ANWAR GARGASH DIPLOMATIC ACADEMY

أكاديمية أنـور قـرقـاش الدبلوماسية

Graduate
Catalog
2024-2025

نحـن الإمــارات
WE THE UAE
2031

www.agda.ac.ae

Table of
Contents

Letter
from the
Director General

H.E. Nickolay E. Mladenov

Director General,
Anwar Gargash Diplomatic Academy

Dear Students,

Welcome to the Anwar Gargash Diplomatic Academy!

Congratulations! You're not just beginning an academic course but embarking on an exciting voyage destined to shape the future of the UAE.

The road ahead, leading you to the esteemed realm of diplomacy, will undoubtedly have its highs and lows. Yet, think of this: every challenge you conquer will be a steppingstone to making an indelible mark on the future of the United Arab Emirates. Your resilience and success will position you shoulder-to-shoulder with renowned diplomats who've taken the UAE flag to global horizons, fortifying the nation's international relations and noble goals.

AGDA isn't just an institution; it's a melting pot of academic brilliance, pioneering research, and transformative training. Our committed faculty awaits, eager to equip you with a blend of traditional wisdom and new tools that will be your compass in the fascinating world of international relations.

The complexities of 21st-century diplomacy are many, but the skills you'll acquire here will not just prepare you but empower you. Whether it's representing your proud nation in other countries, navigating intricate international negotiations on climate change, food security and the role of AI; or opening up new economic opportunities for the UAE, you'll be ready.

At AGDA, it's not just about textbooks and lectures. You'll find yourself immersed in stimulating conversations with global thinkers, renowned experts, and trailblazing diplomats, both from the heart of the UAE and the world beyond. Their stories, experiences, and insights will help you understand the past and prepare for the future.

As you immerse yourself in this transformative year, we all eagerly await the day when we can proudly watch you graduate, ready to join the dynamic UAE diplomatic service. Your dedication, passion, and contribution will be the wind beneath the nation's wings, propelling it forward in the global arena.

Dive deep, soar high, and embrace every moment.

I wish you ultimate success in this exciting journey.

# 01 About the Anwar Gargash Diplomatic Academy

1.1. Overview

The Anwar Gargash Diplomatic Academy (AGDA), formerly the Emirates Diplomatic Academy, was established as an independent federal entity under Cabinet Decision No. (29) of the year 2014, by His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai. AGDA provides a combination of diplomatic education and training. A prestigious platform that combines the best of academia, research and practice, AGDA equips the UAE's current and future diplomats with the knowledge and multi-disciplinary skills to effectively serve their nation.

In our rapidly evolving and highly interconnected global environment, national security and prosperity depend on knowledgeable and informed government leaders, policymakers and diplomats. The ability to promote the UAE's interests on the world stage and find innovative solutions to the most pressing global issues, while maintaining positive strategic relations with regional and international partners, has never been more important or complex than it is today. Diplomats are the highly skilled agents who enable states to effectively carry out their agenda.

Accordingly, diplomats must receive specific trainings: they need to be equipped to understand global developments and have the requisite skills to present their countries in the best possible way. Leadership is a critical component of any successful diplomat because they must possess great integrity, be dedicated, have significant knowledge, be innovative, have sophisticated communication skills and have the ability to make quick and incisive judgments.

AGDA aims to promote the capacity of the UAE's diplomatic leadership. Through its nine-month Post-Graduate Diploma (PGD) programme in UAE Diplomacy and International Relations, its Master of Arts (MA) programme in Global Affairs and Diplomatic Leadership and its Master of Arts (MA) programme in Humanitarian Action and Development, AGDA equips junior UAE diplomats with the essential theoretical knowledge and practical skills needed to succeed in the world of international affairs and diplomacy.

AGDA is the academic home of **100 students**, taught by a combination of resident, visiting faculty and visiting experts involved in diplomatic practice. In addition, AGDA functions as a platform for thought leadership and relevant research on international relations and diplomacy in the region. Its research faculty provides curricular input through co-delivering some courses and engaging the students in AGDA research. AGDA also provides short-term executive training courses to its students and current employees of the Ministry of Foreign Affairs (MoFA), and others interested in diplomacy and international relations.
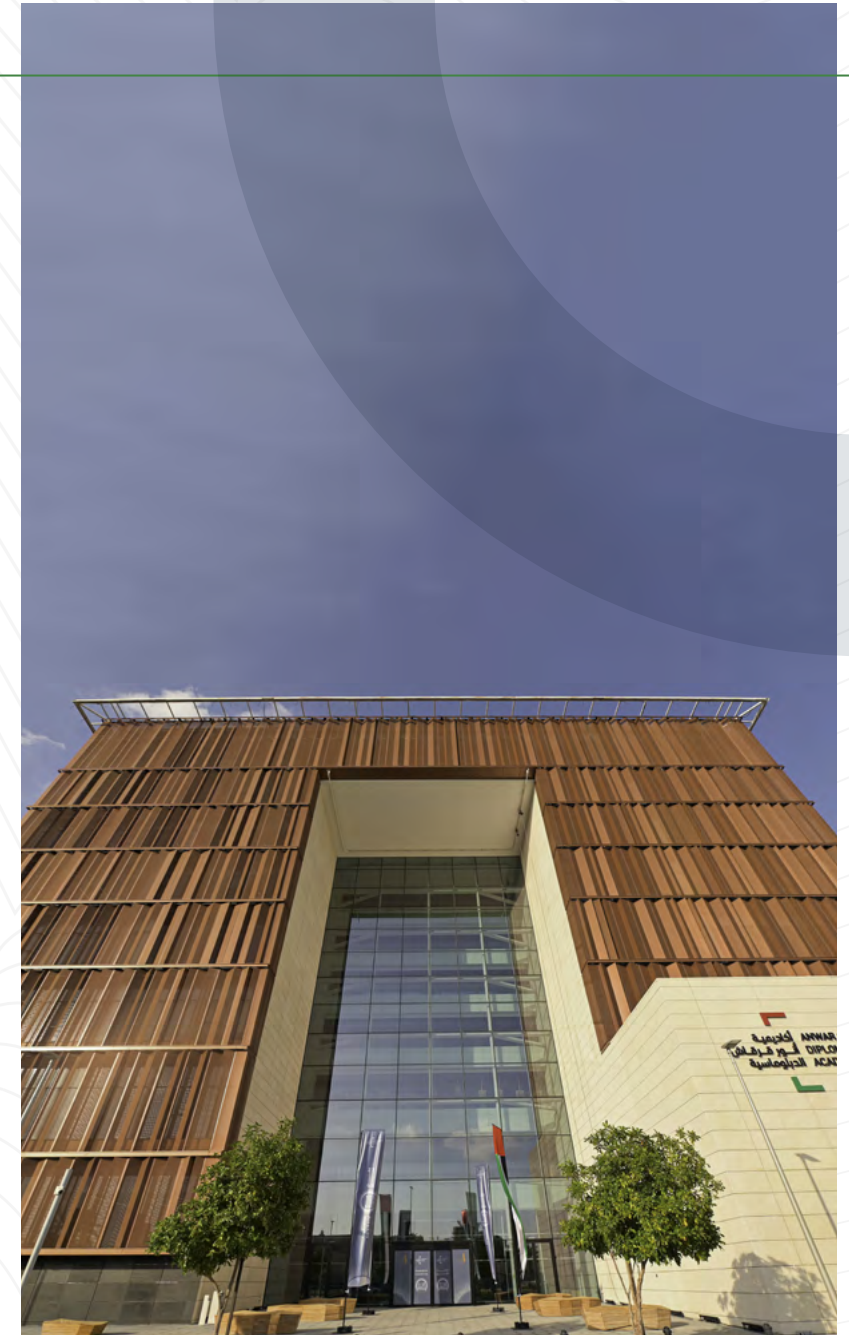
1.2. AGDA Vision

A world-class diplomatic academic institute that influences and drives the development of the next generation of foreign policy leaders and thinkers and plays a dynamic role in shaping the global foreign policy landscape.

1.3. AGDA Mission

To deliver internationally recognised education and training for diplomats and to advance the UAE's foreign policy priorities; to produce innovative thought leadership that furthers the understanding of diplomacy and international relations in the region and beyond.

1.4. AGDA Operating Model

The AGDA operating model offers a unique blend of academic teaching and professional training with research activities that are focused on the specific context of the UAE and the region. AGDA offers:

Education Programmes

that qualify Emiratis to serve their nation by offering accredited and relevant academic programmes in the field of diplomacy, international relations and development.

Executive Training

that strengthens the members of the diplomatic and consular corps and expands training offerings to other government entities and businesses interested in diplomacy skills.

Research and Analysis

that contributes to domestic and international debates on issues relevant to the UAE's foreign policy.

1.5. Accreditation and Licensure

The UAE Ministry of Education (MoE) officially licensed AGDA to award a Post-Graduate Diploma (PGD) in UAE Diplomacy and International Relations in 2014. The PGD programme was further upgraded in 2016, 2021, and 2023 and the MoE and the Commission on Academic Accreditation (CAA) approved the last changes in 2024. In addition, the CAA and MoE accredited the MA programme in Global Affairs and Diplomatic Leadership in 2017. It was further upgraded, expanded and re- accredited in 2022. The MA programme in Humanitarian Action and Development was accredited in 2021 and upgraded in 2023. In August 2024, the CAA and MoE accredited the MA programme in in International Law, Human Rights, and Diplomacy.

1.6. AGDA's Competencies Framework

AGDA aims to graduate diplomats that are capable, influential and ethical. This competencies framework informs all the work that AGDA does and stipulates that AGDA graduates shall be:

a. Capable

- Skilful: AGDA graduates master traditional diplomatic skills (including languages, written and oral communications, negotiating, networking and consular skills) and specific 21st century skills (including digital technology, using big data, brand management and public relations, campaigning and using social media).
- Astute: AGDA graduates show good judgment, display abundant tact and earn the trust of their seniors.
- Knowledgeable: AGDA graduates possess a robust understanding of international affairs, as well as of their own country, and have an insatiable curiosity to learn more.

b. Influential

- Leaders: AGDA graduates can set out a vision, build and mobilise networks, relationships and coalitions to achieve specific goals, and organise and motivate staff and stakeholders to achieve them.
- Communicators: AGDA graduates are empathetic listeners, who build trust by being honest and authentic, and can write and speak persuasively using multiple media.
- Innovators: AGDA graduates are creative and outcome-focused, think critically and outside the box, and adapt flexibly to changing circumstances.

c. Ethical

- Courageous: AGDA graduates are resilient under pressure and willing to convey inconvenient truths.
- Disciplined: AGDA graduates are punctual, reliable, hardworking and well-presented.
- Committed: AGDA graduates demonstrate great integrity, are dedicated to promoting their country's interests and passionate about international cooperation.

02 2024-2025
ACADEMIC YEAR

● **The academic year** runs from September through June and consists of two semesters in both the PGD and MA programmes.

● **The PGD Fall semester** begins in September 2024 and the Spring semester begins in January 2025.

● **The MA Fall semester** begins in September 2024 and the Spring semester begins in February 2025.

PGD classes are generally held between **9:00am and 5:00pm**, Monday through Thursday (with make-up classes on Friday, if required)

MA classes are generally held between **5:00pm and 8:00pm**, Monday through Thursday

2.1. PGD: 2024-2025 Academic Calendar

SEPT 16 - 27	PGD Block Teaching Course
SEPT 23	Orientation
SEPT 30	Start of Academic Courses - Fall 2024
DEC 1	Commemoration Day
DEC 2-3	UAE National Day
DEC 05	Last Day of Fall Classes
DEC 05	Languages Final Exam
DEC 9 - 13	Fall 2024 Final Exams
DEC 16 - 20	PGD Skills Course
DEC 23-JAN 3	**Winter Break - No classes**
JAN 06	Start of Academic Courses - Spring 2025
FEB 15 - 22	AGDA Annual Trip
MAR 24 - APR 4	**Spring Break/ Eid Al Fitr - No Classes**
APR 10	Last Day of Spring Classes
APR 14 - 18	Spring Final Exams
APR 21 - May 23	PGD Skills Courses
JUN 23 - 26	Comprehensive Student Evaluation
JUN 30	End of PGD Academic Calendar

2.2. MA Programmes: 2024-2025 Academic Calendar

SEPT 23	Orientation
SEPT 23 - OCT 11	MA Skills Course
OCT 14	MA Academic Courses Start- Fall 2024
DEC 1	Commemoration Day
DEC 2-3	UAE National Day
DEC 23 - JAN 3	**Winter Break - No classes**
FEB 7	Last Day of MA Fall Classes
FEB 10-14	MA Final Exams Week
FEB 17	MA Skills Course
MAR 10	MA Academic Courses Start- Spring 2025
MAR 24 - APR 4	**Spring Break/ Eid Al Fitr - No Classes**
JUN 6	Eid Al Adha
JUL 4	Last Day of MA Spring Classes
JUL 7 - 11	MA Final Exams Week
JUL 11	End of MA Academic Calendar

* Classes are suspended during all National and Islamic holidays as declared by the UAE government.

* Classes are suspended during all National and Islamic holidays as declared by the UAE government.

A. Admissions to the PGD Programme in UAE Diplomacy and International Relations:

AGDA accepts students to the PGD programme who are sponsored by MOFA or other UAE government entities, as per the policies of the AGDA Board of Trustees.

3.1. Entry Requirements

Candidates should be highly motivated, outward-looking, open to new ideas and able to share insights from their own experiences. Applicants are evaluated on academic preparation and their depth and quality of experience, as demonstrated by academic performance to date, stated motivation and submitted written work.

**Applicants should satisfy the following minimum admissions criteria:**

- Bachelor's degree or equivalent from an accredited university or college recognised by the UAE Ministry of Education **(MoE)**

- GPA: Minimum of **3.0** (on a **4.0** scale)

- TOEFL: Minimum score of 550 or equivalent (computer-based TOEFL score of 213, Internet-based TOEFL score of 79-80), or IELTS (academic): Minimum score of 6.5 or EmSAT: Minimum score of 1550.

3.2. Application Procedures

To enrol for the PGD programme, students can apply online, or via a recognised UAE government entity, with proof of eligibility and approval from their entity.

Candidates wishing to apply for the PGD programme must submit the following documents:

- Completed application form for admission

- All official university degrees and transcripts

- Official standardised test scores (TOEFL or IELTS or EmSAT)

- Curriculum Vitae (CV)

- Personal Statement

- Passport copy

- Copy of Emirates ID

- Copy of Family Book (if applicable)
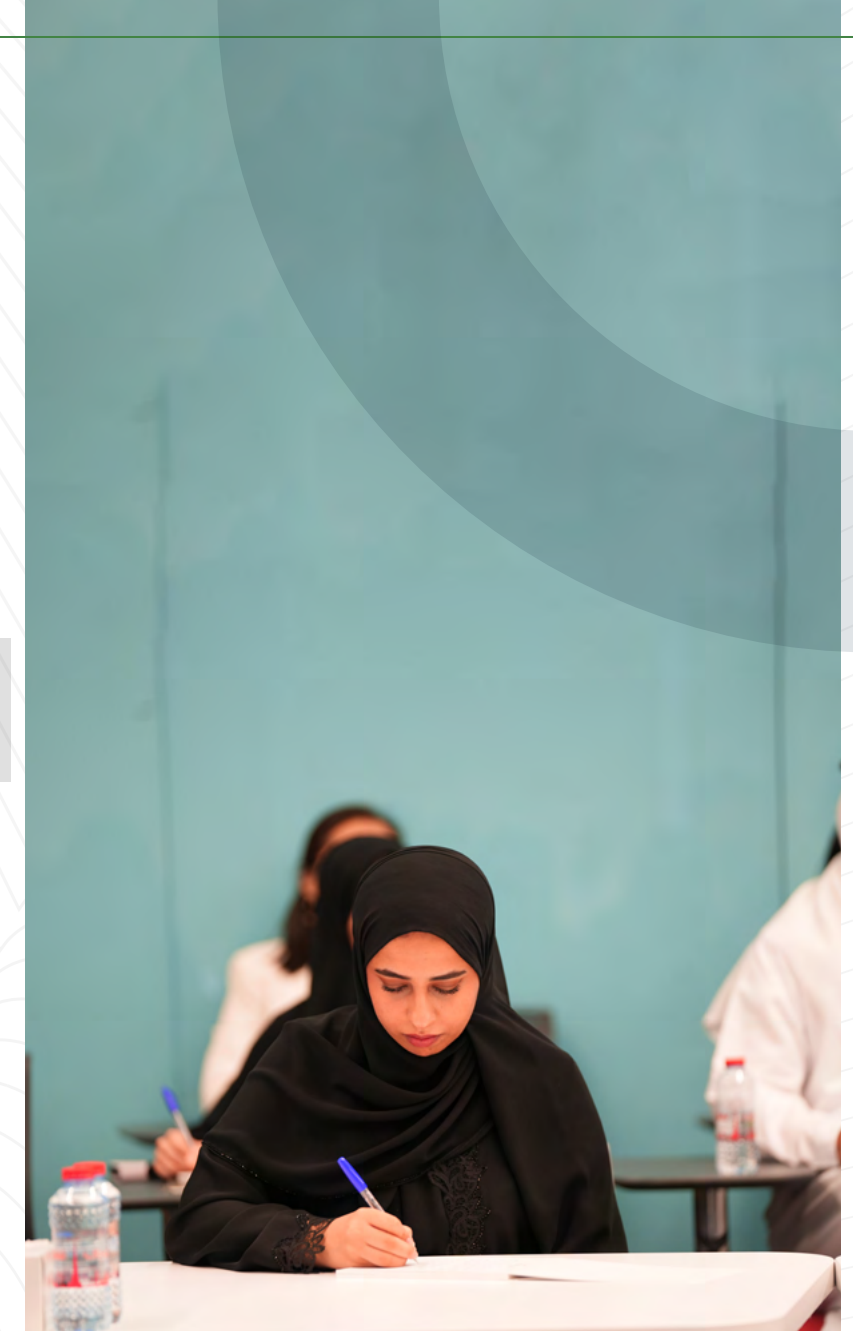
3.3. English Language Requirement

Applicants to the PGD programme must demonstrate proficiency in the English language. This can be done by submitting official test scores for (at least) one of the following tests: Test of English as a Foreign Language (TOEFL), or International English Language Testing System (IELTS). The IELTS exam should be the academic version. A minimum score of 550 on the paper-based TOEFL, 79-80 on the internet-based TOEFL, 213 computer-based TOEFL or 6.5 on the IELTS or EMSAT 1550 is required.

3.4. Transfer, Visiting, Non-matriculated Students and Transfer Credits

AGDA does not accept transfer, visiting, exchange or non-matriculated students in the PGD programme. In addition, AGDA does not accept transfer credits or equivalency courses from other universities. AGDA also does not accept transfer credits from undergraduate programmes.

3.5. Application Assessment

- **The Student Affairs section** screens all applications for completeness and demonstration of minimum requirements. All eligible applications are forwarded together with the evaluation form to the Admissions Committee, which carries out the following assessment steps.

- **Academic Screening:** Every application is reviewed by the Admissions Committee in accordance with the following criteria: 1) academic strength and 2) career motivation.

- **Psychometric and Skills Evaluation:** Applicants are evaluated using a standard psychometric exam that assesses the core competencies, characteristics and baseline skills as a diplomat.

- **Interviews:** Applicants are evaluated through personal interviews with the Admissions Committee. In exceptional cases, interviews may be conducted via phone or online.

- **Admission decision:** The Admissions Committee makes the final decision, which is sent for endorsement to the AGDA Director General's Office. Applicants will receive the official notification of admission, or rejection from Student Affairs.

B. Admissions to the MA Programme in Global Affairs and Diplomatic Leadership:

The MA programme in Global Affairs and Diplomatic Leadership (MAGAD) is open to candidates who have an interest in international relations, foreign policy and diplomatic practice.

MAGAD is also open to AGDA alumni who have successfully completed 24 credits of coursework in the PGD programme and who are sponsored by MOFA, or by other UAE government entities. PGD Alumni can complete 12 additional credits to obtain the MAGAD programme.

3.6. Entry Requirements

Candidates to the MAGAD programme should satisfy the following admissions criteria:

- **Being** a UAE national

- **Having** graduated with a Bachelor's degree (or equivalent) with a minimum GPA of 3.0

- **TOEFL:** Minimum score of 550 or equivalent (computer-based TOEFL score of 213, Internet-based TOEFL score of 79-80), or IELTS (academic): Minimum score of 6.5 or EmSAT: Minimum score of 1550.

Alumni should satisfy the following minimum admissions criteria:

- **Students** who graduate with a minimum CGPA of **3.5 over 4** in the PGD programme are automatically eligible to enrol in the MA programme.

- **Students** with a CGPA between **3.0 and 3.49** in the PGD programme may be given the opportunity to take a qualifying exam. Successful candidates who pass the exam will be enrolled. Candidates who do not pass the qualifying exam will not be admitted to the MA programme and may not re-take the exam.

- **Students** who do not pass the qualifying exam may re-apply in the following academic year.

- **Students** with a CGPA lower than 3.0 in the PGD programme are not eligible to enrol in the MA programme.

C. Admissions to the MA Programme in Humanitarian Action and Development (MAHAD):

The MAHAD programme is an accredited, nine-months full-time course, which will offer young and mid-level professionals the practical and theoretical skills necessary to work in the field of humanitarianism and foreign aid. Full-time students enrolled in the programme will have to complete 30 credit hours (CH) to graduate.

3.7. Entry Requirements

To apply for MAHAD, interested students need to:

- Have a Bachelor's degree (or equivalent) from an accredited university

- Have graduated with a minimum Grade Point Average (GPA) of 3.0 (on a 4.0 scale), or equivalent

- TOEFL: Minimum score of 550 or equivalent (computer-based TOEFL score of 213, Internet-based TOEFL score of 79-80), or IELTS (academic): Minimum score of 6.5 or EmSAT: Minimum score of 1550.

- Have a keen interest in the field of foreign aid, development, humanitarian action and international organisations

In addition, AGDA alumni should satisfy the following admissions criteria to be able to enrol.

- Students who graduate with a minimum CGPA of 3.5 over 4 in the PGD programme are automatically eligible to enrol in the MA programme.

- Students with a CGPA between 3.0 and 3.49 in the PGD programme may be given the opportunity to take a qualifying exam. Successful candidates who pass the exam will be enrolled. Candidates who do not pass the qualifying exam will not be admitted to the MA programme and may not re-take the exam.

D. Admissions to the MA Programme in in International Law, Human Rights, and Diplomacy (MILAD):

The MA programme in International Law, Human Rights, and Diplomacy program (MILAD) is a nine-months specialized academic programme that gives depth and breadth to the challenges, dilemmas and stakes in the field of international law and human rights. The status of human rights will be analyzed in a global context and through national implementation. It will focus on equality, social policy and rights protection.

3.8. Entry Requirements

To apply for MILAD, interested students need to:

- Have a Bachelor's degree (or equivalent) from an accredited university

- Have graduated with a minimum Grade Point Average (GPA) of 3.0 (on a 4.0 scale), or equivalent

- TOEFL: Minimum score of 550 or equivalent (computer-based TOEFL score of 213, Internet-based TOEFL score of 79-80), or IELTS (academic): Minimum score of 6.5 or EmSAT: Minimum score of 1550.

3.9. MA Programme Enrollment Procedure:

Completed applications are forwarded to AGDA's admissions committee, which is responsible for reviewing and evaluating applications.

Candidates will be notified of their acceptance into the program in the summer preceding the beginning of the academic year.

For AGDA alumni who need to take the Qualifying Exam, the admissions committee will evaluate their exam to determine eligibility.

3.10. MA Programme Transfer Students, Visiting Students and Transfer Credits

For the 2024 - 2025 Academic Year, AGDA does not accept transfer, visiting, exchange or nonmatriculated students in the MA programme or Humanitarian Action and Development.

