

ACADEMIC CENTERS AND INSTITUTES

_____Language Center
_____Center for Academic Development
_____Center for Environmental Issues & Regional Development
_____Institute of Economic Analysis & Prospective Studies
_____Hillary Rodham Clinton Women’s Empowerment Center
_____Azrou Center for Local CommunityDevelopment

LANGUAGE CENTER

Moncef Lahlou, Director

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The Language Center (LC) of AUI is an independent academic unit of the University. Intensive English language classes constitute its main activity, but the LC also offers special programs in English for Specific Purposes to members of the community outside the University. In addition to English courses, the Center also offers courses in other languages, namely Tamazight Berber, French, and Spanish for credit. Please refer to end of section for more information.

Students whose English proficiency is below the minimum levels set by the University to start an academic program are directly admitted to the LC for intensive English classes. Their stay in the LC varies between a minimum of one semester and a maximum of two full semesters.

In measuring the student's proficiency in English, the University resorts to a set of internationally recognized standardized tests, the TOEFL (Test of English as a Foreign Language) in particular. This test is administered by the University before the start of each semester and is used for placement purposes only.

• THE INTENSIVE ENGLISH PROGRAM (IEP)

This is the regular track in which two categories of students are placed.

- Students with a TOEFL entry score below 450 will study 20 hours per week at level I in the IEP.
- Students with a TOEFL entry score of 480 and 527 will take 5, 10, 15 or 20 hours per week of LC courses, depending on their results in the Writing Placement Test (WPT) and their TOEFL sub-scores for Listening, Structure and Written Expression, and Reading. So, they may take all level II courses or a combination of level I and II.

• THE SUPER-INTENSIVE ENGLISH PROGRAM (SIEP)

This is a fast track reserved for a specific category of students, namely those with a TOEFL entry score ranges between 450 and 477. They are considered full-time LC students, and they will take 30 hours per week exclusively at the LC. Courses taken at this track are labeled as III, but it should be noted that it is a combination of level I and level II rather than a distinct level in its own right.

Placement

Depending on their entry scores on the TOEFL (ITP, CBT, or iBT) and the sub-scores they have obtained in the same test (i.e. Listening, Structure and Written Expression, Reading Comprehension,) and on the Writing Placement Test (WPT), students are placed in one or more of the following language modules:

Course	Title
ALS 1001	Academic Listening, Speaking, and Note-taking I
ALS 1002	Academic Listening, Speaking, and Note-taking II
ALS 1003	Academic Listening, Speaking and Note-taking III
ARD 1001	Academic Reading I
ARD 1002	Academic Reading II
ARD 1003	Academic Reading III
AWT 1001	Academic Writing I
AWT 1002	Academic Writing II
AWT 1003	Academic Writing III
GAC 1001	Grammar in an Academic Context I
GAC 1002	Grammar in an Academic Context II
GAC 1003	Grammar in an Academic Context III

For LC course descriptions, please refer to the Undergraduate Course Descriptions section of the catalog.

Students whose entry TOEFL score is ITP 530/CBT 197/iBT 71 for undergraduates and ITP 550/CBT 213/iBT 79 for graduates may still be required to take a writing module in the Language Center, depending on their results in the Writing Placement Test.

Direct access to academic programs is granted based on:

Undergraduates:

- a. TOEFL (ITP) 530, and Writing Placement Test, or
- b. TOEFL (CBT) 197, including minimum 4.5 score on Writing Section, or
- c. TOEFL (iBT) 71, including minimum 19 score on Writing Section.

Graduates:

- a. TOEFL (ITP) 550 and Writing Placement Test, or
- b. TOEFL (CBT) 213, including minimum 5 score on Writing Section, or
- c. TOEFL (iBT) 79, including minimum 20 score on Writing Section.

During their first and mainly second semesters of study, most newly admitted undergraduate students take combinations of courses in the Language Center (see modules above), in the Center for Academic Development (CAD), and, in some cases, in their school of specialization too. LC courses are pre-requisites for most of the regular courses of the academic programs.

Once students start their semester at the LC, and after the period reserved for add and drop, no change of status will be allowed.

Subject to availability of suitably qualified personnel and student interest, and in addition to the regularly scheduled classroom contact hours (focusing on reading, vocabulary, writing, listening, speaking, and grammar), students attend other activities in the afternoon. Examples of these activities are English through Film, English through Music, English for Arts and Humanities, Business English, English Conversation Group, and Current Affairs study groups. English Conversation Groups are held four days a week, and students who take an ALS module are required to attend one activity at least once a week.

