upon completion of this course, the project manager would have learnt the tactics and tools to properly identify, categorize and prioritize stakeholders, manage stakeholders in a real and virtual world, and have a grasp of the leadership and negotiation skill sets required to manage difficult stakeholders in complex projects.

**CPRM 216 Project Risk Analysis and Mitigation 30 hrs.**

Risk is a given in any project, and the better attendees understand how to identify and prepare for it, the more likely they are to minimize their exposure to it. In this course, students will practice a systems approach and explore tools and techniques for identifying, analyzing, planning, and controlling risk. They will use both qualitative and quantitative methods to identify risk and discuss appropriate risk response strategies. They will also learn how to incorporate their risk management analysis into the overall project plan and offer alternatives to their project sponsors and decision makers when contingencies arise, and scheduled completion dates or budget targets are affected.

**CPRM 316 Project Risk Management 30 hrs.**

Successful project management practices must adequately assess risks and execute a successful risk response. This course presents different approaches to identify risks: qualitative and quantitative methods to analyze risks and determine their impacts; risk ranking and response techniques; and approaches to monitor, control, and communicate risks throughout the project life cycle.

**CSTC 201 Public Relations 30 hrs.**

This course presents a comprehensive conceptual framework of the field and profession of public relations. Emerging issues, such as technology, ethics, and the international aspects of public relations are considered through examining PR strategies, tactics, and case studies.

**CSTC 202 Communication Campaigns 30 hrs.**

This course introduces core concepts in social and political communication and their forms of application. The course examines how states, non-state actors, and media outlets produce and promote social and political messages through various marketing and advertising techniques, and how these messages impact the public's priorities and preferences.

**CSTC 203 Corporate Identity and Branding 30 hrs.**

This course introduces core concepts and practices pertaining to corporate identity, branding, and image management. It examines the impact of image construction and equity building on the recipients' assessment of messages and their communicators. Students will learn how to render their messages more recognizable in a marketplace in order to enhance the public's trust in the products or services they provide.



**CSTC 204 Interpersonal Communication 30 hrs.**

This course is meant to improve the students' understanding of their interpersonal communication behaviors to enhance their communication skills and capabilities. The course also introduces public speaking and speech writing in addition to adequate forms of engagement with press interviews and media appearances. Students will learn the basic skills for writing speeches and delivering them effectively to different live and online audiences through visuals and slides shows.

**CWAD 200 Programming in HTML5 with JavaScript and CSS3 30 hrs.**

This course introduces HTML5, CSS3, and JavaScript and helps students gain basic HTML5/ CSS3/ JavaScript programming skills. This course is an entry point into the Web applications courses.

**CWAD 201 Developing Windows Azure and Web Services 30 hrs.**

In this course, students will learn how to design and develop services that access local and remote data from various data sources. Students will also learn how to develop and deploy services to hybrid environments, including on-premises servers and Windows Azure.

**CWAD 202 Developing ASP.NET MVC Web Applications 30 hrs.**

In this course, students will learn how to develop advanced ASP.NET MVC applications using NET Framework 4.5 tools and technologies. The focus will be on coding activities that enhance the performance and scalability of the Web site application. ASP.NET MVC will be introduced and compared with Web Forms so that students know when each should/could be used. Prerequisites: Programming in HTML5 with JavaScript and CSS3.

**CWAD 203 Developing PHP Web Applications 30 hrs.**

In this course, students will learn the essentials for creating web-based PHP applications. Prerequisites: Programming in HTML5 with JavaScript and CSS3.

**CWAD 204 Developing Node.js Applications 30hrs.**

This course provides an overview of Node.js, including writing asynchronous code with callbacks and streams, and modularizing your application with NPM and require. It also looks at built-in API's for building and scaling web applications as well as a few key third party modules. Prerequisites: Programming in HTML5 with JavaScript and CSS3.

**CWAD 205 Developing Single Page Applications with AngularJS 30 hrs.**

In this course participants will learn how simple it is to use AngularJS to create maintainable and testable single page applications. They will learn how to: bootstrap their AngularJS application; use AngularJS markup and expressions; create and use controllers; use built-in services and create custom services; turn their application into a SPA using routing; and create their own custom elements and handle events using directives. They will also learn how AngularJS allows you to do all things using test-driven-development. Prerequisites: Programming in HTML5 with JavaScript and CSS3, Developing Windows Azure and Web Services, or Developing ASP.NET MVC Web Applications, or Developing PHP Web Applications, or Developing Node.js Applications.

# Special Programs

## The SPAAC Summer Program

### Program Overview

The American University of Beirut's Continuing Education Center (CEC), in collaboration with the Office of Alumni Relations and the Worldwide Alumni Association of the American University of Beirut (WAAAUB), hosts the SPAAC Summer Program to enhance participants' knowledge of Lebanese culture and expand their understanding of the modern Middle East while experiencing campus life at AUB.