Graduate credits earned outside the Academy may be transferred to a graduate program at AGDA subject to approval of an "Academic Credit Transfer Request" at the time of the student's admission in the program provided that:

1. the course/module/unit transfer credits were earned at the graduate level from an institution recognised by the UAE Ministry of Education;

2. the course/module/unit transfer credits were earned in the language of instruction appropriate to the programme at the Academy ;

3. the course/module/ transfer credits must have been completed no more than (3) three years prior to the student's acceptance into the graduate programme at the Academy;

4. the course transfer credits may not have been used previously in any graduate programme to fulfill the requirements for any other graduate degree;

5. only courses in which the student received grades of "B" (GPA 3.0) or higher will be considered for transfer;

6. credits for graduation projects and thesis are not transferrable;

7. the transfer student is in Good Academic Standing (a minimum CGPA of 3.0 on a 4.0 scale or higher in graduate level course work, or equivalent); and

8. a maximum of 25% of the total credit hours required for the programme may be transferred into a programme.

No grades are assigned for academic credit granted through RPL, nor can academic credit granted through RPL be used in the calculation of cumulative grade point average (GPA).

Graduate course transfer credits are designated as "TC" on the student transcript.

In special circumstances, a student may be permitted to take a course at another institution and transfer it to the Academy after the student has begun graduate studies at the Academy. However, the student must be in Good Academic Standing and must have an approved "Request to Take a Graduate Course at Another Institution" prior to enrolling in the course elsewhere. All aforementioned course transfer rules apply to cases of this type.

E. Orientation Programme

The mandatory Orientation Programme takes place during the first week(s) before the beginning of classes. AGDA students can expect an orientation to AGDA, an introduction to AGDA faculty and staff, an overview of the academic programme and to AGDA rules and regulations.

All students receive their ID cards and are introduced to AGDA facilities during the orientation.

04 Student Academic Policies and Procedures

4.1. Language of Instruction

English and **Arabic** are the languages of instruction at AGDA.

4.2. Class Size

The academy encourages learning by maintaining a concentrated, limited-sized class for instruction and supervision. A suitable student/faculty ratio is upheld to support elevated student performance at both PGD and graduate course levels. To guarantee effective engagement and interaction between students and faculty, the academy establishes specific minimum and maximum limits on the number of students in a class, tailored to the pedagogical approach applied at each level. The academy oversees student registration across all sections during the registration period to verify compliance with the class size policy. This task is the responsibility of the Dean, Academic Director and the Registrar.

Minimum and Maximum Enrolment

The PGD and MA programs shall have at least (5) enrolled students and maximum of (25) students for MA courses, and (40) students for the PGD courses. In the event of not meeting the minimum student enrollment, the class shall be cancelled upon the final decision of the Dean. If the maximum enrollment is exceeded, the Dean in coordination with the Academic Director shall decide on offering an additional section.

Exceptions

Under some conditions, exceptions may be granted to this policy, upon the final decision of the Dean.

- If the course is part of a recently introduced degree program (within a maximum of one academic year from the initiation date).
- If the course is being offered for the first time (within a maximum of one academic year from the date of the initial offering).

Exceptions Handling:

1. Requests for exceptions to the class size policy are submitted to the Dean's Office.

2. The Dean evaluates exception requests based on predefined criteria and makes final decisions.

3. Exceptions may be granted for courses part of recently introduced degree programs or courses offered for the first time within a specific timeframe.

4. The Registrar's Office maintains records of approved exceptions to the class size policy, including rationale and decision details

4.3. Academic Credit Hours

Definition: A credit hour is characterized as the workload reflected in the anticipated learning outcomes and substantiated by evidence of student achievement.

AGDA's credit hour definition aligns with the specified definition in the CAA Standards, Annex 23, with a minimum of 50 minutes recognized as the standard duration of a classroom for graduate courses. Academic credits are granted to students who successfully fulfil course requirements, assessments, and achieve the specified learning outcomes.

Course Designation for Graduate Courses

- **500 Level Courses:** Advanced level courses in the post graduate diploma program, aiming to provide a comprehensive knowledge and skills in the intended field, in line with the National Qualification Framework of Emirates – Level 8.

- **600 Level Courses:** Advanced master-level courses in the graduate programs, demanding students to integrate knowledge, concepts, and methodologies within the intended field. These courses also require a heightened level of critical thinking to analyze complex issues, develop innovative solutions, and formulate proposals, demanding increased intellectual rigor.

Lecture Courses:

Courses focused on concepts, discussions, ideas, and principles.

A single regular semester credit is equivalent to at least 50 minutes of classroom teaching per week for a semester lasting 16 weeks or more for the MA programs, and 11 weeks or more for the PGD program, which includes one week of examination. Also, students are expected to dedicate at least 100 minutes per week to independent learning outside the scheduled class hours.

Thesis: Students engaged in independent projects also adhere to the established minimum of 50 minutes of student work per credit hour per week throughout the semester, which extends for fifteen weeks or more.

Allocation of Credit Hours

The academic department is responsible for determining the appropriate level and credit allocation for courses, ensuring alignment with this policy. Additionally, academic administrators are tasked with ensuring that courses are delivered in accordance with the assigned credit hours for each course.

4.4. Academic Evaluation, Grading Mechanism & Grading Scale

Faculty members evaluate student performance freely and provide fair and consistent assessments of students' performance. Assessment methods include but are not limited to projects, oral presentations, research papers, case studies, class participation, and written examinations. All grades for academic work are based strictly on the quality of the work submitted, not on the hours of effort or on external circumstances.

Faculty members keep clear and comprehensive records of student assessments, to ensure accurate calculation of student performance over each course and as a reference in the case of any student appeal of particular grades. Grades submitted to the Registrar by the faculty member are considered final after the approval of the Dean.

Faculty members submit all final student grades within the deadlines specified by the Registrar. Students will have access to their grades online, via the Student Management System (Emada). The faculty members' ability to change a grade once submitted is limited .

Grade Approval and Publishing

The faculty member bears the responsibility of timely submission of students' final grades, as outlined in the procedures and following approval from the Academic Director and the Dean. Except for the final examination, other course works shall be submitted as per the stipulated timeframe specified in the procedures. It is essential to finalize all assignment grades before the final exams begin.

Changing Grade

Grades entered by the faculty member are considered final and are not alterable once submitted for publication, except in specific instances such as clerical or administrative errors and grade appeals. If a grade error is identified, the faculty member is required to initiate the correction process following the prescribed procedure.

Grade Appeal

If students believe that they have been unfairly or incorrectly graded due to any inequitable, arbitrary, or erroneous actions supported by evidence, they are entitled to file a grade appeal for any of the assessed course work. Please refer to the Grade Appeal Policy for further details.

Repeating Course

Upon the Deans' approval, MA students may retake a course for which they received a grade lower than (C) if they fail the programme because of a course. The higher grade achieved in the repeated course will be recorded in the student's CGPA.

If a student has enrolled in an elective course and did not pass it or was excluded from the course schedule, they can opt for an alternative elective course, subject to approval from the Dean.

The AGDA uses the following grading scale:

New Scale	Score	Quality Points
A	100-94	4
A-	93-90	3.7
B+	89-86	3.3
B	85-82	3
B-	81-78	2.7
C+	77-74	2.3
C	73-70	2
C-	69-66	1.7
D+	65-62	1.3
D	61-60	1
F	59-0	0

In progress (IP) Grade

Students unable to finish their thesis in the same semester receive an "IP" (In Progress) grade, which is recorded on the student's transcript. It is the student's responsibility to fulfill the Thesis course requirements before the agreed deadline with the Supervisor and Registrar. Failure to meet the deadline results in the "IP" grade being changed to an "F." Communication with the supervisor is crucial for students to ensure the completion of Thesis requirements within the stipulated timeframe.

Incomplete (I) Grade

Students who request an incomplete exam owing to circumstances beyond their control, as described in the Examination and Assessment Policy, will earn a (I) grade. This mark is reflected on the student transcript, but it is not included in the cumulative GPA until the examination is successfully completed.

Withdraw (W) Grade

A (W) grade will be assigned to a student who withdraws from a course subsequent to the add/drop period but prior to the midterm exam period. Although the student transcript reflects this grade, it is not incorporated into the calculation of the cumulative GPA. The student must retake the course in order to earn credit hours and satisfy the course requirements.

Withdraw with Failure (WF) Grade

A withdrawal from a course after the midterm examination period will result in the assignment being graded "WF." This grade contributes to the cumulative GPA and is documented on the student transcript. In order to successfully complete the course requirements and accumulate credit hours, the student is required to retake the course.

Pass (P) Grade

A (P) will be awarded to students who complete bridging courses with success. In addition to the credit hours earned, this grade will be included on the student transcript; however, it will not be factored into the calculation of the cumulative GPA.

Fail (F) Grade

Inability to effectively complete a course result in the assignment of a F grade. In order to satisfy the course prerequisites, students must repeat the course. Although the (F) grade is recorded in the student's transcript and is factored into the overall GPA, the cumulative GPA is not affected by the grade in bridging courses for the PGD program.

Dishonesty/ Cheating (XF)

Students who engage in activities that compromise academic integrity, such as cheating and plagiarism, are assigned the (XF) grade. This grade is included in the CGPA calculation and is reflected on the student's transcript

4.5. Grade Point Averages

Credit-bearing courses are calculated in the students' GPAs. The AGDA grading system uses two grade point averages: the semester (term) grade point average (GPA or TGPA) and the cumulative grade point average (CGPA).

Grade Point Average (GPA)

The grade points acquired during the initial graduate degree will not be incorporated into the transcript for the additional graduate degree. Students pursuing an additional degree are regarded as transfer students, and their credits are evaluated accordingly. Courses fulfilled during the first degree will be annotated as "TR" on the transcript for the additional degree, with an acknowledgment of being completed at the Anwar Gargash Diplomatic Academy.

Cumulative Grade Point Average (CGPA)

The CGPA is the combined grade point average of all courses (including failed courses) taken by a student at AGDA in all terms. The CGPA can be calculated by dividing the sum of all grade points earned in all semesters by the total credit hours attempted in both semesters at AGDA.

All PGD classes will be counted in the students' GPAs and grades will be displayed on the students' transcripts. Grades obtained in language courses will also be displayed on students' transcripts, but not counted in the students' GPAs.

4.6. Registration and Scheduling

1. Student Affairs is responsible for the registration of students in courses and the scheduling of courses.

2. Students in the Postgraduate Diploma Degree Program in UAE Diplomacy and International Relations shall be registered for 24 credits in total.

3. Students in the MA program in Global Affairs and Diplomatic Leadership that are coming from the PGD programme will be registered for 12 credits in total.

4. The Dean, in consultation with the faculty members, decides on the faculty member responsible for teaching a course.

5. A faculty member may allow a student to attend a class only if the student's name appears on the official class list from Student Affairs.

6. MA students are allowed to audit classes with the permission of the course instructors and by completing an Audit Request form.

7. Students are expected to be in class, on time, for all scheduled class periods (including makeup classes). The faculty member will be responsible for explaining the rules of attendance. Guidelines for attendance are stipulated in the class syllabus and in the Student Handbook.

8. Excessive absence may entail disciplinary measures.

9. Withdrawal from courses, if applicable, will be done through a Course Withdrawal Request, signed by the student's academic advisor. A grade of W will be marked on the student's transcripts for the course.

10. Withdrawal from the program will be done through a Complete Withdrawal Form, signed by the Academic Advisor of the student.

11. In exceptional circumstances, a student may be allowed to complete a course in the following semester after securing permission from the faculty member and approval from the Academic Director. A grade of I (incomplete) will be assigned for the course. Students must complete the course requirements no later than the fifth week of the following trimester. If not, a student will receive a grade of F for the course.

12. Class size refers to the number of students taught in a class. Class size is generally limited to a maximum of 30 students, though smaller groups are preferred. In MA classes, a cap or limit on student numbers may be imposed in consultation with the Dean and the Registrar.

13. The Academic Director, in consultation with Student Affairs, shall decide on the add/drop period for the MA program. The add/drop period shall not exceed 10 days in each semester.

14. For the Postgraduate Diploma Degree in UAE Diplomacy and International relations, no add/drop period exists.

15. A student may request a Leave of Absence as per the guidelines stipulated in the Student Handbook.

Procedure:

1. The Dean decides on the distribution of teaching responsibilities among the faculty members.

2. Student Affairs schedules the classes and releases the class schedule at least 2 weeks before the start of the classes, after consultation with the faculty members.

3. The Academic Director, in consultation with Student Affairs, shall decide on the add/drop period for the MA program.

4. Student Affairs distributes the official class lists to the faculty members.

5. The class schedule shall be posted online and distributed among the students.

6. Proposed changes in the class schedule shall be submitted to and approved by the Academic Director. The Academic Director will inform Student Affairs about any suggested changes.

7. A request for leave of absence shall be submitted to and approved by the Academic Director. The Academic Director will inform Student Affairs about the leave of absence.

8. A request for withdrawal from a course will be done through a Course Withdrawal Request form, obtainable through Student Affairs The request needs to be signed by the students' Academic Advisor.

9. A request for withdrawal from the program will be done through a Complete Withdrawal Form, obtainable through Student Affairs. The form needs to be signed by the student's Academic Advisor and the Academic Director.

10. A request for Leave of Absence will be done through a Leave of Absence Request form, obtainable through the Student Affairs. The form needs to be signed by the Academic Director.

4.7. Eligibility to Graduate

To graduate from AGDA, students need to maintain a CGPA of 3.0. Students who score a CGPA lower than 3.0 are not eligible to graduate.

Each academic program determines the total credits needed for completion.

Graduate students are required to meet their degree requirements within a maximum duration of three years. Full-time graduate students are required and successfully complete 12 credit hours per semester.

In addition, the following procedures apply:

PGD Students:

The degree requirements for the Post-Graduate Diploma in UAE Diplomacy and International Relations are as follows:

- The successful completion of all two-credit courses with a CGPA of 3.0 and above
- The successful completion of all one-credit skills courses with a CGPA of 3.0 and above
- The successful completion of all language courses

For PGD students, winning an Award or being placed on the AGDA Honour's List for one semester does not guarantee eligibility for graduation if the CGPA is below 3.0 at the end of the academic year.

PGD students who do not successfully complete their language courses will have their failure recorded in their transcripts and the Ministry of Foreign Affairs and International Cooperation notified about the same. To avoid this, all PGD students must complete their language courses successfully by attending the courses, completing all assessments and readings, engaging with the trainers and participants and obtaining at least a passing grade.

MA Students:

In addition to maintaining a CGPA of **3.0** and above, **MA students** have to pass the oral defence of their MA Thesis or Capstone at the end of the academic year.

Program Credit Hours Requirements for Graduation

The academic standing of individuals who have completed a master's degree may be summarized under the category of "Graduation Standing" as outlined below:

Program Name	Credit hours Required
MA programme in Global Affairs and Diplomatic Leadership	30
MA Programme in Humanitarian Action and Development	30
MA Programme in International Law, Human Rights, and Diplomacy	30
Post-Graduate Diploma (PGD) programme in UAE Diplomacy and International Relations	24

Graduation Standing

The academic standing of individuals who have completed a master's degree may be summarized under the category of "Graduation Standing" as outlined below:

CGPA RANGE	GRADUATION STANDING
4.00	Exemplary
3.75-3.99	Excellent
3.25-3.74	Very Good
3.00-3.24	Good
Less than 3.00	Cannot Graduate

Degree Lists

AGDA grants degrees solely to students who meet their respective degree programs' requirements.

Candidates nominated for degrees undergo a thorough approval procedure involving the Board of Trustees, Dean, the Academic Director and Registrar. After receiving approval from the Board of Trustees and at the end of each academic semester, students are awarded their Degree Certificates

4.8. Honour List

AGDA may award its most outstanding PGD and MA students. The Academic Affairs Committee (AAC), in coordination with the AGDA Director General's Office, approves all student awards. PGD and MA students, whose CGPA is higher than 3.6, will be placed on the AGDA Honours List and will receive such recognition during the graduation ceremony. Students whose GPAs are above 3.6, but who obtain warnings or who do not pass their language courses, will be removed from the Honours List.

4.9. Examinations

Faculty members must ensure appropriate assessment methods in compliance with the National Qualification Framework of Emirates (QF Emirates) levels 8 for PGD programs and 9 for graduate programs. These exams are aligned with the course learning outcomes and are designed to ensure that students have the essential knowledge, abilities, and competences.

To ensure uniformity and fair marking, all course assessments are reviewed against well-defined rubrics. Students must submit their coursework through the authorized Learning Management System, ensuring that it reflects their own efforts. Faculty members employ integrated anti-plagiarism software, such as Turnitin, to ensure the originality of work and avoid any similarities without correct source acknowledgment.

Students are expected to participate in final exams according to the schedule specified in the Learning Management System. Students must follow the Examination Guidelines stated in the Learning Management System when taking any examination. Proctoring and monitoring measures are used in all types of exams.

In-term Examinations:

Aside from the final exam, all course assessments are given during specified class times. When an instructor intends to conduct assessments not within the approved course schedule and timetable, it is the instructor's and academic department's responsibility to quickly advise students of the date, time, and location of these tests.

Midterm Examinations:

Faculty members are responsible for announcing the exact date of the midterm test for their courses. Furthermore, they are responsible for ensuring that the exam is properly administered in compliance with the Examination Guidelines.

Final Projects:

Depending on the course level and nature, faculty members may require students to present a final project report, either on an individual or group basis. Students shall follow the regulations provided by the faculty member, which explain the expected structure and outcomes of the final project and presentation.

As part of grading and assessment, the instructor asks two or more juries, who could be internal or external juries, to assess the student's project and presentation skills. If the faculty member chooses a different day and time than what is specified in the course schedule, students must be informed in advance about the date, time, and venue of the final presentation.

Final Exams :

The Final exams are conducted as per the specified final exam period outlined in the Academic Calendar. During this time, students should not be assigned any additional coursework.

The final examination schedule will be announced on the Learning Management System. Students can take no more than two exams on the same day. If a student has three or more exams on the same day, they can visit the Academic Director and/or Dean and request alternative exam dates.

The Office of Student Affairs works with the Academic Director to help students with special needs during the exam period. These students are assigned to various exam halls and are expected to follow the AGDA's Examination Guidelines.

During the final examination period, faculty members must all be available. The Dean is accountable to ensure that final exams are administered and handled in accordance with established proctoring regulations. Faculty members are not assigned to oversee the examination hall for their own final exams. Instead, alternative faculty members must be designated for proctoring duties.

Faculty members are also obliged to post grades within the stipulated time frame, beginning on the day of the examination.

Emergency Final Exam:

Faculty members are required to create, submit, and securely seal an alternative midterm and final examination, distinct from the one administered to students, which must then be handed over to the Dean.

Physical Security of the Examination

Faculty members must develop their own exam questions and retain an electronic copy of the exam. Exams should be printed on the day of the examination and securely stored in a locked cabinet within the faculty member's office. Access to the faculty cabinet and office is restricted to the authorized faculty member. AGDA ensures limited access between floors and to the campus, further enhancing security measures.

Internal Assessment and Mark Moderation

Internal exam moderation is used for two important assessment components in both post graduate diploma and graduate courses: mid-term and final exam. Faculty members collaborate with the Academic Director to moderate assessments and mark them. This process is initiated by the Academic Director and involves the teaching team in charge of the moderated course.

The Dean's Office, comprised of the Dean and the Academic Director, directs and manages the assessment moderation process. This comprises assigning moderators and scheduling assessment task reviews. The Academic Director sends faculty members instructions on the allocated moderators and rules for amending assessment assignments in their individual courses well before the mid-semester. Ideally, moderators should be more senior academics than examiners.

Internal Assessment Moderation

The assessment moderation task includes various important factors, including:

1. Ensuring the usage of an acceptable template, proper page numbering, and question sequencing.

2. Ensuring that the assessment level is consistent with the "Qualification Framework Emirates" level for the degree given by the program (Level 8 for Post Graduate Diploma and Level 9 for Master's).

3. Ensure that the evaluation is free of cultural bias and appropriately examines a wide range of competencies. Assessment questions should strike the appropriate balance between critical thinking and other question kinds, with a focus on the specific group of learners.

4. Ensuring that the assessment items are presented in a clear and simple manner that properly tests the desired Course Learning Outcomes.

5. Ensuring that the quantity of questions/items is adequate for the assessment's length.

6. Ensuring that the language and grammar used in the assessment are of a high standard.

7. Confirming that the question mark allocation and mark distribution are visible and tally up to the total number of marks available.

8. Ensuring that the examination gives adequate time and contextual cues for those whose first language is not English.

9. Ensuring that no questions have recently been used in previous examinations.

10. When reusing an existing rubric, ensure that the grading rubric is clearly related to the assessment questions/items and properly specifies the criteria for objectively evaluating students' work.

11. Ensuring that the exam is linked to the Course Learning Outcomes (CLOs) listed in the syllabus, and that the questions are relevant and aligned with the CLOs.

Internal Assessment Marking Moderation

Mark moderation is a critical step for ensuring that exam assessments and marking are fair, authentic, and reliable. Moderators play an important part in this process by determining whether the assessment criteria were applied consistently and accurately across all examination papers. They also actively seek to uncover and correct any potential academic bias or prejudice in student marking and assessment, with the goal of achieving a fair evaluation process. Furthermore, moderators address any discrepancies in marking judgments between the examiner and themselves, attempting to reach an agreement and maintain fairness in the assessment results. This complete approach to mark moderation ensures that the grading procedure meets academic requirements while also maintaining the evaluation system's integrity

4.10. Auditing MA Classes

Full-time MA students may opt to audit another class only with the permission of the instructor. Auditing students are exempt from completing class requirements and will not receive a grade on the class. Audited classes do not count in the student's GPA and will not appear on the student's transcript.

Students who wish to audit a class should fill out an "Audit Attendance" form, which can be obtained at the Student Affairs section.

4.11. Withdrawal from a Course in the PGD Programme

All elements of the PGD programme are mandatory for all students and thus withdrawal from a course is not applicable. In exceptional circumstances, a grade of "I" (Incomplete) will be assigned for a course (**see section 4.13 on "Incomplete Grades"**).

4.12. Incomplete Grades

In exceptional circumstances, a student in the PGD or MA programme may be allowed not to complete a course in a specific semester after securing permission from the course instructor and approval from the Dean. A grade of I (incomplete) will be assigned for the course. Students must complete the course requirements no later than the fifth week of the following semester. Failure to meet the deadline will cause the student to receive a grade of "F" in the course.

Incomplete grades can also be assigned to students who take an extended Maternity Leave **(see section 5.6 on "Leaves").**

4.13. Withdrawal from the PGD and MA Programmes

Students who choose to withdraw from the PGD and MA programmes, can do so by filling out the Complete Withdrawal Form (which can be obtained through the Registrar). The AAC reviews and approves students' withdrawal requests and informs the AGDA Director General's Office of its decision.

4.14. Re-admission

Students who have previously withdrawn from the PGD and MA programmes may re-apply and seek to resume their studies in the following year, as per the approval of the AAC. Students who were dismissed due to violations of the Student Code of Conduct (see section 8 on the "Student Code of Conduct") and/or due to probation (**see section 4.17 on "Academic Standing and Probation"**), may not be re-admitted.

4.15. Grade Appeal Periods

A student may appeal a grade issued by the AGDA. The student's ability to appeal a grade, once submitted, is strictly controlled in the context of the student grievance process below.

In the event that a student believes his or her work has been graded unfairly, an academic appeals process will take place through the following steps:

Step 1 **Informal Resolution**

> **The initial** recourse for the student is to meet with the faculty member to discuss the issue and determine whether the result is due to miscalculation of a grade, in which case a Grade Appeal Request Form will need to be filled out and sent to the Registrar during the Grade Appeal Period defined by the Registrar. The student is notified by email once the grievance process has been resolved.