• **IEP EXIT REQUIREMENTS**

Students who, at the end of their Intensive English Program (IEP), are in good standing in the LC and satisfy all of its exit requirements, including regular attendance, are admitted into one of the regular academic programs.

The exit requirements in the IEP are passing grades in the different academic English language modules. TOEFL scores, whether Computer-Based (CBT), Institutional (ITP), or Internet-Based (iBT), are not used to determine exit from the LC.

• **SIEP EXIT REQUIREMENTS**

In addition to the usual exit requirement of passing grades in the different academic English language modules, SIEP students are required to sit for a TOEFL test prior to the final exams to corroborate the results obtained throughout their fast track program.

• **THE BUSINESS ENGLISH PROGRAM**

The LC runs an intensive Business English summer school. This program is taught at three levels: Elementary, Intermediate, and Advanced. A Beginner level may occasionally be offered too. Each course is of two weeks duration consisting of 80 hours of instruction, as well as additional self-access hours, evening and weekend activities, outings, picnics and excursions to nearby places of interest. The program is residential and the participation fees include full board and lodging on campus.

• ENGLISH FOR SPECIFIC PURPOSES

Subject to demand, intensive English for Specific Purposes (ESP) courses are offered as part of the Continuing Education Program. Such programs depend on the identification of a group of learners with common study requirements. When such groups are identified, programs can be tailored to fit their needs. Teaching materials are partially produced in house by our specialists. Courses in Financial English, Legal English, English for Tourism and English for Administration are offered upon request.

• FRENCH OFFERINGS AT THE LANGUAGE CENTER

The second most important language taught in the Language Center is French. Courses in French are offered at different levels, ranging from beginner to proficiency. These courses can be taken either to satisfy specific degree requirements or as electives (see details under the Course Descriptions section of the catalog).

Two different types of French programs are available: French as a Foreign Language (FRE), mostly for international students, and French as a Second Language (FRN) for Moroccan students.

Newly-admitted students are required to take a placement test in French. The results of this official test (Test d'Evaluation de Français, TEF) determine how many courses in French a student needs to take, and at what level. Students may not take French in their first semester of study at AUI.

• OTHER LANGUAGES AT THE LANGUAGE CENTER

Apart from English and French, regular academic courses in other languages are offered by the LC. The languages available are Tamazight Berber and Spanish. Other languages will be offered in the future. These courses, open to all AUI students, bear credit and can satisfy some of the electives requirements for graduation.

• LANGUAGE CENTER SUPPORT FACILITIES

LC students have access to an audio language lab, a video language lab, a multi-media lab, and a Self-Access Center where they can pursue their studies independently, in addition to their formal classes.

• THE AUDIO-VISUAL LANGUAGE LABORATORIES

The LC laboratories are equipped with modern teaching equipment. Each lab is a 32-booth facility. One lab is audio and the other lab is audio and video. Both have a good supply of listening and video learning materials. The Video Laboratory receives more than thirty satellite TV channels in a number of languages, and some of the programs are incorporated into the teaching syllabus. Students are encouraged to use the audio laboratory on their own time in addition to the formal class time spent in the laboratories.

• THE MULTIMEDIA LABORATORY (MML)

Open mainly to Language Center students, this state-of-the-art facility is a multimedia learning lab which integrates novel learning methods and advanced technologies. Courses taught in the lab benefit from the system's essential interactivity. Students can work with animated visuals, data processing, Internet access, and digital video, all in the same environment.

• THE SELF ACCESS CENTER (SAC)

Situated on the upper floor of building 8 in the LC administration area, the SAC is a student resource facility that helps improve study skills as well as English. In this facility, students have supervised access to readers, dictionaries and other reference language books, television sets and video cassette players with interactive video programs for language learning, and audio cassette players.

NOTES

- For detailed course descriptions, please refer to the appropriate section in the catalog.
- For other details regarding LC faculty offices and LC study routes, please refer to the constantly updated student booklet on the LC website.
- Students are encouraged to check with the LC and/or their schools during registration.

CENTER FOR ACADEMIC DEVELOPMENT (CAD)

Mohammed Dahbi, Interim Director

Faculty: A. Boudihaj, I. Butler, A. Kabel, N. Memon, I. Nazario, M. Tanabe

The Center for Academic Development at Al Akhawayn University was founded in August 2000. Its mission was to construct a curriculum of required courses designed to address AUI students' study skills, critical thinking and academic behavior issues. The curriculum is part of the common core program required of all AUI undergraduates and is preparatory to or concurrent with all other courses. The intention is to strengthen the student's abilities required throughout higher education in the formats and processes of academic communication, knowledge acquisition, learner independence and effective use of academic resources. The CAD has continued to develop the courses, has led the university in offering students coursework and course support on-line, and has established itself as a place at the university where interactive teaching and learning predominate.

