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The Language Center

LC Faculty Handbook

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Mission Statement, Vision, and Values

Mission

The Language Center seeks to: 1) equip eligible students with the language skills necessary for success in their academic studies using materials that promote global multicultural awareness and 2) provide tailored-made language training programs for the AUI community and other clients.

With the fostering of student learning as its primary focus, the LC provides courses and extracurricular activities designed to develop the four language skills while integrating grammar and vocabulary in a learner-centered environment.

The LC faculty is experienced, culturally diverse, and committed to professional development. The use of modern technology and authentic materials contributes to an effective teaching/learning environment where students acquire not only the mechanics of the language but also the ability to use it in authentic contexts.

Vision

The vision of the Language Center is for it to be a role model for language institutions in the Middle East and Africa. The LC wants to be known among students, parents, and educators for providing a stimulating academic environment and a challenging student-centered curriculum that motivates, challenges, and educates all students.

Values

Excellence
Equity
Integrity
Transparency
Equal opportunity
Collaboration

AUI and LC Admission Requirements

Undergraduate applicants are required to provide a TOEFL score of 530 in addition to a minimum score of 4.5 in English Writing to be admitted to the regular programs. Otherwise, students will be placed in the Language Center.

Graduate applicants are required to provide a TOEFL score of 550 in addition to a minimum score of 5.0 in English Writing to be admitted to the regular programs. Otherwise, students will be placed in the Language Center.

Applicants to the School of Social Studies with a score between 500 and 547 may enroll in the AUI Language Center either full-time or part-time.

- Students with a TOEFL entry score between 380 and 417 will study 20 hours in the LC (all pre-academic courses).
- Students with a TOEFL entry score between 420 and 477 will study 20 hours per week in the LC (all level-1 courses).
- Students with a TOEFL entry score of 480-527 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 and Reading.

The following are the possible scenarios for LC students, bearing in mind that LC faculty members are allowed to move students up or down depending on students' linguistic performance:

- 5 hours (1 LC module, level 1) + CSC 140x + MTH + Arabic
- 5 hours (1 LC module, level 2) + CSC 140x + MTH + Arabic +FAS 0210
- 10 hours (1 or 2 LC modules, Level 1 or 2 or both) CSC 140x + MTH + Arabic
- 15 hours (2 or 3 LC modules, Level 1 or 2 or both) MTH + Arabic
- 20 hours (3 LC modules, Level 1 or 2 or both) + MTH or Arabic

N.B. Only students who successfully pass LC courses or are left with one level 2 course can take FAS 0210.

Students

All LC students are enrolled at AUI. Most of them come from Morocco and generally speak any combination of the following native and other languages: Arabic (Classical and Moroccan), French, Tamazight (Berber), and Spanish. Most LC students are undergraduates pursuing their bachelor's degrees in the university's three schools: the School of Business Administration (SBA), the School of Science and Engineering (SSE), and the School of Humanities and Social Sciences (SHSS). In addition to the undergraduates, graduate students are working toward their master's degrees in one of the above-mentioned schools.

Administrative Staff and Faculty

Staff

The administrative staff of the LC is composed of a director, an academic coordinator, an assistant to the director, and a building assistant.

The LC duties of the director include management, development, and evaluation of LC programs, admission and records of LC students, faculty appointment (in cooperation with the Search and Hiring Committee) and supervision, and budget management for the LC.

The assistant to the director (LC Administrative Assistant) has multiple responsibilities, including liaising between faculty, students, and other units, arranging and/or assisting with schedules for faculty and staff, keeping records, and acquiring office supplies. The LC Administrative Assistant is also the first point of contact for new faculty.

Faculty

Full-time LC faculty members are hired as lecturers. They are responsible for up to twenty contract hours and nine office hours per week.

See Appendix 1 for full job descriptions for the LC Director, academic coordinator, faculty, LC Administrative Assistant, and building assistant.