Step 2 **Formal Resolution**

> **If a grievance** still exists after the student's meeting with the instructor, the student may be required to go through a Formal Resolution process during which he or she must describe the grievance in detail via e-mail and verbally to the Academic Director. The Academic Director, assisted by the AAC, will then try to resolve the issue. Once the process is concluded, the student will be notified by email by the Academic Director. The Formal Resolution process should take place no later than one week after the end of the Grade Appeal Period.

Step 3 **Appeal Process**

> **If the conclusion** of the Formal Resolution process is unsatisfactory to the student, then the student should submit within one week of the conclusion of the Formal Resolution process a complaint in writing to be reviewed by the Dean. The student's submission should describe in detail the conditions and factors that led to the perceived grievance and the actions taken during the informal and formal resolution processes. Normally, the Dean will notify the student in writing of their recommendations and the actions taken to redress the issue if the grievance was upheld within three weeks of the filing of the complaint.

An academic grievance may also arise when a student believes that he or she was unfairly warned, placed on Probation or dismissed. In such cases, the student should follow the same procedures outlined in Step 2 above by writing to the Academic Director and describing in detail the conditions that led to the perceived grievance. Students also need to fill out an Academic Grievance Form, which can be obtained through the Registrar.

The Academic Director will first try to resolve the grievance by meeting with the appropriate parties to the situation. Only if a resolution cannot be found will the matter go to the AAC for deliberation. The AAC will then discuss the grievance and forward its decision or recommendations to the Dean and the AGDA Director General's Office. The AGDA Director General's Office will then notify the student in writing of its decision. The AAC will only recognize formal complaints that go through this grievance process.

Procedure:

- **If a student** believes that he/she was graded unfairly, the student is expected to go through the Informal Resolution process first.

- **Students** are expected to go through Steps Two (Formal Resolution) and Step Three (Appeal Process) as outlined in this policy to resolve any issues related to grade grievances

- **The Academic Director** will communicate all decisions in writing to the students

- **All communications** will be kept in the student's file

4.16. General Student Complaints

General complaints are understood to be unrelated to a student's grade, performance in a class, probation status or dismissal from AGDA.

Students have to lodge their complaints with Student Affairs first. Most of the complaints would be resolved at this stage.

If the student is not satisfied or if the complaint is not properly addressed according to the student, the student can put the complaint in writing to Student Affairs to the attention of the AAC. Student Affairs will then take the complaint to the AAC for discussion and feedback.

The AAC's feedback and decision will then be communicated to the concerned student in writing by the Student Affairs supervisor. Copies of all communication with students, including the AAC decision, will be kept in the student's file.

Procedure:

- **Students** lodge their complaints with Student Affairs first.

- **Student** Affairs tries to resolve and address the complaint.

- **Student** Affairs responds to the student in writing.

- **If the student** is not satisfied with the resolution, they can opt to lodge the complaint in writing to AGDA Student Affairs to be addressed to the AAC.

- **The complaint** is then taken to the AAC for discussion and feedback.

- **The Student Affairs** Supervisor then communicates the AAC's feedback in writing to the student and places all communication in the student's file for future reference.

4.17. Academic Standing and Probation

The evaluation of students' Satisfactory Academic Progress at the academy is conducted using qualitative and quantitative criteria. The quantitative standard includes the minimum credit hours that must be enrolled and earned per semester and the maximum timeframe for students to complete degree requirements; the qualitative standard concerns the Cumulative Grade Point Average (CGPA) of students.

Program Completion Timeframe

Students should fulfil the requirements for their postgraduate diploma within a maximum duration of one year and complete the requirements for master's degrees within a maximum duration of three years.

Academic Warnings

Graduate students enrolled in PGD and MA programs with Cumulative Grade Point Average (CGPA) below 3.00 will be subject to academic probation. An academic warning will be issued to alert students about the potential consequences and the need to enhance their academic standing. If the AAC does not believe that the student has a reasonable chance at success, or is unable to graduate, it can recommend that the student be asked to withdraw from AGDA or be dismissed. In case of dismissal, the student will be notified in writing by the AGDA Director General's Office.

Students who are not achieving Satisfactory Academic Progress have restrictions on their maximum credit hours enrollment per semester. They are expected to seek guidance from program coordinators and act on the advice provided by them and the department and office responsible for supporting students facing academic challenges. Guidance may encompass various measures, including stipulations on enrolling in specific courses and repeating courses with lower grades.

Any grants, scholarships, or financial support provided by AGDA will be withdrawn for students on academic probation, unless otherwise specified in the grant or scholarship terms.

Upon achieving the acceptable standard for the Cumulative Grade Point Average (CGPA), students will regain good standing in the subsequent semester of enrollment.

Dismissal

Students who fail to meet the minimum expectations of the academic program criteria and the academic progress requirements will be dismissed from the program. A letter of dismissal will be issued during the following regular semester, explaining the decision.

Students may be placed on Probation in the following instances:

Procedure:

The following procedures to be taken:

- **Students** with a CGPA below 3.00 are identified for academic warning and potential probation.

- **Students** receiving an academic warning due to a CGPA below 3.00 are notified via official communication from the Registrar's Office.

- **Academic Director** and designated student support offices provide guidance to students on improving their academic standing.

- **Students** on academic probation are required to adhere to the stipulations provided by program coordinators and support offices.

- **Probationary** measures may include enrolling in specific courses, or repeating courses with lower grades.

- **Upon** achieving the acceptable CGPA standard, students will be reinstated to good standing status in the subsequent semester of enrolment.

- **The Registrar's** Office updates students' academic records to reflect their improved standing.

- **Students** who consistently fail to meet the minimum academic progress requirements are subject to dismissal from the program.

- **The Academic Director** Office issues a letter of dismissal during the following regular semester, providing a detailed explanation for the decision.
- **Dismissed** students are informed of their right to appeal the decision and are provided with resources for academic advising and support if they choose to reapply to the program.
- **The Registrar's** Office maintains records of students' academic progress evaluations, including warnings, probationary status, and dismissals.
- **These records** serve as documentation of students' academic standing and may be referenced for internal audits or appeals processes.

4.18. Comprehensive Student Evaluation (CSE)

While at AGDA, and in addition to their ongoing academic evaluation in all their courses (see section 4.4 on "Academic Evaluation, Grading Mechanism and Grading Scale"), all PGD students are evaluated at the end of the academic year using the Comprehensive Student Evaluation (CSE) process and form.

Students may be placed on Probation in the following instances:

The CSE process stipulates that students are evaluated on the basis of three criteria: Academic Performance, Practical Skills and Character. Students are then rated on each of the three categories and are assigned an overall score. Other items, such as attendance records, warnings and probation status are considered during the end-of-year evaluation. In addition, students may be required to sit for an Exit Interview to help facilitate their evaluation. A committee approved by the AAC evaluates all students. The evaluations are reviewed and approved by the Dean and the

AGDA Director General's Office. The evaluations are then sent to the students' employers.

4.19. Continuing Education and Lifelong Learning Policy

Policy Statement

AGDA prioritize lifelong learning and continuing education as fundamental components of personal and professional growth in the fields of diplomacy, international relations, and human rights. AGDA is committed to providing comprehensive educational opportunities, including recognition of prior learning, executive training programs, and micro-credentials, to support the advancement of diplomats and professionals in these fields.

Recognition of Prior Learning (RPL):

Recognition of Prior Learning (RPL) acknowledges the existing knowledge, skills, and experiences of diplomats and professionals acquired through formal or informal learning. AGDA recognizes and values the diverse experiences and expertise of diplomats and professionals and offers pathways for the recognition of prior learning, in adherence to AGDA's Recognition of Prior Learning Policy and Procedure.

RPL processes are transparent, equitable, and consistent, allowing individuals to demonstrate their competencies through various assessment methods. Diplomats and professionals can receive academic credit based on their prior learning experiences, thereby accelerating their progress towards academic degrees or certifications.

Executive Training Programs:

Executive training programs offered at AGDA are designed to enhance the leadership, negotiation, and diplomatic skills of diplomats and professionals. AGDA offers executive training programs tailored to the specific needs of diplomats, government officials, and professionals working in international relations and human rights.

Executive training programs integrate theoretical knowledge with practical insights and real-world case studies to prepare participants for the complexities of diplomatic and international environments.

Micro-Credentials:

AGDA offers micro-credentials to enable diplomats and professionals to acquire targeted competencies and credentials recognized by diplomatic institutions, international organizations, and human rights agencies. Micro-credentials are designed to be flexible, accessible, and stackable, allowing learners to customize their learning pathways and earn credentials incrementally. Micro-credentials are aligned with industry standards and emerging trends, ensuring relevance and applicability to the dynamic field of diplomacy and international relations.

Continuing Education and Lifelong Learning Office

AGDA possess a dedicated Continuing Education and Lifelong Learning Office, that is responsible to managing, and overseeing the continuing education programs and initiatives. This office collaborates closely with academic departments and the Executive Training Department to develop and deliver programs, trainings, and learning opportunities tailored to meet the needs of AGDA students and alumni. These offerings are designed to align with the dynamic landscape of the international relations and human rights field.

4.20. Student Records

1. Student Affairs is responsible for maintaining all students' personal and academic records, ensuring the privacy and confidentiality of these records, and implementing the academic policies and regulations of the Academy.

2. Students have the right to review their personal information, academic and educational records, and to update or change their personal data and contact details through the Change of Contact Information Form.

3. Students can review and print unofficial copies of their transcripts.

4. Student Affairs is the only department who has the authority to print official complete transcripts with the Academy's seal. Students should submit an official Transcript Request Form requesting issuance of a transcript.

5. All student records will be stored in a secure, fireproof cabinet in the office of Student Affairs.

6. Student academic records will be stored using a computer-based student information system. This system will have an automatic backup function to avoid any data loss or damage.

7. Disclosure of information in educational records to persons within or outside the AGDA, except as indicated in this policy, requires the student's written consent.

8. The AGDA may have access, without the student's prior consent and without a record being made, to specific student records in which they have a legitimate educational interest.

9. Custodians of students' educational records have the responsibility to treat personal information with appropriate care and discretion and not exchange such information unnecessarily, and to ensure that the transfer of information between persons not in the same office or working group serves a legitimate AGDA purpose.

10. Educational records may be disclosed, without a student's prior consent, to officials of another educational institution in which the student seeks or intends to enroll, or in which the student is enrolled concurrently.

Procedure:

- **Student Affairs** updates students' records and keeps these records stored in a secure, fireproof cabinet.

- **Students** can update or change their personal data and contact details through the Change of Contact Information Form.

- **Students** can request an official transcript by submitting an official Transcript Request Form requesting issuance of a transcript from Student Affairs. Student Affairs releases the transcript to the student.

- **To disclose** information in educational records to persons within or outside the AGDA, the Academic Director has to request the student's written consent. The written consent must be signed and dated and must include a specification of the records to be disclosed, the purpose of the disclosure, and the party to whom the disclosure may be made. The registrar holds a record of each request and of each disclosure.

- **The Academic** Director notifies students of disclosure of personal information to third parties and the Registrar shall provide a student with copies of the disclosed records if he or she requests them. The disclosed material should contain a statement to the effect that acceptance of these materials constitutes an agreement to abide by this condition.

- **To exercise** the right of withholding information a student should submit a request to the Academic Director.

4.21. Transcripts

All students can review and print unofficial copies of their transcripts. Student Affairs is the only office that has the authority to print official completed transcripts with AGDA's seal. Students should submit an official "Transcript Request Form" requesting the issuance of a transcript.

4.22. Student Records from Other Institutions

AGDA has the right to keep all student documents submitted from another institution as the property of AGDA and is not required to provide any copies of these documents, to return original documents to the student upon the completion of the programme, or to forward these documents to another institution, on behalf of the student.

4.24. Student ID

All students are issued AGDA identification cards when they first enrol in the Academy. This card is the property of AGDA and must be surrendered to AGDA upon request. The card displays the student's photo and contains the student's name, ID number and may mention their date of birth.

All students are expected to carry their card with them at all times when on AGDA property. An ID card must be produced when official identification is needed or requested.

AGDA's security personnel have the right to request that students produce and/or surrender their ID cards. Security personnel also have the obligation to identify themselves to students as a Security Officer of the Academy. Failure to present the card when requested by an AGDA official is a violation of the Student Code of Conduct and may restrict the holder's access to the AGDA and/or its facilities. Any attempt to use an expired, altered or duplicated AGDA ID or make use of another student's ID, is prohibited.

4.25. Leave

Whenever a student takes leave, he/she is responsible for ensuring that they catch up with the course material that they have missed. All leave requests should be submitted to Student Affairs. There are seven types of permissible leave for PGD and MA students:

a. Maternity Leave

Students on maternity leave can miss up to two weeks during the academic year. Students who wish to take a longer maternity leave of up to three months will receive an "Incomplete" grade in the classes they are enrolled in (see section 4.16 on "Incomplete Grades") and will have to complete their classes the following academic year, subject to their employer's approval of them taking the time to do so. In such cases, the student will not graduate until they have successfully completed all of the required courses.

b. Paternity Leave

Students on paternity leave are allowed three business days of leave during the academic year.

c. Compassionate Leave

Students can take up to three business days of compassionate leave for first-degree relatives. They have to provide the death certificate to Student Affairs.

d. Hajj Leave

Students can take up to 10 days per academic year for Hajj leave. Students should notify Student Affairs prior to leaving on Hajj.

e. National Service

Students who miss class because of National Service requirements can take up to two weeks of leave. They need to inform Student Affairs prior to their departure. They are responsible for making up any missed assignments, in coordination with their instructors.

f. Emergencies

Students should contact Student Affairs within 48 hours should they be absent. AGDA reserves the right to contact the student's Emergency Contact to request information on the student's whereabouts. Should the student not be contactable within 48 hours, AGDA will consider that student as 'missing' and may assign an "Incomplete" grade for the semester (see section 4.16 on "Incomplete Grades").

4.26. PGD and MA Students' Attendance

Students must attend all classes as attendance is compulsory. Students with poor attendance will receive three warnings, and if absences exceed the maximum allowed, they'll receive a "WA" grade for the course. Exemptions for absences will be granted with documented evidence of a legitimate excuse.

Students on Probation may be dismissed from AGDA if they miss any other class without a valid excuse. The AGDA Director General's Office notifies students and their employers in writing in cases of dismissal.

Excused Absence/ Legitimate Excuse: Valid reasons for absences include: (1) Emergency Illness, with supporting documentation from Health Authority; (2) Road Accident, substantiated by a police report; (3) Death of a close relative, accompanied by a death certificate; and (4) Official/ Governmental work mission.

Levels of Absence Notifications

First Attendance Notification

Upon missing 5% of the total class contact hours, students will receive their first attendance warning for the enrolled course. A notification will be sent to the respective course faculty members and the student via their AGDA email address.

Second Attendance Notification

Upon missing 10% of the total class contact hours, students will receive their second attendance warning for the enrolled course. A notification will be sent to the respective course faculty members and the students via their AGDA email address.

Third Attendance Notification

Upon missing 15% of the total class contact hours, students will receive their third attendance warning for the enrolled course. A notification will be sent to the respective course faculty members and the student via their AGDA email address.

Course Dismissal Due to Excessive Absence

The student will be dismissed from the enrolled course, if he or she exceeded the 15% of absences from the total class contact hours. The course faculty members and students will be notified of the dismissal via their AGDA email addresses. Additionally, the student will receive a "WA" grade, denoting withdrawal due to absence, for that course, which will be documented in their transcript. Upon dismissal from a course, the student's access to lectures, course materials, and any assigned course work will be revoked.

Submission of Absence Excuses

Students with legitimate excuses as defined in this policy can submit an approved excuse for absences to the course faculty member and Student Affairs Office within one week after the absence. Details are outlined in the procedure of this policy. Students are responsible for communicating and notifying their course faculty members of any expected obstacles to attendance.

Student Appeals

If a student's absence excuse is rejected or if the student receives a "WA" grade, they have the option to appeal. The student can initiate an appeal by contacting the Student Affairs Office. The Student Affairs Office will then coordinate with the course faculty member and academic director for further review and discussion. The final decision will be communicated to the student within the specified timeframe outlined in the procedure.

Procedure:

- **Student** who missed a class with a legitimate excuse should provide a copy of the excuse documentation to the course faculty member for review and approval within one week following the absence.

- **Faculty members** may reject or approve the absence excuse. In the case of approval, the student should submit the approved excuse to the Student Affairs Office to remove the absence.

- Once the attendance record is modified, a notification email will be sent to the student and the course faculty member.

- **If the course faculty member** rejects the absence excuse, or the student has been granted a "WA", the student may request an appeal by contacting the Student Affairs Office within one week following the course faculty member rejection or withdrawal due to absence from the course.

- **The Student Affairs** Office will communicate with the course faculty member and Academic Director to review the submitted absence excuses documentation or the withdrawal due to absence from the course.

4.27. Class Disruptions

PGD and MA students are expected to physically or virtually (if a course is online) remain in the classroom for the entire duration of all classes. Students are expected to turn on their cameras at all times if their course is virtual. It is at the discretion of the faculty member to define what constitutes a class disruption in their class and to decide on an appropriate course of action in the case of frequent class disruptions, including leaving the classroom for any reason. This may result in one of the following actions:

- Lowering a student's participation grade
- Assigning an "F" grade on a student's participation grade
- Lowering a student's final grade

For PGD students, in the case of such behaviour being reported to Student Affairs as a persistent problem by one or more faculty members, the student in question may also receive a Warning Letter, which will remain in the student's file. Further violations beyond this will result in a Final Warning Letter to be issued by the AGDA Director General's Office.

Students' behaviour in class will be taken into consideration when evaluating the students at the end of the academic year (**see section 6.2 on "Comprehensive Student Evaluation (CSE)"**).

4.28. Punctuality

PGD and MA students are expected to be on time for all classes. Students who are more than 10 minutes late to class will be marked absent on that day. Students who are consistently late to class (more than three times) may receive a Warning Letter, which will be permanently placed in the student's file.

The instructor is responsible for defining all punctuality guidelines. MA students who are late due to work-related commitments are required to provide Student Affairs and the instructor a written excuse explaining their lateness to have the absence removed.

Students' punctuality records will be taken into consideration when evaluating the students at the end of the academic year (see section 6.2 on "Comprehensive Student Evaluation (CSE)").

4.29. Submission of Coursework

Coursework submission deadlines are assigned by the instructor and indicated in the course syllabus. PGD and MA students are expected to follow these deadlines and to submit all their course work on time. Upon late submission of coursework, the professor decides whether to accept the coursework, apply a penalty for late submission or reject it according to the instructor's policies that are specified in the course syllabus.

When a student is unable to undertake, complete or hand in a piece of coursework due to circumstances beyond his/her control, the student should notify the instructor regarding this issue prior to the coursework deadline. The instructor may decide to extend the submission deadline and assign a new date.

Faculty and students are required to use AGDA software when submitting coursework and assignments.

4.30. Mobile Phone Use

AGDA considers the use of mobile phones to be disruptive to the learning environment. A low tolerance policy is thus enforced.

a. In the classroom

Mobile phone use of any kind is forbidden in all classes, whether virtual or physical, unless for emergency cases. Frequent use of mobile phones in the classroom will be reported to Student Affairs and may result in a Warning Letter. Repeated mobile phone use and subsequent warnings will be seen as a deviation from the Student Code of Conduct (see section 8.a on "Disrupting AGDA Operations") and may result in probation or dismissal from AGDA.

b. During Exams

The use of mobile phones (and related devices) is strictly forbidden during exams—unless the instructor has granted permission. When on campus, all phones may be collected from students before the start of the exam. Any mobile phone use during exams will be considered as a violation of academic integrity and will be penalised according to section 7.8 (on "Academic Integrity") of this Handbook.

c. During AGDA Events and Guest Lectures

Mobile phone use is forbidden during all AGDA events and guest lectures. The use of mobile phones during events will be considered as a violation of the Student Code of Conduct (section 8.a on "Disrupting AGDA Operations") and will be penalised according to section 8 (on the "Student Code of Conduct") of this Handbook.

4.32. Participation of Students in AGDA Events and Guest Lectures

PGD students are expected to attend all AGDA events and guest lectures that they are invited to, whether on the AGDA campus, off-campus or online. In exceptional circumstances, a valid excuse should be provided to Student Affairs in writing at least 24 hours prior to the event, should the student be unable to attend.

PGD students are not permitted to miss more than one AGDA event per semester without written authorisation from Student Affairs. A Warning Letter will be issued and be permanently placed in the student's file when a student misses more than one event without prior justification.

PGD students' active and serious participation in AGDA events and guest lectures will be taken into account when evaluating students at the end of the academic year.

MA students will be required to attend AGDA events and extra-curricular activities if such events are a part of their class. In other instances, their presence at events will be encouraged.

4.33. Academic Integrity

AGDA seeks to create an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the Academy. The purpose of this policy is to provide students with a clear statement of the standards of behavior expected in an educational environment, so that they make responsible choices regarding their participation in the academic community and understand the consequences of any violation of these standards.

1. **The policy** and procedures apply to student conduct that occurs on AGDA premises or at AGDA sponsored activities.

2. **The AGDA** fosters a community committed to the educational and personal growth of its students. Behavior that infringes upon rights, safety or privileges or that impedes the educational process is unacceptable and may lead to disciplinary sanctions, including dismissal from the AGDA.

3. **In order** to preserve the spirit of community and provide a comfortable safe environment for all students enrolled in the AGDA, the AGDA holds each member of its community responsible for respecting the rights, privileges and opinions of other members of the community.

4. **The Academy** is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.

5. **AGDA** is an academic institution with strict policies regarding academic integrity. A zero-tolerance policy is therefore implemented to protect the work of students, faculty members and researchers. Academic violations include, but are not limited to:

• **Plagiarism:** Plagiarism is the most serious form of academic misconduct and is also one of the most frequently encountered forms of academic misconduct. In order to reduce its rate of incidence and increase detection, academic institutions have adopted automated and online screening systems.

AGDA uses Turnitin to screen essays, thesis and where relevant examination scripts, for evidence of both plagiarism and AI misuse. The program works by reviewing uploaded text through a vast web of international databases and can reliably detect when students have copied internet sources, published articles, published books and also any and all student writings where exercises have been uploaded into Turnitin in other institutions. In this latter case, Turnitin can also reliably detect cases where students pay for essays to be produced in so-called essay factories. So for example if Turnitin identifies a large percentage of text as present in an essay reviewed in another institution, its is highly probable that one author has generated both essays.

Turnitin is available on the LMS. Uploaded academic work is automatically processed and a report is generated, identifying all text which originates from other sources including academic papers, websites etc.

Academic work which contains a high ratio of quotations, and where there is a particularly long bibliography will show a correspondingly high percentage of text for review. The existence of highlighted text does not in itself indicate wrongdoing:

Wrongdoing is only present where text is not referenced.

As long as each section of quoted text is properly referenced, no wrongdoing will have taken place.

Students are encouraged to upload their work into the system for preliminary review. Students can check their work for missed citations and errors and can repair them.

Artificial Intelligence tool use

All internet tools have ethical and responsible uses, search tools, grammar and spelling tools, on line referencing tools, data bases etc. Students are permitted to use such tools for personal study, research, and a number of other scenarios, including but not limited to:

• Research tasks, use of information data bases, definition sources, and online libraries.

• Assistance in the development of essay structures.

• Grammer and spelling assistance.

AI is a tool like another And can be used without automatically resulting in academic misconduct. Educating students as to permitted behaviour is an essential part of AGDA's academic integrity Students should also be informed as to the existing detection methods employed.

Discouraging AI misuse

Where ethical behaviour is encouraged, faculty members should also note that AI generated academic texts have a number of uniform characteristics:

• **Lack of referencing:** An absence of footnotes and referencing.

• **Repetitiveness:** AI might produce repetitive phrases or ideas, as it often relies on patterns from its training data.

• **Lack of Depth:** While AI can generate coherent responses, it may lack deep insights or nuanced understanding of complex topics.

- **Inconsistencies:** AI-generated text can sometimes contain factual inaccuracies or contradictions that a human expert would likely avoid.