• THE CAD ACADEMIC PROGRAM

The CAD teaches effective learning strategies, research and study skills, approaches to problem solving, critical thinking, cooperative and collaborative work strategies, behavioral skills, as well as offering subsequent academic support to all students in various forms.

Thinking and communication skills are the two greatest challenges for graduates in adapting to the needs of the employment market after finishing their studies. CAD courses address these issues and equip students with the ability to perform strongly in an academic context, as well as preparing them to perform competitively in the international job market.

• REGISTRATION FOR CAD COURSES

Enrollment in CAD courses is obligatory for all undergraduate students entering AUI. New undergraduate students are automatically registered for the required CAD course. Appropriate first year courses, including those offered by the CAD, are recommended to all students on entry into the University. In subsequent semesters students are expected to register for CAD courses according to their respective degree plans. CAD courses run concurrently with and subsequent to Language Center courses. Each CAD course is worth two credits towards the degree requirement. All CAD courses bear the prefix SSK.

CAD courses are pre-requisites for all other junior level courses in the undergraduate degree plans of all schools. Students will not be eligible to register for concentration courses until all CAD courses have been completed. Students normally take SSK 1211 in their first semester; this course is a pre-requisite to SSK 1212, which is a pre-requisite to SSK 1213.

Once students are enrolled in the first CAD, they must necessarily take the following CAD course during the following semester. No student is allowed to skip a CAD course until completion of SSK 1213.

• **ADDITIONAL CAD SERVICES**

In addition to the academic preparation of the student body the CAD is responsible for the following services to the academic community:

THE WRITING CENTER

This service is provided by the CAD and is situated in Mohammed VI Library Multimedia Learning Center on the first floor. Students of all levels, departments, and disciplines are encouraged to use this service. Writing Center consultants review writing assignments and discuss strategies for improving their organization and clarity. The Center aims to encourage students to develop their powers of expression thus enabling them to compose well written assignments. Writing assistance is provided by teachers from CAD and by student consultants. Students may seek advice on documentation and formatting using acceptable international conventions, such as those specified by the APA and MLA. They may also receive support on the production of Curricula Vitae (résumés) and the writing of application letters for internships and employment.

The Center is generally open Monday through Friday from 9:00 a.m. to 6:00 p.m. and is equipped with computer facilities that students can use to compose and edit their assignments. The services of the Writing Center are completely free of charge. Students at all levels need to make an appointment to see a Writing Center consultant at any available time during opening hours.

TUTORING SERVICES

Tutoring services in other fields and specializations are also organized by CAD. Tutoring Services are offered throughout the academic semester for a variety of courses, primarily at the first and second year levels. The CAD Tutoring Services coordinator identifies students as peer tutors based on their course specific expertise and recommendations from course instructors. Tutors work with small or medium sized groups of students, usually two to three hours per week, to review course topics and model effective learning and study strategies specific to the discipline.

EDUCATIONAL RESEARCH IN THE CAD

The CAD has a small, locally funded educational research program. Faculty interests include the assessment of the effectiveness of instructional technology, testing and evaluation, test validation, teaching methodology and program design. All educational research studies are designed to bring short and long term benefits to the University and its teaching program as well as making their findings available on a global level. Current research at the Center can be accessed through the CAD web page under “research”.

TECHNOLOGY AND TEACHING

The CAD classrooms in Building 10 are equipped with computers and projection for delivery of the web-based learning program in CAD courses. Wireless network connections add capacity for students to use their laptops in class.

The courses offered by the Center for Academic Development for the academic year 2009-2010 are:

SSK 1211 Strategic Learning and Study Skills

SSK 1212 Information literacy Skills

SSK 1213 Critical Thinking and Analysis Skills

The course descriptions for the currently offered courses may be accessed online at: <http://www.aui.ma/VPAA/cads/cad-courses.htm>

CENTER FOR ENVIRONMENTAL ISSUES & REGIONAL DEVELOPMENT (AUI/CEIRD)

Bachir Raissouni, Dean and Executive Director

• MISSION

The Center for Environmental Issues & Regional Development (AUI CEIRD), launched in July 2001, aims to serve as a catalyst for disseminating environmental culture at the local, regional and national level.

Through environmental studies, research and development multidisciplinary projects conducted in close collaboration with governmental institutions, civil society groups, private sector and national and international partner's institutions, the CEIRD promotes and supports innovative ideas and initiatives for sustainable products beneficial for the wellbeing of the community and the regional development.