The SPAAC Program is a rich and pleasurable educational experience, and a unique opportunity to enjoy the summer, make new friends, get a taste of college life, and explore Lebanon.

The summer program is open to bright and motivated students from around the world between the ages of 14 and 18. Participants' stay on campus is facilitated and carefully supervised by our highly qualified staff. Participants will be accompanied by staff on all planned activities including on-campus activities and field trips to extraordinary historical sites throughout Lebanon.

### Program Structure

#### Required Courses

Participants will take courses in Arabic language, history, and folk dance. We use a curriculum rich in social and cultural activities. Participants will also get the chance to explore the archaeology of Lebanon through field trips and museum visits. The language of instruction is English. Arabic will be used when appropriate.

All participants will take the following courses:

> **Arabic Language and Culture for Beginners (8 hrs)**

In this course, students will discover the beauty of the Arabic language and the rich tapestry of Lebanese culture. The course will cover the Arabic alphabet and pronunciation through essential everyday life topics, equipping students with the language necessary for basic communication in various contexts. It will also delve into the cultural nuances of Lebanon, exploring its traditions, customs, and historical landmarks. Through engaging activities such as listening to traditional songs, watching short movies, and participating in cultural discussions, students will gain a deeper understanding of Lebanese culture and its significance in the Arab world.

> **Intermediate Arabic Language and Culture (8 hrs)**

This course is designed to elevate students' proficiency to an intermediate level while immersing them in the vibrant cultural landscape of Lebanon. Students will engage with everyday life topics essential for effective communication within the Lebanese community. Students will have the opportunity to explore Lebanese culture through the lens of music, cinema, and cultural presentations. By immersing themselves in authentic cultural artifacts, students will deepen their appreciation for Lebanese traditions, values, and societal norms.

> **The Lead Historian: Inventions in the Middle East (8 hrs)**

This course aims to give participants a historical journey within our region to discover important milestones and past figures. Historical inventions will be discussed from both historical and technical context.

> **Folk Dance (8 hrs)**

This course introduces participants to Lebanese cultural roots through the Lebanese traditional dance “dabke”. The course aims at teaching participants the basic dabke steps, which they will then be able to practice at Lebanese community gatherings and/or during other special occasions.

## Elective Courses

Participants may choose to participate in one or two afternoon courses (Drawing, The Young Designer, Well-Being Through Acting, Game Development, and Mobile App Development).

> **Drawing (8 hrs)**

Students will learn how to execute a freehand drawing from observation. They will use a variety of media including graphite, charcoal, and ink to draw from still life and nature. Basic principles of composition, proportion, and perspective are stressed. This course will also cover the theory of color, and the different types of color mediums and techniques.

> **The Young Designer (8 hrs)**

This is a fun and engaging course for creative minds to explore graphic design, product design, interior design, and architecture.

> **Well-Being Through Acting (8 hrs)**

This course utilizes acting techniques and exercises that provide essential tools for participants’ overall well-being and their development as stronger members of their communities, while helping them overcome the anxieties, insecurities, and expectations that they may be experiencing.

> **Game Development (16 hrs)**

This course introduces students to the fundamentals of programming through the exciting world of game development. They will experience hands-on learning as they create two-dimensional (2D) games using Gamemaker Studio 2, culminating in standalone executable games ready to be shared with friends and showcased in their digital portfolio.

> **Mobile App Development (16 hrs)**

This course provides students with an overview of the mobile app development environment, focusing on the fundamentals of programming in Java. It will cover Android App components and layouts, and tackle views and user interactions. At the end of the course, students will be equipped with the skills needed to develop their own Android App.

## Other Activities

The SPAAC team will organize community engagement activities and a cooking session for the whole SPAAC group. SPAAC participants will also enjoy dinner outings to various places in Beirut.

## Country Excursions

One-day trips to significant historical and cultural destinations will ensure participants' exposure to the rich diversity Lebanon has to offer.

Among the field trips that may be organized are:

- > Visits to archaeological and historical sites in Jbeil, Batroun, Beiteddine, Mousa Castle, and Jeita.
- > Hikes in the Cedars and Qadisha Valley
- > A visit to a Lebanese beach

Meals and transportation on planned excursions are included in the program cost.

## Next Step Program

The "Next Step" program is a collaborative initiative between Next Step NGO and the Continuing Education Center at the American University of Beirut targeting students with intellectual disabilities. It is a university-based higher-education program for youth and adults with intellectual disabilities whose main objective is to introduce an innovative educational environment that facilitates the learning and practice of both vocational and life skills needed to participate in the workforce and reach independent living.