- **Overly Formal or Neutral Tone:** AI often maintains a consistent, neutral tone, which may come across as less natural or conversational compared to human writing.

- **Generic Responses:** AI tends to produce more generalized answers that might lack specific details or personal anecdotes.

- **Contextual Errors:** It might misunderstand context or nuance in certain situations, leading to odd or irrelevant responses.

- **Structure:** AI-generated text may have a formulaic structure, often following a predictable pattern in organization and flow.

Faculty members can integrate referencing, complex argumentation and reasoning into writing instructions to make the formulaic adoption of AI text more difficult.

Students have a duty to inform faculty members if they are using AI for any purpose.

Faculty members can approve this use on an instance-by-instance basis, but **AI cannot be used to generate text.**

- **Copyright violation:** Copyright violation is defined as photocopying and/or making use of copyrighted printed material, and images, using duplicated copies of computer software and/or unauthorised use of any kind of documents.

- **Inappropriate collaboration:** Inappropriate collaboration is defined as receiving unauthorised assistance in writing, revising, and/or developing any kind of assignment, report or take-home exam without acknowledging the involvement of that person.

- **Dishonesty in Examinations:** Dishonesty in examinations is defined as cheating during exams, giving assistance to others without permission from the professor, using illegal prior knowledge of exam questions ahead of the examination period and impersonating other students during exams.

- **Dishonesty in Coursework:** Dishonesty in coursework includes multiple submissions of completed coursework to more than one course (unless approved by the instructor).

- **Submission of Coursework:** Whenever students submit coursework, they are expected to be able to discuss it in detail with the concerned faculty member. Failure to be able to do so may be considered as an academic violation.

- **Failure to not provide** information under relevant circumstances will itself be regarded as violation of AGDA's academic integrity policy.

Procedures:

- Every significant written assignment should be submitted through Turnitin on Moodle, or through any software or learning management system being used in the AGDA to detect plagiarism, in order to increase the chance of identifying violations and to act as a deterrence.

- All cases of academic integrity violations should be reported to the Academic Affairs Committee (AAC) by the relevant faculty member, as set out in the policy. This should include the sanction that the faculty member is proposing to impose. For 'minor' violations a short, summary email to the AAC will suffice. For 'major' violations, a more detailed report should be provided .

- For 'minor' academic integrity violations, the AAC will simply endorse the faculty member's proposal unless there is a strong reason to overrule it. The sanction that may be imposed for a 'minor' violation is a grade penalty.

The 'minor' academic integrity violations are as under:

- late submission of assignments/theses/dissertations or not adhering to the institutional deadlines or submission dates, etc.

- using or attempting to utilize unapproved resources, data, or study aids in any academic assignment without express permission from the Faculty on file.

- Cheating includes having examination/test or course-related materials in examinees' hands without authorization.

- trying to copy something from someone else or copying it during/for an exam or assignment.

- preloading answers into a calculator/electronic device beforehand.

- making use of written notes, prepared responses, cheat sheets, or hidden information

- looking up solutions for graded assignments online.

- the presenting of information utilized for a project, test, or course assignment that has not been studied or learnt but was instead acquired by the efforts of another person.

- talking with someone else about the answers during an exam and texting back and forth, mouthing responses, passing notes, gesturing to someone else, etc.

- sending others a text or email with images of the exam and asking and answering questions for other students who haven't taken an exam yet.

- sending an email to a different student that is currently enrolled in the course, finished and marked paper, homework assignment, project, test, lab report, etc. from a prior semester.

- course materials may not be sold to third parties, transferred to other individuals, or uploaded to a third-party vendor without authorization or the express written consent of the instructor and the university. Course materials include but not limited to class notes, Faculty's PPTs, tests, quizzes, instruction sheets, homework, study guides, and handouts.

- using internet for AGDA assignments, term paper services, etc.

- uploading or publishing on a website any documents prepared by a professor, including completed assignments, graded work, Faculty syllabi, and more

- charging another student for class reports, research, notes from class, graded assignments, etc.

- completing a paper for someone else or having someone else complete it for you (both the student who completes the paper and the student who has the paper completed for them are in violation)

- forging signatures and/or papers related to an internship, co-op, student teaching, etc.

- falsifying or manipulating facts or information and passing it off as authentic.

- making up information to a professor about a catastrophe or death to get out of taking a test or missing a deadline, etc.

- students will face disciplinary action for any activity that goes against what a reasonable person would anticipate from an orderly institutional function.

- students are not allowed to interrupt or cause distractions in the classroom during regular class hours. Any student who is participating in such disruptions/indiscipline may be subject to disciplinary action.

- any student, student organization, or group of students involved in any activity that results in the destruction, misapplication, harm, or defacement of private, individual, or university property shall be responsible for paying the entire cost of damages.

- The AGDA will not tolerate disobedience to directives and orders from administrators or law enforcement personnel carrying out their official duties. Discipline will be applied to the student who disobeys these rules and directions, including identifying oneself with an ID card.

- In the case of minor violations, faculty will inform the Dean in writing (by e-mail) on the grade penalties imposed should a similarity report on TurnItIn be more than 30% on a specific assignment. The written email should indicate why the similarity exists and reflect on its seriousness. For instance, if the similarity is due to certain bibliographical resources being mentioned in other papers, this should be clarified. However, if the similarity is due to a more serious plagiarism problem, this will incur a serious grade penalty which the Dean needs to be made aware of.

- For 'major' academic integrity violations, the AAC will appoint an ad hoc committee to review the case(s) and determine the appropriate sanction. The sanctions that may be imposed for a 'major' violation are either 'probation', 'grade penalty' (including awarding an F) or 'dismissal'.

The 'major' academic integrity violations are as under:

- **Direct plagiarism:** copying someone else's writing without trying to give credit where inspiration came from.

- **Full plagiarism:** full plagiarism is that when a student/researcher/writer submits another person's work under his/her own name. It also includes stealing or "borrowing" someone else's work and turning it in as student/researcher/writer own.

- **Direct patchwork plagiarism:** stealing ideas from other authors, rearranging, and adding citations.

- **Self-plagiarism:** reusing one's own published article/essay/research/work/text in a research paper would be considered plagiarism without sufficient citation norms.

- **Inadequate citation of quotes:** including another author's words or phrases into a longer paraphrase without adding citations or quote marks.

- **Source-based plagiarism:** understanding source-based plagiarism can be challenging. When a writer plagiarizes in this manner, they may accurately credit their sources yet misrepresent them. The author may, for instance, cite a secondary source in their writing but only provide credit to the main source that served as the basis for the secondary source. Other instances include creating up sources or citing false information.

- **Paraphrasing without citation:** rephrasing an original source's language while using its concepts without giving credit.

- **Inadequate citation of paraphrase:** using an author's ideas and changing their language in an original source while trying to credit the source(s) of the information, but failing to properly cite,

- **Plagiarism in images:** using pictures, figures, charts, or graphs from a source without giving due credit,

- **Misrepresentation of common knowledge:** not citing information owing to the belief that it is a "common knowledge."

- **Accidental plagiarism:** since accidental plagiarism occurs when a writer is unaware that he/she is copying another person's work, it is arguably the most prevalent kind of plagiarism.

- **Collusion plagiarism:** when students work together inappropriately on exam tasks, such as take-home examinations or essay projects, unless authorized by the Faculty and department. To reduce the possibility of collusion plagiarism, students should always ask their Faculty what is relevant if they are unsure.

- **Algorithmic/AI/Digital plagiarism:** A Faculty must provide permission to students before using any tool or assistive technology to complete their coursework. Whether and how Generative AI can be utilized in the classroom must be specified by the Faculty in their curriculum. Before utilizing Generative AI to prepare their electronic thesis or dissertation, students preparing MA theses and dissertations need get permission from the AAC. Large Language Models (LLMs) and Generative AI technologies should be employed in theses and dissertations, and Generative AI citation guidelines should be taught to students in AAC Seminars.

The penalties may include: -

- **Grade penalty:** defined as lowering of the final class grade, lowering of the assignment grade, or failing the assignment.

- **Probation:** students who violate AGDA's academic integrity may be placed on probation for the remainder of the academic year. They will be notified of their probation in writing by the AGDA Director General's office. The letter will be permanently placed in the student's file.

- **Dismissal:** Only the AAC in cooperation with the AGDA Director General's Office may approve dismissal in the event of an academic integrity violation. The AGDA Director General's Office notifies the students and their employers in cases of dismissal due to academic integrity violations.

Once the AAC endorses the faculty member's recommended penalty (for minor violations) or recommends the appropriate sanction (for major violations), the Academic Director will notify the student through an official letter, copying the instructor in question.

The student will have a chance to appeal the decision and to go through a grievance process.

Student violations, including but not limited to the assignment in question and all correspondence between the instructor, the AAC, the Academic Director, the Dean and the student, AAC meeting minutes and letters, will be documented in the student's permanent records at the Registrar (hard copy and online).

In addition to the above, all faculty and adjunct instructors will be trained on how to use the TurnItIn software with all its features at the beginning of each academic year.

This policy will also be discussed at the first AAC meeting of each academic year to ensure that all faculty are aware of it and follow it to the letter.

Mitigation

- A student can submit evidence in support of a claim for mitigation/condonation at the request of a faculty member and or the AAC. Grounds for mitigation include:

- Illness (accompanied by a doctor's note),

- Extenuating family circumstances (accompanied by relevant proof),

- A credible explanation as to why and how the incident in question took place resulting in 'mistake',

- A statement of culpability of wrongdoing on the part of the student.

- Claims of mitigation/condonation will be considered by the faculty members and the AAC and can only be applied to minor violation penalties.

05 STUDENT CODE
OF CONDUCT

AGDA seeks to foster an academic community committed to the educational and personal growth of its students. The purpose of this code is to provide students with a clear statement of the standards of behaviour expected in an educational environment, so that they make responsible choices regarding their participation in the academic community and understand the consequences of any infringement of these standards.

AGDA seeks to create an environment that promotes academic achievement and integrity, to foster a community that is respectful of the rights, opportunities, and welfare of students, faculty, staff and guests, that is free from violence, threats, and intimidation, and promotes the health and safety of the AGDA community, to preserve the spirit of community and provide a comfortable and safe environment for all students enrolled at AGDA, to preserve the responsible stewardship of its resources and to protect its property and resources from theft, damage, destruction, or misuse.

The Student Code of Conduct shall apply to all students enrolled at AGDA, to student conduct that occurs on AGDA premises, online and at all AGDA-sponsored activities, whether on and off campus, in the UAE and abroad.

Disciplinary Actions for Violations of the Student Code of Conduct:

Any alleged breach of the Student Code of Conduct will be reported to the AAC and the AGDA Director General's Office and will result in disciplinary action. Disciplinary action includes a written warning, probation or dismissal from AGDA. Students who have been dismissed due to violations of the Student Code of Conduct, will be denied access to AGDA premises and services. The AGDA Director General's Office will notify students in writing of the corresponding disciplinary action and will also notify the students' employers, when such violations occur. Students who believe that they have been unfairly sanctioned may appeal the decision to the AAC through a formal process (see section 7.10 on "Academic Grievances and Appeals").

a. Disrupting AGDA Operations

AGDA students must refrain from:

- **Engaging** in obscene, offensive, indecent or unacceptable conduct on AGDA property, online and at AGDA sponsored events in the UAE and abroad;

- **Not** complying with the lawful order of an AGDA faculty or staff acting in the lawful performance of his or her duties and authority in all academic activities;

- **Damaging** the reputation of AGDA through unacceptable actions or behaviours;

- **Bringing** unauthorised visitors onto the AGDA's premises or to AGDA events and courses,

- **Disrupting** or interfering with any event, programme, class or facility in the AGDA;

- **Failing** to present the student ID to an AGDA staff member upon request;

- **Forging** or unauthorised use of the AGDA's documents, forms, records or ID cards;

- **Engaging** in solicitation in or on the AGDA premises, or intentionally acting to impair, interfere with, or obstruct the orderly conduct, processes and functions of AGDA;

- **Not** meeting the full expectations of AGDA academic integrity rules.

b. Relations with Other Students, Faculty and Staff:

Students must refrain from:

- **Intentionally** limiting or restricting the freedom of a person to move about in a lawful manner.

- **Impersonating** another student, faculty, or staff.

- **Behaving** violently or excessively disturbing other groups or individuals.

- **Threatening,** intimidating, coercing, or using physical or sexual force in a manner that endangers the safety of another person.

- **Causing** another person to be fearful of physical or emotional harm or abuse, or intentionally harassing or stalking another person.

- **Disrespecting** any or all of AGDA's faculty and staff, including cleaners and security personnel.

- **Disobeying** instructions given to them by any member of the AGDA faculty and staff.

- **Falsifying** their personal information held by AGDA.

- **Attempting** to bribe or give gifts to any member of the AGDA's staff. This excludes reasonable token gifts.

- **Communicating** with the AGDA staff in an inappropriate manner, including sending inappropriate e-mails, letters or anonymous notes.

- **Disrupting** any professional activity being conducted by a staff member on campus or online.

- **Using** the AGDA brand, logo or website without written approval from the Communications Department.

- **Attempting** to bribe or give gifts to any member of the AGDA's staff. This excludes reasonable token gifts.

- **Communicating** with the AGDA staff in an inappropriate manner, including sending inappropriate e-mails, letters, or anonymous notes.

- **Disrupting** any professional activity being conducted by a staff member on campus or online.

- **Using** the EA brand, logo or website without written approval from the Communications Department.

c. AGDA Property

Students must refrain from:

- **Knowingly** and without consent possessing, removing, using, misappropriating, or selling the property or services of another person or of AGDA.

- **Intentionally** or negligently damaging property owned or in the possession of another person or of AGDA.

- **Defrauding** or procuring money, services or materials from AGDA or persons under false pretences.

- **Obtaining** the property of another person by deceptive means.

- **Entering** or using AGDA facilities or property of AGDA or another person without consent or authorisation.

- **Littering** AGDA campus property.

- **Breaching** AGDA's computer network and hacking AGDA email networks, software, or computer network .

d. Welfare, Health and Safety

Students must refrain from:

- **Using,** possessing or manufacturing firearms, explosives, unregistered fireworks or other dangerous articles.

- **Falsely** reporting a fire or activating emergency warning equipment.

- **Failing** to vacate a building or facility when a fire alarm is activated.

- **Failing** to leave a building, street, walk, driveway or other facility of AGDA when directed to do so by an AGDA official having just cause to so order.

- **Using,** possessing, distributing, selling or being under the influence of alcohol, narcotics, hallucinogens, drugs or controlled substances, except as permitted by law.

- **Bringing** pets to the AGDA campus.

e. Offensive Material

AGDA's professional environment requires that all students respect the following policy concerning offensive materials:

- **AGDA's** computer resources must not be used to produce, view, store, replicate or transmit inappropriate materials.

- **Staff** or students using AGDA facilities who find materials   being   displayed   to be offensive have a duty to act assertively by informing the Communications   and   Outreach Director.

- **Students** may not post printed materials anywhere on campus without the approval of the Communications and Outreach Department Director.

The following describes what is typically understood to be offensive:

- Pornographic, nude, semi-nude or other similarly lewd images.

- Materials displaying excessively violent or graphic content.

- Materials of racist or sexist or similarly demeaning content.

- Any materials that is understood to be obviously socially and/or culturally offensive.

- Any material or practice that is religiously intolerant or degrading.

f. Unlawful Behaviour

Students must refrain from:

- **Repeated** abusive or demeaning conduct or language, based on a person's race, gender, sexual orientation, colour, religion, national origin, physical or other disability, age, political beliefs or affiliations, or socioeconomic status.

- **Verbal** comments; physical comments; mail, email, or phone calls, graffiti or the display of offensive material; unwanted sexual attention of a persistent or abusive nature; or sexually-oriented remarks, jokes, comments and/or behaviour.

- **Unwelcome** sexual advances, or touching, or physical assault.

- **Representing** AGDA in any event or platform without the written approval of the Communications Department.

If any student believes that he/she has been the subject of harassment, or if any student is aware of or witnesses a situation that he/she believes to be based upon or involving harassment, the student must report the matter immediately to the Student Affairs section.

AGDA prohibits and will not tolerate any coercion, intimidation, retaliation, interference or discrimination against a student for reporting harassment, for filing a complaint of harassment, or for assisting in any investigation of a harassment claim.

g. Dress Code

Students are expected at all times to dress appropriately according to the cultural expectations of the UAE and in reflection of their status, as provisional   employees of the   government.

h. Smoking Regulations

Smoking is prohibited in all spaces of all AGDA facilities, except in designated spaces.

I. Internet Usage

Internet is provided at AGDA as a means of productive research and knowledge to facilitate conducting your job in a better way. Following guidelines should be followed while using AGDA internet service:

1. Internet access is limited to job-related activities only.

2. Do not spend extended periods of the working day looking at non-business related internet sites and accessing personal webmail accounts.

3. Do not use up large proportions of internet resources on non-business related activity, to the harm of genuine business internet usage. This includes:

   a. Leaving live internet feeds open all day for live news, stock or sports results.

   b. Downloading images, video or audio streams for non-business related purposes.

   c. Do not provide any information related to your work in AGDA (e.g. your business email, your position, etc.) on public networking websites (e.g. Facebook, Twitter, etc.).

   b. Do not use web-based email websites (e.g. Hotmail, Gmail, Yahoo Mail, etc.) to communicate business-related information of classification "Internal Use" and higher.

4. Do not use web messaging tools (e.g. WhatsApp, Google Talk, Yahoo Messenger, etc.) to communicate business-related information of classification Internal Use and higher.

5. Do not use any technique to bypass the IT monitoring of your Internet traffic (E.g. Proxy).

6. Do not download copyrighted material with intent of violating the owner's intellectual property rights, whether it is website content, documents, images, software, or any other material that is protected.

7. Do not download software and install or run it on AGDA systems without prior authorization from your manager and consent from AGDA IT.

8. Do not use peer-to-peer applications (e.g. Bit-Torrent, μTorrent, etc.) to download documents, videos, games, music or software. These are copyrighted material and downloading them is a violation of Compliance policy.

9. Do not provide your domain user ID and password to other unauthorized users to use internet facilities.

10. Do not use someone else's user ID and password to access the internet.

11. Do not download and install software used for any hacking activity.

12. Do not deliberately access sites to view or download offensive or obscene material.

06 STUDENT SERVICES AND ACTIVITIES

6.1. Campus Services and Facilities

All AGDA students have access to a range of services, including dining facilities, health services, IT support, prayer rooms and a student lounge. Some services may be restricted or offered virtually during unavoidable circumstances.

6.2. Academic Support Services
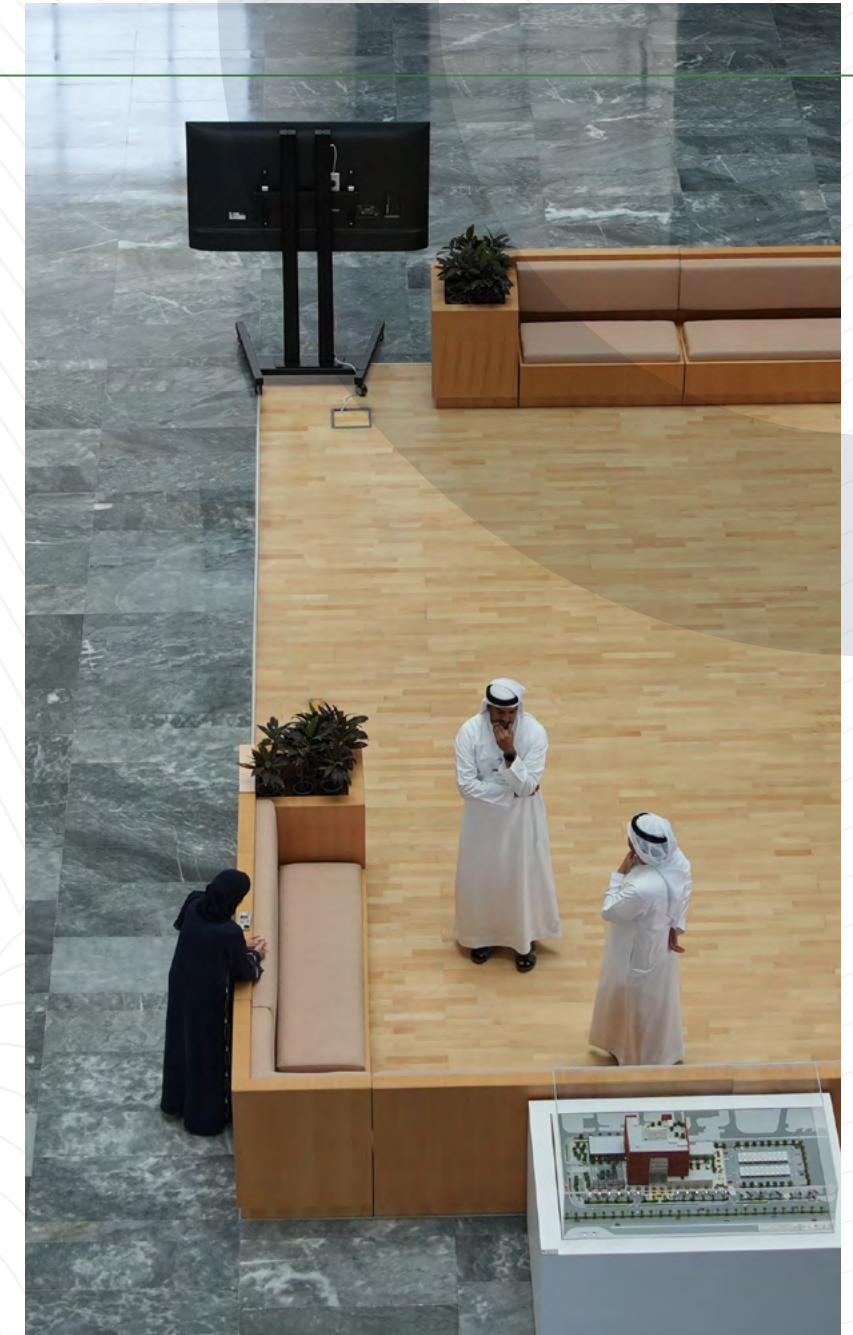
Library

The library is dedicated to creating an environment that supports the educational programs and research objectives outlined in AGDA's mission. To achieve this, the library is committed to allocating the necessary resources, including funding, to provide suitable learning resources. These resources are tailored to the specific needs of the educational programs, practices, and research initiatives identified by students, faculty, and staff members.

The library extends access and user privileges to its services for students, faculty, and staff. The library plays a crucial role in enhancing the teaching process by offering learning resources tailored to the various disciplines. Additionally, the library provides sufficient space for studying and conducting research, accommodating both individual and group study sessions. It also facilitates collaborative activities and allows faculty, staff, and students to access electronic databases, conduct research, make copies, and study materials as detailed below.

1. AGDA Library Facilities: The library offers seating for 85 individuals. It provides computer workspaces, high-speed Internet connections and connected printers, empowering students to efficiently search databases and conduct research to support their academic pursuits. Students also have the flexibility to utilize their personal laptops or tablets for accessing databases, and they can enjoy complimentary access to AGDA WIFI.

2. Printing Services: The library's computers are connected to printers, enabling students to print both color and black-and-white papers.

3. Study Rooms: AGDA students are privileged with access to study rooms housed within the library. These study rooms accommodate various needs such as tutoring sessions, group projects, or study groups. Within these rooms, students can access AGDA WIFI. Each study room can comfortably accommodate up to four students and is available during the library's operating hours.

4. Reference and User Education: The library staff plays a vital role in assisting students, faculty members, staff, and visitors in making effective use of reference services, resources, and databases. They diligently respond to emails and requests from students and faculty, addressing inquiries about the availability of resources and materials. Furthermore, they offer guidance in creating bibliographies and citations and provide directions for locating services and materials.