As promoter of environmental protection and sustainable development principles, the CEIRD carries awareness and environmental education programs and actions in close coordination with key players of the civil society and national and international agencies thus contributing to environmental capacity building of the community.

It also provides consultancy and technical advice to various regional groups in the region (Cooperatives, NGO's, etc.).

• ELECTIVE COURSES OFFERED

In addition to a diversity of workshops and seminars on hot environmental themes, the CEIRD offers two elective courses for students from all majors and schools:

- ECO 4301 Environment, Natural Resources and Sustainable Development
- ECO 4302 Environmental Problem Analysis

INSTITUTE OF ECONOMIC ANALYSIS & PROSPECTIVE STUDIES (IEAPS)

Ahmed Driouchi, Dean

Established on September 14, 2001, the Institute of Economic Analysis & Prospective Studies (IEAPS) is a center of Al Akhawayn University emphasizing action research in the area of economics, development and policymaking. Its establishment is consistent with the University's mission and strategic objectives. The Institute is supported by the Government of Morocco and by the World Bank. The start-up fund from the bank is devoted to the launching of the first activities and to the implementation of a network linking national and international organizations.

Now, the IEAPS is part of larger research networks devoted to providing views, research on economic, development and policy issues. Conferences, debates and workshops, as well as publications constitute the major means of communication with various decision-makers and with the general public.

Research is planned in the areas of knowledge for development, human development and local development initiatives. Economic and social policies as related to North and South of the Mediterranean area is also part of the research agenda.

For the long-term objectives, larger sets of studies, research and advisory actions are planned. These are related to local, sector and global economic, development and policy issues.

For the period 2008-2010 the IEAPS with its developed network (nationally and internationally), is focusing on the following research and development directions:

- Issues related to North-South development with emphasis on migration (brain drain, remittances and others), economic and social reforms with emphasis on the social roles of education and research (Within Go-Euromed network that includes University of Berlin, LEO CNRS (University of Orléans, France), University of Madrid, Sabance University (Istanbul, Turkey) and research centers in Jordan, Lebanon and Egypt. Similar issues are pursued within the FEMISE network where questions related to social inclusion and to economic integration are debated. Interdependencies of health, education and poverty have been also supported under the FEMISE

network.

- The economics of intellectual property is investigated in relation to the development of Morocco and the region. This research is conducted with the Hassan II Academy of Sciences & Technology.
- Issues related to local development with a special focus on the role of technological platforms (ISUFI-Lecce University and Moroccan public Organizations).
- Issues related to contributions to enhance the understanding of new and peculiar matters related to human development,
- Economics of risks with focus on local and global decision-making (With CNRS HEC, Paris, France).

The work of diffusion of research is achieved through the teaching of special courses at universities (AUI School of Business, EEC and other schools and programs in Morocco, Tunisia and France). Participation and organization of workshops and seminars, besides other tools, are important means for the promotion of the findings and publications developed at the IEAPS.

HILLARY RODHAM CLINTON WOMEN'S EMPOWERMENT CENTER

The mission of the Hillary Rodham Clinton Women's Empowerment Center (HRCWEC) is to research, implement, and support various actions leading to the empowerment of women. In keeping with the mission of Al Akhawayn University, it seeks to create conditions conducive to the development of the Ifrane region.

The HRCWEC conducts action research in the area of women empowerment in order to promote interest among the students and faculty members in exploring gender issues. It undertakes a set of actions that reinforce the capacity of women, giving paramount importance to redressing gender disparities through literacy programs, provision of skills and income-generating activities.

THE AZROU CENTER FOR LOCAL COMMUNITY DEVELOPMENT

Malika Benbella, Director

The Azrou Center for Local Community Development aims to be the University instrument for providing the local and regional community with social, economic and educational support services in areas of poverty alleviation, health care and literacy programs. The establishment of this Center falls in line with the mission of the University and is the result of a generous donation by His Royal Highness Prince Abdulaziz Ibn Fahd Ibn Abdelaziz. A trilateral cooperative agreement signed between Al Akhawayn University in Ifrane, the King Fahd Middle East Studies Program in the University of Arkansas, USA, and the Society of the Friends of Al Akhawayn University in Saudi Arabia, provides the institutional and organizational support for the Center. The activities of the Center focus on two major domains:

Educational services, which consist primarily in providing training programs for target groups in the areas of languages and computer/information technology.

Medical services, where women-oriented reproductive health and child care constitute the main objectives.