### Vision

The "Next Step" program aims at establishing a post-secondary educational program that focuses on and caters for the individual needs and career choices of each student, as per the following criteria:

- > The program positively nurtures and supports the students' strengths and interests.
- > The program provides mentoring and guidance in the students' chosen career paths.
- > The program is versatile and diverse in terms of the curriculum and educational set-up, and the tools and strategies that will be used are adaptable to respond to each individual need.
- > The program will follow-up on the students' implementation of the skills they have learned, evaluate their impact, and accommodate their placement and employment.

### Program Models

The "Next Step" program is modeled, inspired, and adapted after different models that have been successfully implemented around the world and whose impact has been considered a breakthrough in the lives and quality of employment for people with intellectual disabilities.

Examples of similar programs:

- > Lesley University, Threshold Program, Cambridge
- > University of Iowa, Reach Program, Iowa City

The main source of curriculum material used by the "Next Step" program is extracted from the Life Centered Education resources published by the Council for Exceptional Children, Virginia. Another source of information and guidance has been Think College, Institute for Community Inclusion, University of Massachusetts, Boston, MA.

## The Life Centered Education Program (LCE)

Life Centered Education (LCE) is a research-based program developed by the Council of Exceptional Children led by a task force of leading transition professionals. The LCE curriculum is designed for students who have learning disabilities, mild intellectual disabilities, autism spectrum disorders, and those whose ability to live independently is in question. Since its creation, practitioners and professionals have developed and refined the curriculum so that it continues to provide a viable approach for life skill and transition education for students with special needs. During the process, the curriculum has grown to become the most widely used transition education program used in the US in all fifty states.

The LCE curriculum matrix identifies three critical domains for adults living in the 21st century, and then, it further divides these domains into twenty core competences:

1. Daily Living Skills Teaching students how to use and manage their personal finances, households, personal needs, family responsibilities, food preparation, citizenship responsibilities, and leisure activities.
  1. Managing Personal Finances
  2. Selecting Adequate Housing
  3. Caring for Personal Needs
  4. Demonstrating Relationship Responsibilities
  5. Buying, Preparing, and Consuming Foods
  6. Buying and Caring for Clothing
  7. Exhibiting Responsible Citizenship
  8. Utilizing Recreational Facilities and Engaging in Leisure
  9. Choosing and Accessing Transportation
2. Self-Determination and Interpersonal Skills Helping students develop self-awareness, self-confidence, socially responsible behavior, effective interpersonal and communication skills, and positive agency and decision-making.
  1. Understanding Self-Determination
  2. Becoming Self-Aware
  3. Developing Interpersonal Skills
  4. Communicating With Others
  5. Good Decision Making
  6. Developing Social Awareness
  7. Understanding Disability
3. Employment Skills Paving way to employment possibilities and choices by teaching constructive work habits, physical and manual skills, specific job competencies, and seeking and maintaining jobs.
  1. Knowing and Exploring Employment Opportunities
  2. Exploring Employment Choices
  3. Seeking, Securing, and Maintaining Employment
  4. Exhibiting Appropriate Employment Skills

Special courses include computer, art therapy and music therapy classes.

## Lesson Plans

The twenty competencies are further divided into ninety-four sub-competencies and broken down by objective. Within each objective are at least three lesson plans that follow an Awareness, Explanation, Preparation (AEP) learning sequence in order to ensure true content mastery. Many lesson plans have accompanying fact sheets, worksheets, and other activities that provide additional engagement and hands-on learning. It is also important to note that while most of the LCE instruction occur within the classroom, a considerable amount of home and community-based experience is also incorporated to maximize impact.

## Endowments

### WAAAUB Abu Dhabi Chapter CEC Endowed Fund

The WAAAUB Abu Dhabi Chapter made a gift that was allocated towards the “WAAAUB Abu Dhabi Chapter CEC Endowed Fund.”

This gift was made by the Chapter to expand the benefits of CEC offerings in Lebanon and the region.

The annual return of the endowment fund will be allocated to support selected CEC Diploma students to complete their CEC diploma courses. The fund will cover up to two courses per student that are taken as part of the graduation requirements for a CEC Diploma after the completion of the relevant CEC Certificate. Scholarship eligibility includes:

- First priority: students applying or registered for a CEC diploma program. Scholarship will be offered to student(s) with the highest GPA of courses taken towards the relevant CEC certificate. Any student can benefit up to a maximum of two courses pertaining to a CEC Diploma.
- Second priority: if funding is still available, then eligibility for students registered for CEC Certificate programs will be based on the highest GPA of at least two courses taken by the student towards the CEC certificate. Any student can benefit up to a maximum of one course pertaining to a CEC Certificate.



Continuing Education Center (CEC)