5. Library Orientation Sessions: The library is committed to ensuring that every new student and faculty member commences each semester with a strong foundation. To fulfill this commitment, the library provide orientation programs at the begining of each academic year. The library remains adaptable to conduct additional orientation one to one sessions as required throughout the academic year.

6. Circulation services: Borrowing books from the library by enrolled students, alumni, faculty and staff members is permitted.

Library is open from 8.00 am to 9.00 pm to allow students to access learning resources outside of classroom hours. The library has a wide range of materials, including books, periodicals, electronic learning resources and reference desks.

Diplomatic Majlis

Diplomatic Majlis is an AGDA event series that aims to foster knowledge exchange, networking opportunities, between AGDA future diplomats and ambassadors, diplomats and other professionals relevant to the field. Throughout these sessions, students will gain insights and delve into discussions and engage in meaningful dialogue on various significant topics. The Diplomatic Majlis provides invaluable learning experiences for students aspiring to enter the diplomatic arena.

AGDA Annual Trip

The AGDA Annual Trip aims to give students a hands-on experience in diplomacy, exposing them to diverse viewpoints and concepts in international development, bilateral and multilateral diplomacy, and foreign policy. The Trip is a mandatory exercise for all students and will be taken into account during their end-of- year Comprehensive Student Evaluation.

Student Counselling Services

AGDA does not offer psychological counselling services on campus. Students who require psychological support or mental health services are referred to external professionals in this field.

Personal and Academic Counselling

AGDA provides personal and academic counselling to support students in their academic journey through:

- **Student Affairs Office:** Offers guidance on non-academic matters, including personal and social issues, and can connect students with resources for personal growth and well-being.

- **Academic Advising Services:** Delivered by faculty to assist students with academic planning, course selection, and career guidance.

Referral for Psychological Counselling

Students requiring psychological counselling or mental health support will be referred to an external licensed professional. AGDA has established relationships with reputable external providers to ensure that students can access the necessary services.

Confidentiality

AGDA respects the privacy of students seeking counselling services. Any information related to a student's need for psychological counselling will be treated with strict confidentiality.

Academic Advising

Each student in the PGD and MA program is assigned to a faculty member who takes responsibility for providing academic advice and monitoring of the student's academic performance throughout the academic year. The academic advisor is also responsible for approving some advisees' academic requests, such as withdrawing from courses.

Student Affairs assigns students to an academic advisor at the beginning of the academic year. While students are encouraged to seek guidance from all their course instructors on their specific courses, their advisor has to be their first point of contact for all other academic matters.

Students are also expected to schedule regular meetings with their advisors. Students who are on probation should meet with their advisors often to seek guidance and support.

Faculty are expected to report to Student Affairs any major issue or challenge raised with an advisee.

Procedure:

- **Student Affairs** assigns an academic advisor to every PGD and MA student.

- **Student Affairs** communicates the assignments to faculty and students during Orientation.

- **Academic advisors** first meet with their advisees during Orientation.

- **Students** seek their advisors' guidance and support throughout the academic year, with the expectation that they have to meet with their advisors at least once a month.

Student Participation in AGDA Research

PGD and MA students are encouraged to volunteer with the Research and Analysis Department to assist them with research. The selected students work on specific projects as Research Assistants (RAs) to the Senior Research Fellows. The students are not paid for their work, as it is solely on a volunteer basis and they are expected to dedicate a small number of hours per week for the research work. Their hiring is done on a needs-basis and is done through a competitive process involving an interview with the Senior Research Fellow. Once the research that they are assisting with is published, their service as RAs ceases.

6.3. Student Council

AGDA The Student Council serves as the voice of the student body, advocating for their interests and concerns in interactions with AGDA faculty and staff. Through proposing and implementing initiatives, the Student Council aims to advance both its own mission and AGDA's mission, fostering engagement and collaboration among students, faculty, staff, and community members.

Procedure:

1. Student Council Membership

1.1 Eligibility

Members must meet the following eligibility criteria:

i. AGDA students are currently enrolled in the PGD program.

ii. Students with a history of misconduct and/or discipline are not eligible.

2. Responsibilities

1.2 Composition

i. Elected Officers: There will be five elected officers comprising of the President, Vice President, Treasurer, Secretary, and Communications & Outreach.

ii. Advisor: the Academic Director will appoint a staff member from the department to serve as the AGDA-SC Advisor. The AGDA-SC Advisor will attend the AGDA-SC meetings, provide support and guidance to the AGDA-SC, and serve as an ex-officio non-voting member.

2.2 All Members

It shall be the responsibility of all AGDA-SC members to:

i. Participate in all scheduled AGDA-SC meetings.

ii. Propose and implement initiatives endorsed by the AGDA-SC to further its mission, as specified in the policy.

iii. Engage in AGDA-sponsored activities and events.

iv. Support and uphold AGDA's vision and mission.

v. Abide by the AGDA Student Code of Conduct detailed in the AGDA Student Handbook.

vi. Serve as a role model to the cohort.

2.3 President:

The President oversees the agenda of the AGDA-SC, ensuring the fulfillment of its mission through regular meetings.

2.4 Vice President:

Working closely with the President, the Vice President may act as a representative when required. They oversee the day-to-day operations of AGDA-SC activities and strive to achieve their objectives in line with the AGDA-SC's mission.

2.5 Treasurer:

The Treasurer is accountable for accurately recording all financial transactions and maintaining a sound accounting system. Transaction approvals are to be established in collaboration with the AGDA-SC Advisor and Student Affairs Office. Additionally, the Treasurer is responsible for budget proposals and monitoring. In the Treasurer's absence, the Secretary assumes her/his duties.

2.6 Secretary:

The Secretary is tasked with recording minutes and attendance during AGDA-SC meetings, preserving these records for future reference. Minutes should be forwarded to the AGDA-SC and AGDA-SC Advisor within three business days following each meeting. Moreover, the Secretary manages excused and unexcused absences, taking appropriate follow-up actions. In the Treasurer's absence, the Secretary assumes their duties.

2.7 Communications & Outreach:

This role involves representing the AGDA-SC to both internal and external stakeholders, collaborating closely with the Student Affairs Office and Communication and Outreach Office. The Communications & Outreach member ensures effective communication of AGDA-SC activities and initiatives throughout the academic year.

3. Meetings

3.1 Scheduled Meetings

The AGDA-SC meets weekly throughout the fall and spring semesters at predetermined dates and times, determined by majority vote at the onset of each semester. Following these schedules, the Student Affairs Office will secure an on-campus venue for the entire semester.

3.2 Quorum

To constitute a quorum, the presence of 3 out of the 5 elected officers and 2/3 of the appointed members is required.

3.3 Agenda Items

Individuals with agenda items are required to forward them to both the President and Secretary at least 48 hours before the scheduled meeting. Subsequently, the Secretary will disseminate the meeting agenda to all participants at each session's start. The agenda will adhere to the following structure:

a. Review of Previous Meeting Minutes:

The AGDA-SC will scrutinize the minutes of the prior meeting for accuracy, propose any necessary amendments, and proceed to vote for their approval.

b. Progress Reports:

The AGDA-SC will provide updates on the advancement of their respective initiatives, tasks, and other assigned duties.

c. Discussion on Old Business:

Members accountable for pending matters from the preceding meeting will provide follow-up reports on these items› status.

d. Deliberation on New Business:

This portion of the agenda is dedicated to considering any new items introduced for discussion.

e. Updates from Student Affairs Office:

The AGDA-SC Advisor and Student Affairs representative will share pertinent updates, announcements, or additional business pertinent to the AGDA-SC proceedings.

f. General Announcements:

Any miscellaneous announcements or updates of general interest will be addressed during this segment.

3.4 Voting

- Decision-making during AGDA-SC meetings will be conducted through a show of raised hands. However, in cases deemed sensitive by the President, voting may be carried out via paper ballot.

- Every elected and appointed member of the AGDA-SC possesses one voting right.

- A decision will be deemed final upon the attainment of a majority vote or at the discretion of the President in the event of a tied vote.

4. Initiatives and Protocols

4.1 Initiatives

All initiatives proposed by the AGDA-SC must align directly with the AGDA mission, and shall be submitted as comprehensive proposals, secure approval through a majority vote by the AGDA-SC and obtain final endorsement from the AGDA-SC Advisor and Student Affairs Office.

4.2 Protocol

The AGDA-SC is required to collaborate closely with the AGDA-SC Advisor to address any inquiries, concerns, issues, or proposed initiatives. Members of the AGDA-SC are prohibited from initiating contact with faculty, staff, AGDA leadership, or external entities (whether informally or formally) without prior authorization from the AGDA-SC Advisor or Student Affairs Office.

4.3 Proposals

All AGDA-SC proposals will be structured as follows:

i. Title

ii. Person(s) responsible and their student ID, email, mobile number

iii. Mission

iv. Date/time/location

v. Detailed description (attach any relevant information)

vi. What supplies, resources, or other support are required

vii. Budget

viii. Other pertinent information

5. Term of Office

5.1 Term

Members of the AGDA-SC shall serve a term of approximately one calendar year, starting from their appointment at the conclusion of the spring semester until the appointment of the succeeding council.

5.2 Dismissal

A member of the AGDA-SC may face dismissal from their position before the completion of their term by the Student Affairs Office if the member:

- Demonstrates refusal or neglect to adhere to any provisions outlined in this document.
- Fails to fulfil their responsibilities as a member of the AGDA-SC or their designated position.
- Utilizes their position for personal initiatives or personal benefit.

- Engages in actions that misrepresent the institution.
- Violates the Student Code of Conduct and Discipline or AGDA policies as delineated in the Student Handbook.
- Exhibits absence or tardiness without prior approval for three or more consecutive AGDA-SC meetings.
- Dismissal proceedings by the Student Affairs Office will entail issuing a written notice specifying the grounds for dismissal.

5.3 Vacancies

The Student Affairs Office will oversee appointing individuals to vacant positions, exercising discretion with the Student Council Selection Committee. In the event of a vacancy in the AGDA-SC President position, executive succession will follow with the AGDA-SC Vice President, subject to approval from Student Affairs Office. Similarly, should a vacancy occur in the AGDA-SC Vice President position, executive succession will proceed with a member of the AGDA-SC, contingent upon approval from both the AGDA-SC President and Student Affairs Office.

6. Elections

6.1 Timing

Elections occur exclusively during the Fall semester, with no elections scheduled for the summer semester or during final examination periods.

6.2 Process

Week 1 - Nomination Call: The Student Affairs Office will announce the opportunity for students to nominate themselves for the AGDA-SC through a survey.

Week 2 - Personal Statements: Eligible nominees will receive a copy of the relevant document for review and will be instructed to submit a personal statement to proceed in the nomination process. Additional information, such as recommendation letters, may be requested from nominees.

Week 3 - Interviews & Selection Committee: The Student Affairs will conduct interviews with eligible nominees interested in serving as President or Vice President. Subsequently, the Registrar will assemble a Selection Committee comprising the Registrar, Student Affairs representatives, and two faculty representatives. This committee will approve at least two nominees per elected position to run, along with two alternates per position in ranked order. Additionally, they will select ten appointed members and five appointed alternates in rank order.

Week 4 – Election Preparation: The Student Affairs Office will notify approved nominees to run for election. Candidates must provide a professional photo, submit their campaign slogan, and seek approval for their campaign speech from the Student Affairs Office. The Student Affairs Office will provide support in designing campaign posters for each candidate.

Weeks 5 & 6 – Campaigning and Voting: The Student Affairs Office will oversee the dissemination of candidate posters throughout campus, utilizing both physical and digital formats. Additionally, they will handle the management of postings on AGDA social media channels and coordinate an event for campaign speeches. Candidates will be provided with a digital version of their campaign poster for personal use on social media platforms. Failure to deliver a campaign speech or breach of the Student Code of Conduct and Discipline will result in automatic disqualification. Voting will begin within one day of the campaign event and continue for at least three days.

Week 7 – Announcement of Results: All candidates will be notified of the election outcomes, and appointed members will be informed of their selection. Elected and appointed members will have two business days to accept their position; otherwise, it will be offered to the runner-up.

6.4. AGDA Annual Trip

The AGDA Annual Trip (or Trip) provides a practical understanding of diplomacy for students and is meant to introduce students to different perspectives and ideas related to international development, bilateral and multilateral diplomacy and foreign policy. Students experience team spirit, diplomatic networking and will build relationships with their colleagues. If undertaken, the Trip is a mandatory exercise for all students and will be taken into account during their end-of-year Comprehensive Student Evaluation. Each year, the AGDA Director General's Office will choose different destinations to reflect a balance between cultures, people and diplomacy.

The following rules and regulations will apply:

When more than one destination is given, students will be given 48 hours to select their destination preference. Preferences are not guaranteed and are subject to fair distribution. Student Affairs will finalise and inform students of their designated destination within 48 hours of receiving a final list.

Prior to going on the trip, an approved form of agreement (The "Terms and Conditions of Participation") should be signed by all students and returned to Student Affairs. If students decline signing the Terms and Conditions of Participation, he/she will not be allowed to participate in the Trip.

AGDA will cover the students' transportation and accommodation costs during the duration of the trip. The AGDA will offer economy-class ticket to each student and students may opt to upgrade at their own expense (PGD Students are not eligible for upgrades) . Students who choose to remain in the destination after the completion of the trip will be allowed to, on the condition that this does not impact their academic attendance. AGDA will not cover accommodation costs once the trip is completed.

When abroad, students are recognised as AGDA ambassadors and actual representatives of their government and they should act accordingly. Students are required to adhere to all policies and procedures included in the AGDA Student Code of Conduct (see section 8), throughout the duration of the trip. In addition, students are required to observe the following rules, which are subject to change:

01 | Students are not allowed to invite family members or friends to accompany them on the trip.

02 | All students are expected to attend all functions associated with the Trip, including, but not limited to, meetings, meals, social gatherings and tours.

03 | Students who are absent from or late to more than two activities may be held accountable through the AGDA disciplinary process.

04 | Students are expected to follow their trip leaders' and chaperones' directions and adhere to their expectations.

05 | All students must abide by the UAE Ministry of Foreign Affairs travel guidelines and tips.

06 | Students are expected to behave in a manner that is consistent with AGDA mission and values.

07 | The Trip Administrators will report to the AGDA Director General's Office any student misconduct and/or serious matters involving health, safety or well-being of students.

08 | Students must take full responsibility for their own safety and well-being.

09 | Students are not permitted to leave the group during official Trip activities.

6.5. Student Activities

AGDA recognizes the significance of extra-curricular activities as integral to the holistic learning experience at the institution. These activities serve as avenues for students to explore and engage with topics pertinent to foreign affairs and diplomacy, enriching their academic journey.

All student activities must be scheduled outside of regular class hours and should not disrupt other scheduled activities or events at AGDA. In the event where external guests are involved, students are required to notify both the AGDA Communications and Outreach Department and the Director General Office to ensure adherence to proper protocol procedures.

Students can propose an activity by initiating the process via the AGDA Student Council. The Student Council collaborates with the Student Affairs Office to seek approval from the Academic Affairs Committee (AAC). Upon endorsement by the AAC, students can proceed with planning and executing the activity in coordination with Student Affairs. Activities not endorsed by the AAC are prohibited from implementation.

Student Council Role

The AGDA Student Council plays a vital role in receiving and reviewing proposed activities submitted by students. It operates within a transparent and efficient review and approval process, closely coordinated with the Student Affairs Office, as outlined in this policy's procedures. Moreover, the Student Council is responsible for identifying and addressing potential risks associated with student activities and events. Before any activity or event begins, the Student Council collaborates with the Student Affairs and General Services Offices to implement necessary measures ensuring the safety and well-being of all participants.

Assessment of Student Activities

After each activity or event ends, a comprehensive survey is administered to gather feedback and assess the satisfaction of participating students and relevant AGDA stakeholders. The feedback collected is analyzed and then shared with the AGDA Student Council to identify areas for enhancement in future events.

Conduct of Students Activity and Events

The codes of conduct are designed to foster a positive and secure environment for all participants, enhancing student activities' overall success and effectiveness. AGDA is committed to upholding these standards and will implement disciplinary measures in accordance with its Student Code of Conduct Policy and Procedure in the event of any misconduct by students during activities or events.

1. **Treat** all participants, organizers, and attendees with courtesy and respect, regardless of differences in opinion, background, or identity.

2. **Follow** all rules, guidelines, and regulations set forth by the organizing body, institution, or governing authority regarding the activity.

3. **Work** collaboratively with fellow participants, organizers, and staff to ensure the smooth execution of the activity and contribute positively to the overall experience.

4. **Prioritize** the safety and well-being of all participants by adhering to safety protocols, guidelines, and instructions provided by the organizers.

5. **Take** responsibility for your actions and decisions during the activity, acknowledging the consequences of any behavior that violates the established rules or guidelines.

6. **Foster** an inclusive and welcoming environment that respects the diversity of participants and promotes equal opportunities for all individuals to participate and engage.

7. **Maintain** professionalism in your interactions and conduct, representing yourself and your institution positively and upholding the reputation of the activity.

8. **Communicate** openly, effectively, and respectfully with fellow participants, organizers, and staff, addressing any concerns or issues in a timely and constructive manner.

9. **Ensure** that all aspects of the activity, including planning, execution, and participation, comply with relevant laws, regulations, and policies.

Procedure:

Following procedures to be followed for proposing, reviewing, approving, executing, and assessing student activities:

- **Students** interested in organizing an activity must submit a proposal to the AGDA Student Council. Proposals should outline the details of the proposed activity, including its objectives, date, time, venue, budget, and any involvement of external guests.

- **The AGDA Student Council** reviews all submitted proposals in collaboration with the Student Affairs Office.

- **The Student Council** forwards approved proposals to the Academic Affairs Committee (AAC) for endorsement.

- **The AAC** evaluates each proposal based on its alignment with the institution's mission and its potential impact on students' learning experience.

- **Upon** approval by the AAC, the Student Council can proceed with planning and execution.

- **The Student Council** collaborates with the Student Affairs and General Services Offices to ensure the implementation of necessary safety measures before the activity begins.

- **The Student Council** collaborates with the Communication and Outreach Department for preparing a campaign and needed posters for the activity announcement.

- **After** the conclusion of each activity or event, a comprehensive survey is administered by the Strategy and Future Department to gather feedback from participating students and relevant stakeholders.

- **The collecte**d feedback is analyzed and shared with the AGDA Student Council to review and assess the effectiveness of the activity and identify areas for improvement.

- **The AGDA Student Counci**l provides recommendations to enhance future activities, promoting continuous improvement and the enrichment of students' academic journey.

6.6. Alumni Relations

While the AGDA does not have an Alumni Office because of the small size of its cohorts and the small size of the organization, the AGDA houses its alumni affairs within the Student Affairs section. A dedicated staff member, the Student Affairs Supervisor, is the person responsible for maintaining AGDA's relations with its alumni.

The Student Affairs Supervisor is responsible for undertaking the following tasks:

- **Maintaining** and updating a database of the AGDA alumni

- **Maintaining** and updating the AGDA alumni contact list

- **Liaising** with the Communications Department in the organization of alumni events

- **Serving** as the point of contact for all alumni

- **Liaising** with the Academic Affairs Committee (AAC) and the Dean's office

When it comes to the allocation of time in the service of the alumni and the AGDA Alumni Association, the AGDA foresees that the Student Affairs Supervisor would normally spend three to five hours per week in the service of the alumni, with more hours being allocated whenever an event is being organized.

Procedure:

- **Once** they graduate from AGDA, all alumni will be added to the alumni contact list and alumni data base

- **The Student Affairs Supervisor** communicates with alumni and is the first point of contact of all alumni

- **The Student Affairs Supervisor** communicates with the Dean and AAC if/when an issue arises that involves an alumnus

- **The Student Affairs Supervisor** keeps all important communication with alumni in the alumni's files

- **The Student Affairs Supervisor** forward to alumni all event invitations, as required

6.7. Student with Special Needs

1. **The Academic** Department is committed to fostering a constructive learning environment for all students, including those with special physical needs.

2. **The campus** adheres to all the physical requirements needed to ensure that people of determination can go through all facilities smoothly (with special parking spots, ramps, elevator access and special bathrooms).

3. **To facilitate** the process and ensure complete awareness from the beginning, the application forms for admissions requests information on whether prospective candidates are people of determination. Candidates are expected to give further details should this apply to them. That way, the admissions team is made aware from the very beginning on the status of all students.

4. **In addition,** faculty and staff are made aware at the beginning of each academic year should any student with special needs be a part of the cohort and are expected to practice the needed level of care when engaging with the student.

5. **The Student Affairs section** is expected to keep track of whether a student has any special needs and communicates the information to the Dean, the faculty, and the General Services department.

Procedure:

- **The Admissions** Team includes two questions on the Admissions Form regarding whether prospective candidates have any special needs. If so, a box is included on the form for candidates to provide further detail.

- **In the eventuality** that a student does have special needs, the Admissions Team informs Student Affairs and provides the student's details.

- **Student Affairs** informs all relevant parties in writing of the student's needs, including the student's contact information and details.

- **Student Affairs** informs the Dean, the faculty, and the General Services Department.
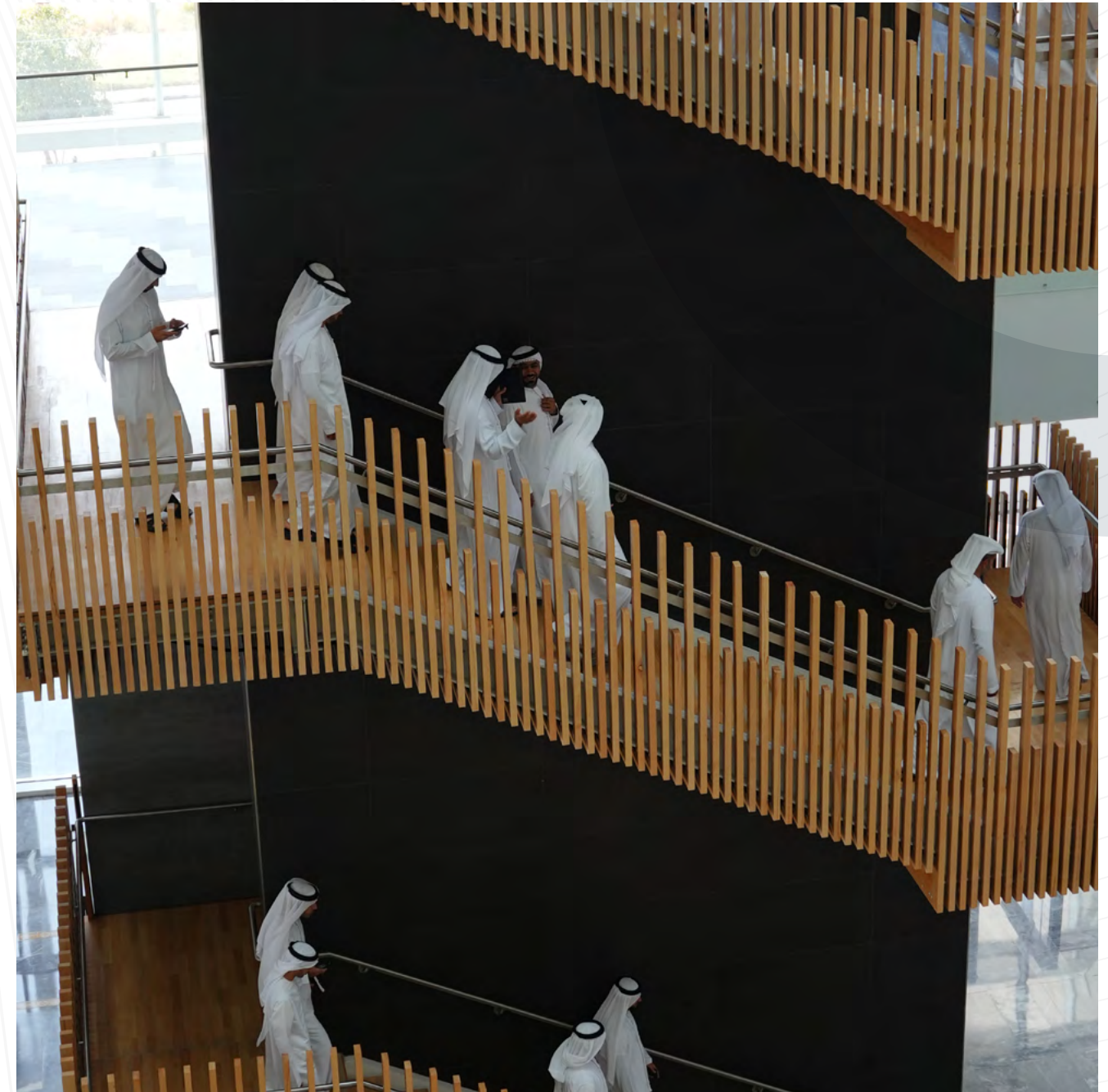
07 LIST OF FACULTY MEMBERS

- **Pr. Eric Canal Forgues Alter**
  Dean of Graduate Programs

- **Dr N. Janardhan**
  Director of Research and Analysis

- **Dr Muhamad S. Olimat**
  Professor

- **H.E. Husain Haqqani**
  Diplomat-in-Residence

- **H.E. Gyorgy Busztin**
  Diplomat-in-Residence

- **Dr Rikard Jalkebro**
  Associate Professor

- **Dr Nafees Ahmad**
  Associate Professor

- **Dr Sara Chehab**
  Senior Research Fellow

- **Dr Damyana Bakardzhieva**
  Senior Research Fellow

- **Dr Victoria Stewart-Jolley**
  Senior Research Fellow

- **Dr Ahmed Rashad**
  Assistant Professor

- **Dr Khalifa Al Suwaidi**
  Research Fellow

- **Dr Tingyi Wang**
  Research Fellow

- **Dr Randa Abbas**
  Senior Lecturer

- **Dr Noura El Ouahab**
  Special Projects Manager

- **Moustafa Bayoumi**
  Research Fellow

- **H.E. Dr Abdulnasser Al Shaali**
  Adjunct Professor

- **Salman Anees Soz**
  Adjunct Professor

- **Dr Tatiana Karabchuk**
  Adjunct Professor

08 LIST OF SENIOR ADMINISTRATORS

His Excellency Nickolay Mladenov
Director General

Dr. Mohammed Al Dhaheri
Deputy Director General

Prof. Eric Canal Alter
Dean for Academics

Dr N. Janardhan
Research and Analysis Director

Ms. Manal Al Braiki
Strategy & Future Director

Mr. Abdulla AlAmeri
Operations & Support Director

Ms. Asma Al Blooshi
Executive Training Director

Ms. Raihana Alhashmi
Communication & Outreach Director

09 GOVERNING BOARD

His Highness
Sheikh Abdullah bin Zayed Al Nahyan

Minister of Foreign Affairs and International Cooperation and Chairman of AGDA's Board of Trustees

His Excellency
Dr. Anwar Bin Mohammed Gargash

Diplomatic Advisor to His Highness the President of the UAE and Deputy Chairman of AGDA's Board of Trustees

His Excellency
Zaki Anwar Nusseibeh

Cultural Advisor to His Highness the President of the UAE and Chancellor of the United Arab Emirates University (UAEU)

His Excellency
Ali Mohammad Hammad Al Shamsi

Deputy Secretary-General of the Supreme National Security Council

His Excellency
Omar Saif Ghobash

Advisor to the Minister of Foreign Affairs and Ambassador to the Holy See, Ministry of Foreign Affairs

Her Excellency
Hend Mana Al Otaiba

Board Member

His Excellency
Dr. Sultan Ahmed Al Jaber

Minister of Industry and Advanced Technology and Managing Director and Group CEO of the Abu Dhabi National Oil Company (ADNOC)

His Excellency
Khalifa Shaheen Al Marar

Minister of State

Her Excellency
Lana Zaki Nusseibeh

Assistant Minister for Political Affairs, MoFAIC and Permanent Representative of the UAE to the United Nations

His Excellency
Dr. Abdul Nasser Al Shaali

UAE Ambassador to India

Her Excellency
Dr. Eman Ahmed Al Salami

UAE Ambassador to Tunisia

Graduate Catalog

10 PGD PROGRAMME IN UAE DIPLOMACY AND INTERNATIONAL RELATIONS

10.1. Description and Objectives

The Post-Graduate Diploma (PGD) programme in UAE Diplomacy and International Relations equips UAE entry-level diplomats and others working in the field of diplomacy with the essential theoretical knowledge and practical skills needed to succeed in the world of international affairs and diplomacy. The programme combines and integrates academic courses with training in diplomatic and language skills. In the academic part of the programme, students gain a thorough understanding of the political, diplomatic and economic aspects of international relations. The courses offered reflect 21st century dynamics of international relations and position UAE foreign relations in their global and regional contexts. At the same time, students learn the fine arts of diplomacy, including negotiation techniques, etiquette and protocol, presenting, debating and political reporting. Throughout the programme, students also learn and develop their proficiency in a third language.

The overall objectives of the PGD programme fall into four categories, around which the Programme Learning Outcomes (PLOs) are structured.

1- Knowledge and Global Insights:

The programme aims to equip the graduate with advanced specialised knowledge in international relations and diplomacy, in order for the graduate to assess and critically analyse the economic, political, legal, social and geographical aspects of international relations, as well as the interactions between these aspects in current developments.

2- Diplomatic and General Skills:

The programme aims to enable students to exercise different dimensions of the conduct of diplomacy and excel in carrying out the tasks and responsibilities associated, with the position of an entry-level diplomat, through advanced problem-solving skills, the appropriate analytical techniques, as well as research and communication strategies.

3- UAE National Pride and Civic Responsibility:

The programme aims to enhance UAE national pride and civic responsibility, by shaping graduates who demonstrate pride in carrying out the mission of UAE foreign policy, and explaining the UAE's priorities and interests abroad.

4- Linguistic and Communication Skills:

The programme aims to graduate students who are able to express themselves in Arabic and English, while also having at minimum a basic understanding of a third language. Students graduate with advanced communication skills to present, explain and/or critique diplomatic positions to nationals and non-nationals.

10.2. PGD Programme Learning Outcomes (PLOs)

The Programme Learning Outcomes of the PGD in UAE Diplomacy and International Relations are:

01 **PLO1:** Disciplinary Knowledge: Upon the successful completion of the programme, students will be able to demonstrate specialised knowledge in the theories and practice of international relations and diplomacy and relate them to the UAE's foreign policy role. Students will also be able to understand, assess and analyse the various political, economic, historical, security, legal, cultural, and social aspects of current international developments, in particular those affecting the UAE and the Middle East region.

02 **PLO2:** UAE History and Foreign Policy Expertise: Upon the successful completion of the programme, students will demonstrate a solid understanding of UAE's history, both before and after the formation of the Federation. Students will also be able to understand and evaluate UAE foreign policy towards various regions of the world, and how UAE diplomacy has evolved through time.

03 **PLO3:** Critical Thinking and Analysis: Upon the successful completion of the programme, students will demonstrate a solid and comprehensive ability to critically evaluate information from various sources and develop coherent arguments. Students will also develop creative problem-solving and analytical skills and adapt various research methods to complete high-quality research papers.

04 **PLO4:** Communication and Language Skills: Upon the successful completion of the programme, students will be able to demonstrate advanced diplomatic communication skills, when presenting and explaining their personal work and the position of the UAE to various academic and non-academic audiences, in Arabic, English and in a third language of their choice.

05 **PLO5:** Diplomatic Excellence: Upon the successful completion of the programme, students will be able to understand how diplomacy works in practice. They will also be able to effectively apply and adapt foundational diplomatic skills, general professional skills, and more cutting-edge diplomatic skills in professional settings at AGDA and in the conduct of UAE's foreign policy.

PGD-INTRO-500: Foundations of Diplomacy: Theory & Practice of International Relations (0 CH)

PGD-CORE-500: Global UAE I: International Law (2 CH)

PGD-CORE-501: Global UAE II: UAE Foreign Policy (2 CH)

PGD-CORE-502: UAE State & Society I: History and Government and Political Economy (2 CH)

PGD-CORE-503: UAE State & Society II: Economy (2 CH)

PGD-CORE-504: History and Practice of Diplomacy (2 CH)

PGD-CORE-505: Economic Diplomacy (2 CH)

PGD-ELEC-500: Middle East Politics and History (2 CH)

PGD-ELEC-501: Global Order (2 CH)

PGD-ELEC-502: Peace Processes & Conflict Resolution (2 CH)

PGD-ELEC-503: Public and Cultural Diplomacy (2 CH)

PGD-ELEC-505: Issues in Foreign Policy (2 CH)

PGD-ELEC-506: Thematic Issues in Diplomacy & International Relations (2 CH)

PGD-SKILL-500: Diplomatic Writing (1 CH)

PGD-SKILL-501: Diplomatic Negotiations (1 CH)

PGD-SKILL-502: Consular Diplomacy and Crisis Management (1 CH)

PGD-SKILL-503: Protocol and Etiquette (1 CH)

PGD-SKILL-504: Diplomatic Communication - Arabic (1 CH)

PGD-SKILL-505: Policy Formulation (1 CH)

10.4. PGD Degree Requirements

The degree requirements for the PGD in UAE Diplomacy and International Relations are as follows:

- The successful completion of all courses with a CGPA of 3.0 and above.
- The successful completion and passing of all language courses.

10.5. Programme Time Limit

Students in the PGD programme must complete the programme requirements during one academic year.

10.6. PGD Course Descriptions

a. Courses:

The following course descriptions give an overview of what students can expect in each class. Course descriptions may be subject to change. Students should refer to the course syllabus for more information on course content, pedagogy, assessment and learning materials.

PGD-Intro-500: Foundations of Diplomacy II: Theory & Practice of International Relations (0 CH)

This course introduces students to the main theories of International Relations (IR) and their practical relevance to contemporary global affairs. It covers the main theories in the field such as realism, liberal institutionalism and, dependency, and world system analysis. In addition to the alternative approaches to the study of international relations, the class will also examine major themes in international relations, such as international security, conflict, and cooperation, international law, international political economy, and international trade, as well as humanitarian and environmental global challenges. By the end of the semester, students will be able to form an in- depth understanding of the theories of IR and their application to world affairs, and their relevance to the UAE's foreign policy, national interest, and national security.

PGD-CORE500: Global UAE I: International Law (2 CH)

A strong understanding of international law is paramount to the success of any diplomat or policymaker throughout their career. This course provides students with an introduction to the field of international law, examining the history of ideas, legal doctrines, institutional and administrative structures developed over the last century to organise our global society. The course also examines how to enforce international law (including international courts), as well as how to look at relevant legal issues from political, juridical, economic, cultural and security perspectives. The course focuses on diplomatic and consular conventions and diplomatic communications under international law, which are ways through which diplomats engage with issues of international law in their day-to-day job. The course also covers the important organs and functions of the United Nations, a key organisation that diplomats need to be familiar with. Regarding the assessment, the assignments in the course include an oral final exam where students are asked to 'think on their feet' and answer questions and cases on international law and two short exams or papers, where they reflect on main principles or cases of international law.

PGD-CORE501: Global UAE II: Foreign Policy (2 CH)

This course enables trainees to begin their diplomatic journey with a good understanding of the evolution and key dimensions of the UAE's foreign policy. While several aspects of the regional and global economic-foreign-security policies will be discussed in other PGD courses, this course brings them together, links international relations theory with the UAE's practice of diplomacy and helps future diplomats think critically about the opportunities and challenges facing the country. It also hones information analysis and presentation skills, in both written and oral forms via policy briefs, simulations and podcasts.

PGD-CORE502: UAE State & Society I: History & Government and Political Economy (2 CH)

This course examines the UAE's contemporary history by looking at the social order and political governance structure during the British presence in the Trucial States. It investigates the stages leading up to the formation of the UAE federation after Britain decided to withdraw from the region and how the federal system evolved among the emirates. The UAE Constitution and division of power among the federal government and individual emirates will receive particular attention. This will be done through examining the federal powers and constitutional organisation of the five federal authorities: Federal Supreme Council, Union President and Deputy, Federal Cabinet, Federal National Council, and Federal Courts. The existing structures of governments in different emirates will also be part of the discussion. Further, the course delves into constitutional freedoms, rights and public duties in the UAE, and the agencies protecting and promoting human rights in the country.

PGD-CORE503: UAE State & Society II: Economy (2 CH)

The course explores the intersection between politics and economics at the domestic and global levels. It starts by offering an overview of key concepts and principles that have shaped current economic debates in the region and beyond, such as economic growth, unemployment, taxation and economic diversification. Then, the class evaluates important economic trends that have shaped the 20th and 21st centuries, such as trade, global investment mechanisms, inequality, globalisation, poverty, and development. The course also emphasises key diplomatic skills relevant to UAE diplomats, such as an overview of how to conduct economic diplomacy and how to analyse economic relations between states. As such, the class is adapted to meet the needs of future diplomats by equipping them with the necessary economic tools and concepts they need to complete thoughtful economic reports and talking points, which can allow them to analyse their country's economic relations with other states. The class is less theoretical (by not engaging as much in economic ideologies) and more suited to diplomats' needs. The assessment includes the preparation of an economic report where students exercise their economic analysis skills and their understanding of key economic concepts and two in-class exams that test their knowledge of the course content.

PGD-CORE504: History and Practice of Diplomacy (2 CH):

This course focuses on diplomacy in the sense of management of relations between states and intergovernmental organizations by official agents with a view to maintaining peace, security, and their respective national interests. The historical evolution of diplomacy will be studied, the diplomatic canon, rights and privileges of diplomats, and the Vienna Conventions of 1961 and 1963.

The course will introduce students to diplomatic rituals and protocols, bilateral and multilateral diplomacy, and the various types of diplomacy _ economic, defense, cultural, humanitarian aid, and disaster relief. An understanding of international law, the emerging multipolar world order, and the art of negotiations is critical.

As international governmental organizations proliferate, they occupy an important place in diplomatic relations making it imperative to study their functions. The organization of the United Nations serves as an obvious example, as it claims global importance and is committed to peace.

PGD-CORE505: Economic Diplomacy:

Economic diplomacy, in the case of the United Arab Emirates, is a crucial part of the state's foreign policy. Economic diplomacy not only promotes the state's economic growth but additionally directs its international commercial and financial relations to support its foreign policy. It involves various actors, including foreign missions and embassies and domestic entities such as economic ministries, trade and investment promotion bodies, chambers of commerce, and the private sector. The main themes behind economic diplomacy are the promotion of trade, the attraction of inward foreign direct investments, supporting SMEs in their business endeavors abroad, signing free trade agreements, and attracting tourists to the UAE, to name but a few. Economic diplomacy is an important process for all diplomats to grasp, especially when economic affairs and commercial relations become ever more crucial.

PGD- ELEC500: Middle East Politics and History (2 CH)

This course introduces students to the major socio-economic and political forces that shaped the Middle East region's trajectory since the collapse of the Ottoman Empire in 1923 to the present. The course will examine the dynamics that have affected the region, while nation-specific historical analysis will detail those domestic and geopolitical phenomena that inform local divergence, state rivalries, and the fault lines around which cooperation and conflict fall. Throughout this study, careful attention will be devoted to linking all these processes to the experience, national interest, and policy outlook of the UAE. Fundamental to this review will be the legacy of imperialism on the political economy of the Middle East and North Africa. Within this structure, questions of leadership, political systems, ideology, religion, markets, development models, and geopolitics will be emphasised. In doing so, the course will combine the subjects and methods of history, political science, economics, religion, and political philosophy that is critical in understanding the politics of the Middle East

PGD-ELEC501: Global Order (2 CH):

This course covers the concepts and theories related to the development of the international organizational structure adopted in the 20th Century which creates the global order. The course includes a discussion on: the history of multilateralism and alliances; the development of international political organizations and their proliferation; the modern international organizational structure; Peace and Stability and the Global Monetary system. The course will include study of the role and functioning of major international institutions and IOs with the aim of (a) understanding of how the current system of global governance has evolved, and (b) consider whether current patterns of international cooperation solve global problems. At the empirical level, the course will explore how cooperation in areas of international security, trade and finance, international law and human rights are addressed by states and IOs.

PGD-ELEC502: Peace Processes & Conflict Resolution (2 CH)

This course covers the concepts and theories related to peace processes and conflict resolution. It discusses: How violence outside the peace conference hall impacts talks? How can parties in a deeply divided society be sure that their opponents can be trusted to give up violence? Why are some post-conflict societies more violent than during the civil war? Can states calibrate their violence to 'help' a peace process? This course examines issues of violence that confront peace-making processes in contemporary intra-state conflicts. It begins by examining the concepts of peace and peace processes, before considering the role of violence, and violent actors, in facilitating or thwarting a negotiated agreement between combatants. It will also examine post-peace accord environments in which violence continues. Practical and ethical issues abound: Is there a right time to talk to militants? Can we overcome a deeply embedded culture of violence? Are all spoilers necessarily bad? The course will be comparative and draw on contemporary examples. The course adopts a broadly critical perspective on contemporary peace-making, and is sceptical of the motives and outcomes behind many internationally-supported peace interventions.

PGD-ELEC503: Public and Cultural Diplomacy (2 CH)

This course helps understand the growing significance of public and cultural diplomacy in achieving states' objectives in international relations, with a fair amount of relevance to the UAE. It discusses the concept of soft power and how this has shaped foreign policies and the governance aspects of public and cultural diplomacy at the national, subnational and multilateral levels. It also introduces different models of this brand of diplomacy, such as sports, art, music, and tolerance, among others, and their application in different contexts. Finally, it also explores the opportunities and challenges facing the UAE in its pursuit of a successful public and cultural diplomacy model.

PGD-ELEC505: Issues in Foreign Policy (2 CH):

This course examines major foreign policy issues confronting the international community at large. It is divided into two major parts. The first part provides students with an in-depth understanding of the field of foreign policy. The second part examines the major foreign policy issues on the global agenda. This is a selective review rather than a historic account of key issues in foreign policy. It includes security, economics, trade, investment, environmental, health, cultural and Artificial Intelligence, and technology, and their impacts on the process of foreign making, its success or breakdown.

PGD-ELEC506: Thematic Issues in Diplomacy and International Relations (2 CH):

The European Union as an International Actor:

The course is about the international actorness of the European Union (EU). It will start analyzing the institutional nature of the EU (a multi-level polity) to understand the EU actorness in the international system. The course will then see how the EU contributes to the main fields of international diplomacy (trade, defense, migration, norms). It will question the specific contribution of the EU to the geopolitical stability of Europe and more broadly the world. The question of the relation with Russia, the Middle East and the Indo-Pacific will also be analyzed.

PGD-SKILL500: Diplomatic Writing (1 CH)

This course covers the concepts and theories related to Communication in English. The course includes a discussion of various approaches to diplomatic writing. It include practical exercises and oral presentations. It is also designed to challenge and support students in the rapid acquisition of commonly used English-language usage in official diplomatic communication. Through informal discussions and multiple in-class exercises there will be ample opportunities to explore and practice written and spoken essential skills.

PGD-SKILL501: Diplomatic Negotiations (1 CH)

This course covers the concepts related to the practice of negotiations. It includes studying the underlying structure of negotiations, as well as the psychology behind negotiation-based judgment and decision-making. It will include hands-on negotiation experiences and strategies through case studies and simulations, with the goal of imparting comfort and confidence when using these tools in a diplomatic career.

PGD-SKILL502: Consular Diplomacy & Crisis Management (1 CH)

This course includes a discussion of emergence of consular diplomacy as an important area in diplomatic studies. It highlights the international negotiations on a consular (legal) framework and individual consular cases that attract substantial attention from the media, public and politicians. The course draws attention to substantial developments since the late 1990s that necessitate a qualification of assumptions about the relationship between consular affairs and diplomacy dealing with individual and collective crisis management, involving a diaspora, migration, services to citizens abroad, etc.

PGD-SKILL503: Protocol & Etiquette (1 CH)

This course helps in navigating high-profile diplomatic engagements, in style. It introduces students to the ceremonial aspect of protocol procedures, etiquette or code of behaviour in diplomatic engagements, rules of courteousness in social gatherings, and respect for multiculturalism. It includes discussion of written and unwritten rules of official protocol and diplomatic etiquette. It is designed to be interactive and participatory, and includes various learning tools to enable the participants to operate effectively and efficiently in a multifunctional context. The course is built on four learning pillars: concept learning (lectures and presentations), role playing (group exercises), experience sharing (roundtable discussions) and exposure to situations and choices that diplomats face.

PGD-SKILL504: Diplomatic Communication - Arabic (1 CH)

This course covers the concepts and theories related to diplomatic writing and includes a discussion of communicating among states. Putting into written form important information and agreements necessary to foreign relations. Hence, a proper and accepted style of writing is needed. The course will include different types of diplomatic correspondence such as (Formal, informal letters, Protocol letters and Notes...etc.). In addition to different kinds of reports. Explained the processes involved in their preparation, drafting and handling is included. Instructions are also given for each type of correspondence. A section on ceremonial correspondence (protocol) is included to familiarize those interested in the subject matter.

PGD-SKILL505: Public Policy Formulation (1 CH):

This course focuses on three key learning areas: Public Policy Foundation, Public Policy Evaluation Methods, and Producing Public Policy. Students will be engaged with real-world, global case studies as they build analytical frameworks for thinking about the public policy process and analysing policy success or failure. They will learn about the tools and skills needed to execute evidence-based policy impact evaluations and develop effective, practical policy communication skills through data visualisation and memo writing. The course is composed of three parts: I) The public policy basics, key actors, and institutions; II) Public Policy Preparation, Techniques, and Tools; III) Policy Recomndations, Monitor, Evaluation and Review.

B. Third LANGUAGE COURSES

The PGD programme combines academic courses with diplomatic training courses and third language skills. During the 2023-2024 academic year, AGDA will offer the following third language courses: Chinese, French, Russian and Spanish.

Third language classes will be conducted from 1:00 pm to 3:00 pm, on Mondays, Wednesdays and Thursdays throughout the academic year.

Language courses provide comprehensive practice of all areas in the targeted language. The content covers the grammar, vocabulary and skills needed by learners at the A1-CEFR level (Common European Framework of Reference). Students will learn with trainers, who are qualified and experienced native speakers, in a pleasant and friendly learning environment, utilising interactive immersion techniques for better results and focusing on language of real-life situations they can use every day.

- Students can select one of these languages to learn during his/her study at AGDA.

- Registration for language courses will be open during Orientation. Students should keep in mind that there are limited seats in every language class.

- Language courses are offered throughout the academic year.

- Students will be assessed in the language courses through quizzes, assignments and exams to measure their classroom learning.

- Students will also receive a completion certificate by the end of the language course that shows the language level that they have reached, by the end of the academic year.

11 MA PROGRAMME IN GLOBAL AFFAIRS AND DIPLOMATIC LEADERSHIP

11.1. Mission and Description

The MA in Global Affairs and Diplomatic Leadership (MAGAD), formerly known as the MA in Diplomacy and International Relations, was launched in October 2017 as an accredited programme that aims to equip students with greater knowledge of global and regional issues and with an advanced grasp of important diplomatic skills.

The MA is a **30-credit** programme where students acquire the ability to think critically about important political and economic trends while gaining first-hand training in advanced negotiations and mediation, public diplomacy, leadership and crisis management in the field of diplomacy.

MAGAD has the following objectives:

- To equip students with greater knowledge of global and regional issues, especially as they relate to the UAE.

- To enable students to acquire the ability to think critically about global and regional issues, particularly as they relate to the UAE.

- To develop the students' ability to effectively communicate complex ideas and research results with the highest professional standards.

- To develop the students' practical skills needed to become outstanding diplomats.

11.2. MA Programme Learning Outcomes (PLOs)

The PLOs for the MA programme include:

- **PLO1: Global and Thematic Knowledge:** Upon the successful completion of the programme, students will acquire a strong and advanced understanding of current and historical policies, events and practices happening in a region of the world that is central to the national interests of the UAE. They will also be able to understand and use the conceptual tools in comparative politics and will be able to critically evaluate and analyse regional issues related to the study of international relations and foreign policy. Students will also acquire an advanced understanding in a field of study of their choice, in security, development, international organisations, cultural diplomacy and/or economics and trade.

- **PLO2: Research and Critical Thinking:** Upon the successful completion of the programme, students will demonstrate a strong capacity to successfully conduct individual research projects. Students will use advanced research tools, while investigating complex issues related to diplomacy, foreign policy and international relations, by critically examining a range of sources to produce substantive and analytical research papers and theses.

- **PLO3: Diplomatic Leadership Skills:** Upon successful completion of the programme, students will be able to demonstrate leadership, managerial and strategic skills, while carrying out their work, and will proudly carry out the mission of UAE foreign policy and diplomacy, during their tenure at the AGDA and beyond, in an ethical, responsible, sensible and tactful manner.

MA Courses:

The MAGAD programme balances core courses, electives and the MA thesis. Core courses are required courses for all MAGAD students, whereas students can choose the elective courses that they wish to enrol in. The MA Thesis is also required of all MA students.

The courses are:

Core Courses - Total: 12 credits:

- Contemporary Global Affairs (3 credits)
- International Economics (3 credits)
- Public Diplomacy, Leadership and Crisis Management (3 credits)
- International Negotiation and Mediation: Strategy and Methods (3 credits)

Students take 4 courses from the following options:

- African Political Systems
- Trends in Gulf-Asia-Africa Foreign Relations
- China and the Middle East
- Trends in European - Middle Eastern Foreign and Security Policies

Elective Courses _ Total 12 credits:

Science Diplomacy

- Comparative Politics

- The Geopolitics of Food Security

- Countering Global Terrorism and Extremism
  - Humanitarian Crises and Refugees
  - Human Rights

MA Thesis - Total: 6 credits:

The MA Thesis starts in the Fall semester with a defence date set for either June or September of the following academic year.

11.3. MA Curriculum

The MAGAD programme is a 30-credit programme that can be completed in one academic year (full-time) or in two academic years (part-time).

Students who choose to take the programme on a full-time basis can expect to attend evening classes throughout the week (Monday - Thursday) on the AGDA campus. Students who opt for the part-time option can expect to attend evening classes twice a week for a duration of two academic years.

All students in the MAGAD programme have to complete 4 core or required courses (of 12 credits), 4 elective courses (12 credits) and a Master's Thesis (6 credits). Work on the MA thesis begins throughout the academic year with a defence date scheduled in either June or September.

AGDA alumni who successfully completed the Post-Graduate Diploma (PGD) programme in UAE Diplomacy and International Relations can enrol in MAGAD. They are required to complete 12 credits worth of course work, which include 6 credits of course work and 6 credits for the MA thesis.

Alumni can expect to complete the programme in one academic year by taking one course per semester and defending their thesis in either June or September.

12.4. MA Courses

The following course descriptions give an overview of what students can expect in each class. Course descriptions may be subject to change. Students should refer to the course syllabus for more information on course content, pedagogy, assessment and learning materials.

Some of the elective classes that students can take to complete their MA are listed below. Additional electives may be offered each semester, and some others may not run every semester or academic year.

Contemporary Global Affairs (3 CH)

This course is a survey of contemporary global affairs. It aims at providing students with an in-depth understanding of the main issues dominant on the global scene and their impacts on the foreign policy of nation states. It addresses issues such as pandemics crisis-management, globalisation, global warming, IT and cyber security, migration and refugees, war and peace, violent extremism and terrorism, development and underdevelopment, and related topics. Ultimately, the course aims at providing students with a comprehensive understanding of contemporary global affairs, global challenges, and the opportunities they provide to nation states and non-state actors. Given the active role of the UAE in global affairs, the course will highlight the country's proactive approach in dealing with global challenges and its efforts to cultivate opportunities to further its foreign policy goals, national interest, and national security.

International Economics (3 CH)

This course provides students with a thorough understanding of the dynamics of the global economy and energy markets, and the UAE's role in them, while also underscoring the implications for climate change. The course begins with an overview of recent trends in the global economy and builds students' understanding of basic economic principles. The course additionally reviews processes of economic integration, key drivers of economic growth and development in the 21st century. The course also studies and explains the significant effects of international growth rates, exchange-rate valuations, and economic policies of major economies on the UAE. In addition, we examine lessons learned for economic diversification, which the UAE's leadership has set as a priority, from strengthening its role as an international financial hub to fostering tourism and manufacturing. The course then turns to the specific role of energy, the UAE's major source of wealth and political importance.

Public Diplomacy, Leadership and Crisis Management (3 CH)

The course explores the field of public and cultural diplomacy in order to understand its growing significance in achieving states' objectives in international relations. The course aims to enhance students' knowledge of the theory and practice of public and cultural diplomacy and its relevance to their own work as UAE diplomats. After first defining public and cultural diplomacy, the course discusses the concept of soft power and how this has informed the development of both public diplomacy and cultural diplomacy. The second part explores the governance of public and cultural diplomacy at the national, subnational and multilateral levels. The third part introduces students to different models of public and cultural diplomacy, such as sports, art, music, and their application

in different contexts. Finally, the course zooms in on the UAE, exploring the opportunities and challenges facing the UAE in its pursuit of a successful public and cultural diplomacy. This course aims to improve students' management, leadership and communication skills. It will also give them an opportunity to recognise how ethical leaders behave when confronted with moral dilemmas in the course of a humanitarian action or development project. The course alternates seminars, group exercises and guest speakers (from the MOFAIC, the military, parastatal agencies, IOs or NGOs working in Humanitarian Aid and Development) to ensure a balance between the theoretical aspects and the practitioner ones.

International Negotiation and Mediation: Strategy and Methods (3 CH)

The general goal of this course is to provide students with an overview of the theoretical and practical skills needed to engage in negotiations, mainly at the international level. The course guides the students through cutting-edge debates within the field of international negotiation and mediation, and introduces them to the challenges of practical aspects of negotiation through in-class simulations. The course will not only provide tools to critically analyse international conflict, but will also engage them in forecasting negotiation challenges, developing negotiation and mediation strategies, and executing them in stimulating bargaining settings. Overall, the course aims to raise awareness of this interaction between theory and practice within the realm of international negotiation and mediation.

African Political Systems (3 CH)

This course examines African Politics and Africa in World Affairs. It's a survey of the major issues pertaining to the continent, its status and role in International Relations. Its primary goal is to develop the analytical skills, conceptual tools, and historical foundations necessary for understanding the continent of Africa and its politics. The course covers major themes, such as pre-colonial history, colonialism and post-colonial Africa, national liberation movements, state formation, state building, ethnicity, nationalism, social class, ideology and religion, legitimacy, state and civil society relations, economic development, growth, equality and inequality. It also examines the role of the external factors in the making of African politics. Additionally, the course is country specific as it examines the governments of South Africa, Ethiopia, Nigeria and Central Africa as representatives of the continental African political system.

Trends in Gulf - Asia - Africa Foreign Relations (3 CH)

With 'Asianisation' - shifting wealth and power from the West to Asia _ as the focus, this course is designed to understand the current affairs of Asia and interlinkages in Gulf-Asia's socio-economic, foreign policy and security ties. While the principal Asian powers - China, India, Japan and South Korea _ form the core, other significant actors from West, Central, South, and Southeast Asia and issues revolving around their foreign policies are addressed through the study of regional organisations, conflicts, conflict resolution mechanisms and future hotspots.

In a new twist, Africa is also thrown into the mix to study the continent's changing fortunes and to map the developing similarities in Gulf-Asia and Gulf-Africa partnerships. Promoting the idea of 'minilateral' and 'plurilateral' collaboration, this course explores possibilities for the countries in the three regions to combine and further their collective interests.

Comparative Politics (3 CH)

Comparative Politics is the study of domestic politics around the world, in different contexts and places. The field examines various political, social, and economic variables to make sense of countries' systems of government, regimes, political parties, markets, and other institutions. As such, this course serves as a solid and thorough backgrounds to the concepts, ideas, and theories used in global affairs, while shedding light over how these are applied in different regional settings.

Once acquired, these various tools can then be applied to several countries, in order to compare and contrast between them and understand their challenges and issues. This class ultimately seeks to examine the process of government and regime formations, the structures of political and economic institutions and markets, and finally, the particularities of certain regions and countries.

Foreign Policy and Extremism (3 CH)

The main concern of this course is the systematic study of political violence in its different forms and its impact on the foreign policy of nation states worldwide. It is structured along a continuum, ranging from small-scale violence to mass violence, bombings, assassinations, terrorism by sub-national and transnational organisations, state terror, and genocide. Violence in the pursuit of political objectives has been a part of human condition since the beginning of recorded history. Given the controversial nature of the subject matter and the complexity of terrorism, this course will attempt to address the root causes of terrorism and explore the avenues of counterterrorism.

The Geopolitics of Food Security (3 CH)

This course covers the concepts and theories related to food sovereignty and food security and their relevance to the United Arab Emirates' (UAE's) foreign policy, as well as related terminologies needed to contextualise the global food security narrative. The course will identify trends and colonial legacies that have shaped today's global food system with regard to production and trade. Moreover, the discussion will include Structural Adjustment Programmes (SAPs) by the so called 'Washington Consensus', i.e. the International Monetary Fund and the World Bank, and how SAPs have influenced farmers' food sovereignty and countries' food security. The role of the United States Aid (USAID) in influencing the 'wheatification' of diets in the Middle East and North Africa (MENA) region will also be discussed. The course includes a discussion of food regimes and World Trade Organisation (WTO) rounds and how those have shaped national food security in countries ,in addition to global food security. The course will introduce and briefly discuss the various threatas to global food security as it investigates the geopolitical question of food sovereignty and how the relentless pursuit of self-sufficiency at all costs could undermine global food security without necessarily improving a country's perceived national food sovereignty and its citizens' food security. A case study would be introduced at the end of the food regimes' discussion to better understand what a corporatised food regime means for global food security. The course assesses existing indices to measure food security and introduces a new one to measure food sovereignty instead -- the Food Sovereignty Index (FSI). The index is based on the United Nations' Food and Agricultural Organisation's (FAO's) Self-Sufficiency Ratio (SSR), adjusted to population. Finally, the course will use the discussed material and the indices to situate MENA, and the UAE in the global food security landscape.

Science Diplomacy (3 CH)

This course covers concepts and theories related to the future of international politics and diplomacy, equipping students with the skills to succeed as diplomats in the 21st Century. The course includes discussions about imagining, projecting, and forecasting the future (and our limitations in doing so), as well as the study of topics that will dominate the international agenda in the coming decades especially as they relate to science and technology and their impact on the practice of diplomacy. The course unfolds in three sections: the first introduces theoretical approaches to the study of the future and historical change; the second focuses on transformations in the practice of diplomacy; and the third interrogates leading challenges in our changing world.

11.5. Pedagogy

At the MA level, students can expect to find an emphasis on developing their research and writing skills. In practice, this means that they will explore the process of developing research papers in all their classes. Students can expect to have seminar- style classes that emphasise discussion and a critical analysis of assigned texts.

11.6 . Programme Time Limit

Full-time students in the MA programme may complete the programme requirements in one academic year. Part-time students may complete the MA programme in two academic years. Students who wish to complete the programme on a part-time basis should notify Student Affairs during Orientation. AGDA alumni can expect to finish the programme in one academic year.

11.7. Research Ethics Guidance and Consent relating to Written Work

All AGDA students planning to undertake research involving human subjects as part of their written projects and/or their MA Theses, are required to comply with the policies and procedures regarding human subjects research.

Students should keep in mind that their conduct in interview/survey situations reflects on AGDA and therefore seek to ensure that their conduct enhances the good reputation of the institution. The most common research methods involving human subjects that AGDA students are likely to engage with, are interviews and surveys. Related research ethics issues arise from the interview/ survey situation itself and from data protection.

While conducting research with human subjects, students should keep in mind that no vulnerable subject populations (including children or prisoners) will be involved; the interview subjects will not receive financial payments or other rewards in exchange for their participation; and that research methodologies used do not entail any psychological, social, legal or other type of harm to participant.

Prior to undertaking any such research, all students should print out the Research Ethics Form (available at the Research and Analysis Department, or RAD), sign it and return it to the Director of the RAD and to the programme manager.

Informed Consent:

Informed consent is the process through which a researcher obtains (and maintains) the permission of a person to participate in a research study. Informed consent is achieved when a subject receives full disclosure of the research plan and its intent, understands all of the information that is disclosed to him/her, voluntarily consents to participate in the study, and understands he/she may withdraw from the study at any time.

When conducting interviews, AGDA students must obtain prior informed consent, and, if requested, take appropriate measures to maintain the anonymity of respondents and ensure data confidentiality.

The researchers should not commit to making the results of the research available to the interviewee as this will not be possible in all cases.

Beforeundertakinganyresearchinterviews,studentsshouldcontactMAThesissupervisor,providing information on what interviews they plan to conduct, and give the supervisor the opportunity to raise any concerns.

12 MASTER'S (MA) PROGRAMME IN HUMANITARIAN ACTION & DEVELOPMENT

The Master of Arts (MA) programme in 'Humanitarian Action and Development' is the first such programme in the UAE and the region. The MA programme is an accredited, nine-months full-time course, which will offer young and mid-level professionals the practical and theoretical skills necessary to work in the field of humanitarianism and foreign aid.

The programme and its framework were jointly devised by the AGDA and the MoFA, in 2018. The programme is based on four main areas: Humanitarian Action, Poverty and Sustainable Development, International Humanitarian Law, and Development and UAE Foreign Policy.

MAHAD is structured in a way that will equip diplomats, civil servants and professionals to take on challenging roles within the development field by improving their skills and knowledge. After completing the programme, graduates should expect to understand the different global humanitarian frameworks at play. They will also possess an understanding of development studies and humanitarian action in the context of international relations, international law, diplomacy, and the relevant United Nations agendas.

MAHAD will prepare graduates to manage humanitarian action programmes and enable them to overcome the challenges they will likely encounter in these activities. They will also acquire the cognitive skills needed to be ethical leaders in the workplace, as well as the ability to communicate effectively both internally and externally, especially through the media.

12.1. MAHAD Curriculum:

Full-time students enrolled in the MA in Humanitarian Action and Development will have to complete 30 credit hours (CH) to graduate. Students will do 12 credit hours of core course (4 courses), 12 credit hours of elective courses (4 courses), and 6 credit hours of a thesis project. The thesis will begin in the Fall semester, with a completion date scheduled for the summer of the following year.

12.2. MAHAD Courses:

The following core and elective courses are included in the MAHAD programme:

HAD 933 Principles and Practices of Humanitarian Action & Development (3 CH)

HAD 932 Managing a Development Project (3 CH)

HAD 904 International Humanitarian Law (3 CH)

HAD 931 Economics of International Development (3 CH)

HAD 907 Humanitarian Action, Development and UAE Foreign Policy (3 CH)

HAD - THESIS (3 CH) to HAD - THESIS (6 CH)

HAD500 Capstone (6 CH)

HAD 934 Women and Development (3 CH)

HAD 915 The UN 2030 Agenda and Sustainable Development (3 CH)

HAD 916 Human Rights (3 CH)

HAD 917 Emergency Response and Crisis Communication (3 CH)

HAD 919 Leadership and Ethics in Humanitarian Practice (3 CH)

HAD 921 Stabilisation in Conflict-Affected Countries (3 CH)

HAD 922 Middle East Refugee Crisis Management (3 CH)

HAD 928 Special Topics in Development (3 CH)

HAD 929 Regional Studies in Development (3 CH)

12.3. MAHAD Programme Learning Outcomes (PLOs)

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

- **PLO1:** Disciplinary Knowledge in Humanitarian Action and Development _ Upon the successful completion of the programme, students will gain relevant and highly specialised knowledge in international development and humanitarian action, including how various paradigms have evolved over time, and the political, economic and legal frameworks that are currently used to understand development and humanitarian action in the region, as well as globally.

- **PLO2:** Applied Knowledge in Humanitarian Action and Development - Upon the successful completion of the programme, students will possess diverse knowledge of case studies in humanitarian action and development, and be able to assess and apply the practical lessons learned from those case studies. They will have a sound grasp of the roles of different kinds of actors in the development and humanitarian sectors and the tools available to them. They will also have an overview of the policies and programmes of the United Arab Emirates in the field of humanitarian action and development and be able to situate this in a wider diplomatic context.

- **PLO3:** Research Skills _ Upon the successful completion of the programme, students will demonstrate a solid ability to critically evaluate information, develop coherent arguments and ideas and complete high-quality research papers as well as in-depth policy-oriented research projects that are relevant to the field of humanitarian action and development. They will also be able to adapt and use various research methods to develop and complete their projects and apply these to the type of issue that they might expect to encounter in a professional context.

- **PLO4:** Professional Excellence - Upon the successful completion of the programme, students will be able to take autonomous responsibility for designing and managing programmes or projects in the field of development and humanitarian action. They will also understand the role of communications and leadership in the fields of development and humanitarian action. In addition, students will be able to communicate effectively, both verbally and in writing, the findings of their projects and papers to their peers and relevant AGDA stakeholders.

12.4. MAHAD Eligibility, Admission and Graduation Requirements

To apply for MAHAD, interested students need to:

- **Have** a Bachelor's degree (or equivalent) from an accredited university

- **Have** graduated with a minimum Grade Point Average (GPA) of 3.0 (on a 4.0 scale), or equivalent

- **Have** a minimum score of 6.5 on the IELTS exam (English exam)

- **Have** a keen interest in the field of foreign aid, development, humanitarian action and international organisations

Prospective students, whose previous education included courses similar to the ones offered in MAHAD can apply for "Recognition of Prior Learning" to have up to 6 credit hours waived from their degree requirements.

AGDA alumni who completed 24 credits worth of course work in the Post-Graduate Diploma programme are eligible to apply for MAHAD.

To graduate, students in the MAHAD programme have to maintain a GPA of 3.0 (out of 4) throughout the academic year.

12.5. MAHAD Course Descriptions:

The following course descriptions give an overview of what students can expect in each class. Course descriptions may be subject to change. Students should refer to the course syllabus for more information on course content, pedagogy, assessment and learning materials.

HAD 901 Humanitarian Action: Theory and Practice

This course introduces the theoretical foundations of humanitarian action while offering a pluri-actors perspective and the current debates in the field of humanitarian action. This course examines the system formed by the interaction between states (governments or associated agencies) and non-state actors (International Organisations, NGOs, corporations and individuals) in the field of international aid and development. The three levels of interaction (international/transnational, regional and local) will be considered.

Emphasis will be put first on the multifaceted cooperation between the actors and its limits; second on the new extended geopolitical block that the UAE belongs to (the Arab World, East Africa and South Asia); and third on the ongoing debates. The course will also draw from examples from other regions to offer a broad overview of humanitarian action challenges. The course focuses on the complexity of the network in humanitarian action and development.

The students will know to identify the actors and their various interactions and be initiated into the longstanding and current ethical debates in the humanitarian intervention and development. The course will allow students to learn and test their skills and knowledge on the intricacies of humanitarian action both through case studies. Their skills and knowledge will be enhanced through a serious gaming experience allowing them to explore the interagency cooperation needed to address the emergency and early recovery phase of a complex humanitarian crisis.

HAD 903 Poverty and Sustainable Development: Theory and Practice

This course will give students an overview of the theories and concepts of poverty and sustainable development. The course includes a historical discussion starting in 2000, with the UN placed the eradication of extreme poverty as the top priority of its Millennium Development Goals. Fifteen years later, the Sustainable Development Goals maintained, ending all forms of poverty as the international community's primary objective.

This course examines the ways in which state and non-state actors have attempted to meet the objective of eradicating poverty as well as promoting prosperity, peace and social justice. This course appreciates the complexity of the concepts of development and sustainable development that can be approached from different perspectives; therefore, a multidisciplinary approach of disciplines, such as political economy, geopolitics, diplomacy, the sociology of organisations and the environmental sciences will be applied. The course offers the students the necessary tools to be effective professionals in development projects.

HAD 904 International Humanitarian Law

This course covers the concepts and theories related to international humanitarian law (IHL). It discusses IHL origins and philosophy, sources, other regimes applicable in times of armed conflicts, classification of armed conflicts, IHL key principles, means and methods of warfare, protection of persons and objects during armed conflicts and deprivation of liberty in such times. The course will also include topics related to the humanitarian dialogue with States and non-States armed groups, humanitarian diplomacy, IHL implementation mechanisms, the development of international criminal justice, humanitarian relief in times of armed conflicts and the specific mandate of the ICRC.

HAD 907 Humanitarian Action, Development and UAE Foreign Policy

This course will give students a global and integrated perspective on the UAE's role in Humanitarian Action and Development (HAD). The UAE is the second-largest donor of humanitarian aid, by percentage of gross national income, after Sweden. It will examine the diplomatic factors that prompted a 'small state' to become one of largest official development assistance donors in the world and how this is communicated. It will also allow students to identify the different actors and structures that participate in HAD. In addition, it will analyse the most important humanitarian programmes carried out by the UAE since independence in 1971, with specific emphasis on contemporary agendas.

The course will help students identify the local and federal government structures, as well as semi-government and private actors, involved in HAD and appreciate how 'foreign aid and assistance' has remained a key pillar of UAE foreign policy. Through interactions with experts in the field, the students will be able to better understand the programmes that have been implemented and widen their professional networks. Beyond the pragmatic familiarisation with this domestic network, the course will enable students to critically understand and place the UAE foreign policy in a broader context. They will be able to understand how HAD enhances UAE's soft power, contributes to nation branding and correlates with recent regional power competition. The course will encourage undertaking research, analysing information and presenting it diligently in written and oral forms to various audiences, which are crucial in diplomatic careers.

HAD934 Women and Development

This course covers the concepts and theories related to United Nations (UN) Sustainable Development Goal (SDG) 5 on "Gender Equality" which aims at ending "all forms of discrimination against all women and girls everywhere". Starting from the assertion that women are distinct actors in development and humanitarian action, this class examines the ways in which gender affects these fields, with special emphasis on the status of women within conflict theaters and insecure areas.

This course offers students a conceptual and practical understanding of how gender interplays with security, foreign policy, and development. It will offer students a comprehensive and thorough understanding of the gendered realities of conflict and peace and the many crucial roles that women can play in development, security, diplomacy, and foreign policy. It is divided into three parts: it first starts by examining feminist international relations (IR) theory as a guiding framework for how gender in security and development studies is understood and how the literature approaches SDG5. Then, the course examines how conflicts impact women and how women can be engaged in peacebuilding and development processes through the lens of the WPS agenda. In the last part of the course, students will turn to the issue of women's representation and will go over the main challenges to gender equality in politics and development.

HAD 915 The UN 2030 Agenda and Sustainable Development

This course covers the concepts and theories related to the Sustainable Development Goals (SDGs) and the challenges that their implementation represents. In 2015, the UN's 193 Member States agreed to 17 SDGs, which form the core of the UN development agenda through 2030. Building on the 2000-2015 Millennium Development Goals, the SDGs form a comprehensive, universal agenda for sustainable development that applies to all countries and at all levels. The SDGs take into consideration the economic, social and environmental dimensions of sustainable development and are measured through 169 targets and 230 indicators.

In the first part of the course, students will gain an understanding of the evolution of the concept of sustainable development, which is key to understanding the evolution of the United Nations (sustainable) development agenda, introduced in the second part of the course. In the second part, students will also explore in detail how the 2030 Agenda, which contains the 17 SDGs, was negotiated, and how it relates to other major UN sustainable development agreements for the post- 2015 era. In the third part, participants will dive into the different dimensions of implementing the 2030 Agenda and its SDGs. In the fourth part, students will practice developing actionable projects or programmes geared at one of the SDGs.

HAD 916 Human Rights

This course introduces the subject of Human Rights and why it has influenced the practice of Development and International Action. The course will attempt to deconstruct the concept of Human Rights to explain better why it has become an entitlement in the international community's thinking. Human Rights will not be examined exclusively from a legal perspective and from a moral, political and sociological angles.

The course will offer a summary of the discourses on Human Rights in Europe and North America, the changes wrought by the most important Human Rights movements will be reviewed. Defined as 'universal,' Human Rights have generated a whole pyramidal system that the United Nations has headed. The course will include the study of international organisations, states and notably NGOs, and their roles in upholding and promoting Human Rights.

The course will discuss the areas in which Human Rights need to be examined with care, such as education, women's empowerment, and tolerance. Although states are committed to Human Rights, there have been grave violations that raise the issue of state sovereignty and the international community's responsibility to support the victims. The course will emphasise the interaction between Human Rights and Development (discrimination of women in the division of labour, for instance), or International Aid (foreign aid and the respect of local cultures, etc.)

HAD 917 Emergency Response and Crisis Communication

This class is an introduction to crisis management and to communication during crises. First, students will be introduced to typologies of emergencies and the responses at the levels of the individual, the community and the international community. Special emphasis will be put on the concept of Protection of Civilians and its role in humanitarian action. Second, the class will introduce students to concrete tools and the appropriate set of responses to emergencies caused by natural disasters or humanitarian crises. It aims to enhance their effectiveness in, and to increase their confidence when responding to, different emergencies. Third, the course will outline the principles of communication during emergencies and humanitarian crises. It will demonstrate how professionals can adapt their messages to promote appropriate behaviours.

HAD 919 Leadership and Ethics in Humanitarian Practice

This course aims to improve students' management, leadership and communication skills. It will also give them an opportunity to recognise how ethical leaders behave when confronted with moral dilemmas in the course of a humanitarian action or development project. The course alternates seminars, group exercises and guest speakers (from the MOFAIC, the military, parastatal agencies, IOs or NGOs working in Humanitarian Aid and Development) to ensure a balance between the theoretical aspects and the practitioner ones.

First, the students will explore how psychology can be applied to the field of Humanitarian action. The student will gain an overview on assessing emotional intelligence, leadership as well as improve their own communication (verbal, non-verbal) and social skills. The seminars will include material on the psychological mechanisms that can account for certain types of behaviour and reasoning, such as the judgements and decisions of practitioners in complex environments that can generate conflict as well as cooperation. Second, guest speakers from the field of Humanitarian Action and Development will share their own experiences, highlighting some of the moral issues they have faced in their careers and adding a more practical perspective to the class material.

HAD 921 Stabilisation in Conflict-Affected Countries

This course introduces students to the current thinking and practice related to contemporary stabilisation activities in conflict-affected areas. In recent decades, stabilisation has emerged as a central guiding rationale behind international interventions and as a new platform for rethinking engagement in fragile or failed states.

Predicated on the idea that development and security are mutually reinforcing, stabilisation efforts have striven to promote legitimate political authority in conflict-affected countries by using a range of military, diplomatic, humanitarian and developmental tools with the aim to reduce violence, give people basic livelihoods, and prepare for longer-term recovery. The course begins with an analysis of the problem of state failure and the changing characteristics of contemporary armed conflicts. This is followed by an examination of contemporary approaches to stabilisation, the role of military, diplomatic, development and humanitarian resources and actions in stabilisation activities, and the challenges of interagency coordination in the context of stabilisation.

The general theoretical and conceptual overview of the topic is accompanied by regular examples and case-studies of primary concern for the UAE, including an evaluation of recent and ongoing stabilisation missions in countries such as Afghanistan, Iraq and Mali, as well as novel dimensions of stabilisation in the MENA region.

HAD 922 Middle East Refugee Crisis Management

The Middle East and North Africa (MENA) is at the centre of contemporary scholarly works and international attention on refugee crises, politics, human rights and trends of regional and international conflicts. MENA's geopolitical and geostrategic nature has only strengthened over the past century, resulting in an endless cycle of crises, primarily the involuntary displacement of people, whereby millions of people are forced out of their homes, exposing them to multiple threats leading to massive casualties. A host of factors are identified as responsible for such phenomenon and situation to name a few; political, ethnic and civil strife, international wars and conflicts, economic underdevelopment, state disintegration, collapse and failure, draughts and environmental catastrophes.

13 Master in International Law, Human Rights, and Diplomacy

13.1. Program Goals:

- **Goal 1:** Ensure students acquire a deep and comprehensive understanding of international law, human rights principles, and diplomatic practices through rigorous academic coursework and hands-on experiences.

- **Goal 2:** Develop students' practical skills, including the ability to apply international legal norms, negotiate effectively, and lead in multicultural and diplomatic settings.

- **Goal 3:** Cultivate students' critical thinking abilities and problem-solving skills, particularly in the context of human rights issues and international disputes.

- **Goal 4:** Foster connections and networks with experts, practitioners, and international organizations in the fields of international law and human rights.

- **Goal 5:** Encourage them to use their knowledge and skills to promote positive change, uphold principles of justice, and contribute to the protection and advancement of human rights globally.

13.2. Program Learning Outcomes :

- **PLO 1:** Coherently synthesize the concepts, principles and theories in international law, human rights and diplomacy to deconstruct complex global issues

- **PLO 2:** Execute and formulate diplomatic initiatives that effectively address global issues, advance human rights, and promote peaceful resolution of disputes

- **PLO 3:** Employ sophisticated evaluation methods to measure the impact of policies, interventions, and initiatives on protecting and promoting human rights.

- **PLO 4:** Facilitate collaboration among diverse stakeholders, manage complex negotiations, and guide teams towards achieving common goals in a global diplomatic context.

13.3. Program Structure

Requirements	No. of Courses	No. of Credit Hours
Core Courses	4	12
Elective Courses	3	9
Thesis	2	9
Total	**9**	**30**

Core Courses (4 courses - 12 credit hours)

Course Code	Program Name	Credit hours
MILAD 600	Principles of International Law and Diplomacy	3
MILAD 601	International Human Rights Law and Practice	3
MILAD 602	International Politics of Human Rights	3
MILAD 603	Global institutions and Multilateral Diplomacy	3

Elective Courses (3 courses - 9 credit hours)

Course Code	Program Name	Credit hours
MILAD 605	Foreign Relations and Diplomacy	3
MILAD 606	Treaty Law and Practice	3
MILAD 607	Comparative Human Rights	3
	A pre-approved course from a list in one of the other Masters offered at the AGDA	

Thesis Track (2 course - 9 credit hours)

Course Code	Program Name	Credit hours
MILAD 604	Research Methods	3
MILAD 700	Thesis	6

13.4. Program Learning Outcomes to QF Emirates Level 9

Program Learning Outcome (PLO)	Quality Framework Descriptor Level 9
PLO 1: Coherently synthesize the concepts, principles and theories in international law, human rights and diplomacy to deconstruct complex global issues	**Knowledge:** comprehensive, highly specialized knowledge in a field of work, discipline and/or professional practice, and at the interface between different fields, including frontier concepts and recent developments. **Skill:** advanced skills required in research, analysis, evaluation and/or innovation of complex ideas, information, concepts and/or activities. **Aspects of Competence Self-development:** can self-evaluate and take responsibility for contributing to professional knowledge and practice including unfamiliar learning contexts.

Program Learning Outcome (PLO)	Quality Framework Descriptor Level 9
PLO 2: Execute and formulate diplomatic initiatives that effectively address global issues, advance human rights, and promote peaceful resolution of disputes	**Skill:** planning skills to develop and execute a major project or comparable activities (that includes a significant range of variables and complexity) with appropriately selected research methodologies producing sound conclusions. **Aspects of Competence:** **Autonomy and responsibility:** can function autonomously and/or take responsibility for managing professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar, and require new strategic approaches and/or intervention or conceptual abstract solutions. **Self-development:** can consistently and sensitively manage highly complex ethical issues leading to informed, fair and valid decisions.
PLO 3: Employ sophisticated evaluation methods to measure the impact of policies, interventions, and initiatives on protecting and promoting human rights.	**Skill:** advanced problem solving skills to analyze highly complex issues with incomplete data and develop innovative solutions and proposals relevant to an academic/professional field, field of work or discipline. **Aspects of Competence:** **Role in context:** can take responsibility for leading the strategic performance and development of professional teams and self.

Program Learning Outcome (PLO)	Quality Framework Descriptor Level 9
PLO 4: Facilitate collaboration among diverse stakeholders, manage complex negotiations, and guide teams towards achieving common goals in a global diplomatic context.	**Skill:** highly developed specialist communication and information technology skills to present, explain and/or critique highly complex matters **Aspects of Competence:** **Autonomy and responsibility:** can initiate and manage professional activities that may include a highly complex environment. **Self-development:** can develop and implement further learning consistently and sensitively.

13.5. MILAD Course Description

The following course descriptions give an overview of what students can expect in each class. Course descriptions may be subject to change. Students should refer to the course syllabus for more information on course content, pedagogy, assessment and learning materials.

MILAD 600 Principles of International Law and Diplomacy

A strong understanding of international law and human rights is paramount to the success of any diplomat and/or policymaker throughout their career. This course will provide students with an introduction to the field of international law, examining the history of ideas, legal doctrines, institutional and administrative structures developed over the last century to organize our global society. The course will examine how to enforce international law (including through international courts) as well as how to look at relevant legal issues from political, juridical, economic, cultural and security perspectives.

Furthermore, international law and human rights are omnipresent in international public discourse. One of the aims of this course is then to give students the tools for a strong contextualization that gives depth and breadth to the challenges, dilemmas and stakes in the field of international law and human rights. Special emphasis will be put on developing student's capacity to apply international legal norms in concrete settings.

MILAD 601 International Human Rights Law and Practice

This course covers the concepts and theories related to the development of the international organizational structure adopted in the 20th Century and the rise of multilateralism. The course includes a discussion on: the history of multilateralism and alliances; the development of international political organisations and their proliferation; the modern international organizational structure; the UN system in a range of aspects; international justice mechanisms; and the role of the Arab world in the multilateral system.

The course will include study of the role and functioning of major international institutions and IOs with the aim of (a) understanding of how the current system of global governance has evolved, and (b) consider whether current patterns of international cooperation solve global problems.

At the empirical level, the course will explore how cooperation in areas of international security, trade and finance, international law and human rights are addressed by states and IOs.

MILAD 602 International politics of human rights

Human rights have been considered the moral compass of international relations over the past few decades. However, new ambiguous forces have been emerging using human rights cause and narrative as a vehicle for hidden political interests. How to identify politics behind the human rights morality, as well as understand what interests lie behind its discourse is at the center of this course. We will focus on all main principles of international human rights, but from the political, rather than legal perspective. We will address how human rights discourse plays our in international organization, bilateral diplomacy, grassroots social movements, and what it all has to do with diplomacy. At the end of this course, the student will be aware of both up- and downsides of the human rights discourse, its myths, and its power games, as well as be capable to identify the gaps in the international system, which could be improved by taking human rights seriously and benevolently.

MILAD 603: Global institutions and Multilateral diplomacy

This course covers the concepts and theories related to the development of diplomacy and the international organizational structure adopted in the 20th Century. Firstly, the course will examine the history of how diplomacy developed as a unified approach with globally accepted rules in the international community. It will then review the beginnings of the liberal international order and its institutions into the formation of the United Nations and the regional organisations which now proliferate. It will explore the changes which the international system is no undergoing, including the return to war and the role of digital and regional diplomacy.

The course includes discussions on: the history of alliances, diplomacy, global institutions and multilateralism; the development of international political organisations and their proliferation; the UN system in a range of aspects; regional actors and digital diplomacy, and the role of the Arab world in the multilateral system.

The course will include study of the role and functioning of major international institutions and IOs with the aim of (a) understanding of how the current system of global governance has evolved, and (b) consider whether current patterns of international cooperation solve global problems.

At the empirical level, the course will explore how cooperation in areas of international security, trade and finance, international law and human rights are addressed by states and IOs.

MILAD 604 Research Methods

Not every question is a research question, especially in the fields of international law and human rights. This course focuses on applied qualitative research methods relevant to international law and human rights. It introduces the basics of research design, data collection, and data analysis, as applied to international monitoring and evaluation, quality control, and assessments of legal and human rights issues. The course is structured around three blocks: 1) an introduction to social research methods, providing the foundations of quality research; 2) connecting these foundations to international law and human rights, and understanding the peculiarities of data in these fields; 3) applying the foundations to best practices in monitoring and evaluation, particularly in assessing multistakeholder global governance projects and programs. This course provides transferable research skills, which can be used in legal and human rights consulting, social research, and monitoring and evaluation practices of governmental and non-governmental international organizations. Each session is organized around an introduction to the methods and techniques, followed by small applied exercises on a given research technique and/or students' MA thesis.

MILAD 605 Foreign Relations and Diplomacy

This course examines central international sequences affecting Foreign Relations and Diplomacy in the context of the main challenges experienced within the global society today. In so doing, it aims at providing an in-depth understanding of the evolution of the current global system of governance. Secondly, it aims at a thorough consideration of whether current patterns of international cooperation solve global problems. Thirdly, the course will specifically look at power, the state, issues of sovereignty, security, climate change, arms control and diplomacy as an outcome of a complex set of relations among state and nonstate actors on the global scene.

MILAD 606 Treaty Law and Practice

A strong understanding of treaty law and practice is essential for the success of any diplomat or policymaker throughout their career. It is particularly relevant for those involved in treaties and treaty procedures within governments, international organizations, and legal practice.

This course offers an in-depth exploration of treaty law and practice, essential for aspiring diplomats, policymakers, and legal practitioners. Students will gain a comprehensive understanding of how States and international organizations create, interpret, and apply treaties as fundamental sources of international law.

The course will discuss the processes and practices States and international organizations use to establish treaties, providing a foundational knowledge crucial for their professional development. That will be done through uncovering the detailed procedures involved in treaty creation, interpretation, application, and termination. Thus, equipping students with the skills to navigate the complexities of international legal frameworks.

MILAD 607 Comparative Human Rights

This course introduces students to the contemporary topics of human rights in terms of its origins, evolution, theories, methods, forms, and types. It provides the necessary historical and conceptual foundations essential for a well-informed engagement with the ideas and arguments presented throughout the semester. A special emphasis will be given to the moral, normative, legal, and political approaches inspired the Human Rights Movement since the mid-twentieth century. It will examine the role of international organizations in advancing the cause of human rights since the end of WWII, in the areas of promotion and protection. In addition to examining state's commitments to Human Rights and the process of National Human Rights Institution-Building around the world since 1993. It will also highlight the role of the UAE's contributions to the Human Rights narrative considering the establishment of the UAE's National Human Rights Institution (NHRI) earlier this year, 2022. Finally, it will highlight the impacts of human rights on issues of development, foreign policy, and diplomacy.

MILAD700: Thesis

The MA thesis course is a comprehensive two-semester program that guides students through the process of crafting a scholarly thesis spanning 10000 to 12000 words in the English language. This academic endeavour requires students to delve into an in-depth research project focusing on the identification of a well-defined research question. Throughout this journey students engage in rigorous academic research with the guidance and mentorship of a dedicated AGDA faculty member. This course provides an opportunity for students to undertake original research honing their academic skills and contributing to the body of knowledge in their respective fields of study. The MA thesis course is a fundamental and transformative experience in our graduate programs enabling students to demonstrate their research capabilities and make a meaningful academic contribution.

14 AGDA'S STATEMENT ON THE RESEARCH POLICY

AGDA is dedicated to promoting innovation throughout its educational, research, and service endeavors. Our primary objective is to perpetually enhance the research and scholarly abilities of our faculty members and graduate students. As a result, our university provides comprehensive support for our faculty and graduate students in their roles as researchers in an effort to accelerate their contributions to the field of research.

In support of this vision, we provide research assistance services to both faculty members and students, all of which are conducted under the supervision of our competent faculty. These services serve two purposes: first, to foster creativity and the growth of knowledge, and second, to increase the number of publications by our faculty members in areas closely aligned with the core academic disciplines.

15 STUDENTS INVOLVEMENT IN RESEARCH

Students are encouraged to volunteer to assist AGDA research or academic faculty with research projects. The selected students work on specific projects as Research Assistants (RAs) to a member of the research or academic faculty. The students are not paid for their work as it is solely on a volunteer basis and they are expected to dedicate a small number of hours per week for the research work.

Their appointment is done on a needs-basis in relation to specific research projects being led by a faculty member. When a faculty member wants to recruit an RA, he/she should first submit a proposal to the AAC for approval, which will take account of the quality of the opportunity and the expected workload for the students.

Once the approval is received, the opportunity should be advertised to all eligible students through Student Affairs. All the students from a given academic programme (in most cases, this will be the Postgraduate Diploma programme) should be given the opportunity to apply for the position apart from those on academic probation. The advert should make clear what the expected time commitment will be from the students.

The requirements for the application should be defined on a case-by-case basis by the faculty member, but it should include an interview with the faculty member in order to determine the student's fit for the project and to ensure that the expectations are clear for both parties. If there are more applicants than positions available, the faculty member should make an objective decision about which student would be the better fit for the role.

Once the research project that they are assisting with is finished, their service as a RA ceases. The service as an RA should not extend beyond the term of their studies in the PGD programme, even if the project is not finished.

16 ETHICAL RESEARCH

Faculty and researchers at AGDA are expected to follow the highest standards of professional conduct and ethical behavior when preparing, developing and publishing research. Furthermore, researchers should keep in mind that the quality of their work reflects on the Academy; ensuring the quality of their work enhances the good name of the institution.

AGDA has an ethical and legal responsibility to review all proposed research projects and activities involving human beings as subjects. The Academy makes every effort to ensure compliance with internationally-recognized principles and regulations governing the protection of human beings participating in research. In this regard, all research proposals involving the participation of humans must be submitted to and approved by the Research Director before any study is undertaken.

AGDA expects faculty, researchers and any staff members involved in research to maintain high ethical standards that reflect well on the Academy. Even the appearance of misconduct should be avoided.

The Academic Committee may in certain cases deem participant consent forms to be a mandatory part of the study process. These forms must clearly state the name of the (primary) researcher, the organization, the goal of the research, and guarantees of anonymity and confidentiality. If consent forms are required, the forms must be stored separately from survey responses or study results. In case a member of the AGDA faculty conducts research for another institution, that institution's review board has jurisdiction in regard to research on humans as long as that institution's standards meet or exceed the standards established by AGDA.

Disclosure of any potential conflict of interest is essential for the responsible conduct of research. Such a conflict may exist if the researcher or a family member has a personal financial or business interest in the work being done, regardless of whether the researcher believes she or he can maintain professional objectivity.

The formal written disclosure of any such interests must be made to the Academic Committee, the editors of any journals to which relevant papers are submitted, fellow research collaborators, and bodies from which any funds are sought. Failure to disclose potential conflicts of interest is a violation of good conduct on the part of researcher(s) involved and may result in formal disciplinary action.

Activities considered to be inappropriate in this respect include plagiarism, falsification of data and inappropriately claiming credit for research in which the individual had limited involvement. Other forms of dishonesty or questionable integrity might include theft, inappropriate attacks on the reputation of others, and deliberate efforts to manipulate research outcomes. Misconduct does not include genuine errors on the part of researchers or differences in interpretation or judgment of data.

All members of the AGDA community have a responsibility for reporting any incident of suspected research misconduct. This report will go to the Academic Director (for academic faculty) or the Research Director (for research faculty), or, when the respective Director is involved in the misconduct, the Director General. Deliberate research misconduct will be met with disciplinary action

17 THESIS SUPERVISION & EXAMINATION

The thesis committee is made up of the Thesis supervisor and two readers, one of whom may be external to AGDA. The supervisor should have expertise in the proposed research project and will, among other things, meet regularly with students, guide them, and provide feedback on drafts and presentations. The supervisor will also be responsible for evaluating the student's research proposal in the Fall semester. The first and second readers only will be responsible for co-grading the Written Thesis and Defense at the end of the academic year. They will engage with the student to answer questions only on a needs basis.

Selecting the Thesis Supervisor:

The Thesis supervisor is responsible for the following:

- To grade the student's research proposal and presentation fairly

- To regularly meet with the student and offer insights and recommendations on the student's work and progress

- To set deadlines and hold the student accountable for delivering all milestones on time - To convey to the student any rules or procedures required for the completion of the thesis

- To liaise with the Course Coordinator and other readers on any matters regarding the thesis

- To convey to the student any feedback necessary to ensure the completion of a quality thesis

- To respond to student requests to read and comment on the thesis deliverables in a timely manner. To report to the Course Coordinator and the AAC any issues pertaining to academic integrity violations in a timely manner and/or any issues arising from students not completing the thesis work

Students should choose their Thesis supervisors based on the following criteria:

- The supervisor has to be an AGDA faculty member

- The supervisor has to have a PhD

- The supervisor needs to have extensive knowledge and expertise in the chosen topic

- The supervisor and student have a compatible working relationship

- The supervisor's workload allows him/her to take on the thesis supervision.

Students may approach several faculty members to discuss their thesis with them before making their supervisor selection. During these meetings, students are encouraged to discuss with the faculty members how they would supervise the project in order to assess their compatibility with the student's approach.

Once the student has identified their preferred supervisor and an agreement has been reached between both parties, students are required to fill out the "MA Thesis Supervisor and Committee Form", get the appropriate signatures, and return the form to the Course Coordinator by the designated date.

Students should keep in mind that faculty may decline to supervise their thesis for various reasons, including but not limited to the faculty member's lack of expertise in a certain field, a heavy workload and/or multiple supervisees. The faculty member should help the student identify a suitable alternative supervisor in case they decline the student's request.

Selecting the Second and Third Readers:

- The second and third readers on the thesis committee are responsible for the following:

- To provide general guidance to the student on the thesis topic

- To grade the written thesis and oral defense at the end of the academic year

- To contribute to the list of possible revisions a student has to undertake before the final submission of the thesis

- To meet with the student only on a needs basis

- To give feedback to the student on their work whenever necessary

- To inform the Course Coordinator of any issues related to academic integrity

Students should keep in mind that Readers are not responsible for the day-to-day undertaking of the thesis. Students should only approach the readers if they have specific questions related to the topic and should keep them informed of the status of their project. The student should not submit thesis drafts or chapter drafts to the readers for feedback.

Students should choose the second and third reader based on the following criteria:

- Students may choose to seek an external third reader for their committee.

- If not, the second and third readers have to be an AGDA faculty member

- Readers have to have enough knowledge of the thesis topic to be able to judge the work fairly

- External readers from other academic institutions are not encouraged

Students may approach several faculty members before requesting them to serve on their committee. Once the student has identified their preferred readers and an agreement has been reached, students are required to fill out the "MA Thesis Supervisor and Committee Form", get the appropriate signatures, and return the form to the Course Coordinator by the designated date.

Students should keep in mind that faculty members may decline to serve on their thesis committees for various reasons, including but not limited to the faculty member's lack of knowledge in a certain field, a heavy workload and/or multiple supervisees. The faculty member should help the student identify other suitable alternative committee members.

18 COPYRIGHT, INTELLECTUAL PROPERTY AND PUBLICATIONS

AGDA recognize and respect intellectual property rights and are committed to fulfilling our moral and legal obligations with respect to our use of copyright-protected works.

No employee in AGDA may reproduce any copyrighted work in print, video or digital form in violation of the law. Works are considered protected even if they are not registered with the Ministry of Economy even if they do not carry the copyright symbol (©). Copyrighted works include, but are not limited to: printed articles from publications, electronic articles in online publications, online videos, images, training materials, manuals, documentation, software programs, databases, websites and blogs.

To obtain permission to reproduce copyrighted works outside of AGDA, employees should request permissions from the Concerned Department in AGDA. We expects all employees to be responsible consumers of copyrighted materials. We also encourage employees to educate their peers on copyright compliance. Employees who illegally duplicate copyrighted works may be subject to disciplinary action up to and including termination.