Program Offerings

English Course Descriptions

PLS 1001

Pre-Academic Listening & Speaking 1001 (PALS 1001) is a 75-hour learner-centered listening and speaking course designed to introduce students to listening and speaking about subjects of general interest and which will allow them to participate actively in all aspects of academic life. To enroll in PLS 1001, students need to score a minimum between 380 and 417 in TOEFL.

ALS 1001

Academic Listening and Speaking 1001 (**ALS 1001**) is a 75-hour learner-centered course designed to introduce students to the major components of oral and aural academic discourse at a basic level. To enroll in **ALS 1001**, students need to score a minimum of **420** in TOEFL. The course consists of listening, speaking, and note-taking. *Listening* spans almost half of the course; it focuses on helping students to understand a lecture and analyze its components. In parallel, it deals with the organizational elements of an academic lecture with an emphasis on ‘pre-’, ‘while-’, and ‘post-’listening comprehension tasks. *Note-taking* covers one-tenth of the course; it enables students to use effective and various note-taking methods. *Speaking* spans almost a third of the course; it allows students to participate in discussions and in-class dialogues and prepares them to give quality informative presentations.

ALS 1002

Academic Listening and Speaking 1002 (**ALS 1002**) is a 75-hour learner-centered course at an intermediate to high-intermediate level, in which students continue to develop their academic listening, speaking, and note-taking skills. To enroll in **ALS 1002**, students need to either complete ALS 1001 or score at least **480** in TOEFL. *Listening* spans almost a third of the course; it enables students to handle long, fast-paced technical lectures after a one-time listening. In parallel, it exposes students to the organizational elements of an academic lecture focusing on ‘pre-’, ‘while-’, and ‘post-’listening comprehension tasks. *Note-taking* spans almost one-tenth of the course; it further helps students understand the principles of effective notetaking to create more focused, complete, and organized notes. *Speaking* spans over half of the course; it focuses on building fluency, and accuracy and, improving pronunciation. In **ALS 1002**, students cultivate skills in leading discussions and speaking persuasively through debates and individual presentations.

PRD (1001)

Pre-Academic Reading 1001 (PARD 1001) Pre-Academic Reading 1001 (PRD 1001) is a 75-hour learner-centered reading course designed to introduce students to reading about subjects of general interest and which will allow them to participate actively in all aspects of academic life. To enroll in PRD 1001, students need to score a minimum between 380 and 417 in TOEFL.

ARD 1001

Academic Reading 1001 (ARD 1001) is a 75-hour intensive reading course designed for students with a **TOEFL score between 420 and 477**. The course adopts a learner-centered communicative approach and covers the following: developing basic dictionary and vocabulary skills, effective reading strategies, and timed reading.

ARD 1002

Academic Reading 1002 (ARD 1002) is a 75-hour intensive reading course designed for students who have completed the ARD1001 course or, if newly admitted, have a minimum **TOEFL score between 480 and 527**. The course adopts a learner-centered communicative approach and ranges from expanding the students' word stock and developing their critical reading strategies to producing and presenting book reports.

PWG 1001

Pre-Academic Writing & Grammar 1001 (PWG 1001) is a 150-hour learner-centered writing and grammar course designed to introduce students to writing about subjects of general interest along with subjects necessary for active participation in all aspects of academic life. To enroll in PWG 1001, students need to score a minimum between 380 and 417 on the TOEFL.

AWG 1001

Academic Writing/Grammar 1001 (AWG 1001) is a 150-contact-hour course that combines writing and grammar instruction and is designed to teach writing as a process, using a communicative and learner-centered approach. AWG 1001 begins with a focus on personal writing to develop writing fluency. This fluency is achieved through writing about personal experiences along with reading samples of peers' writings and a variety of other texts. AWG 1001 introduces the learners to academic writing using four rhetorical patterns: reflective, narrative, process analysis, and definition.

Grammar instruction is based on the student's needs and is used to support and improve students' writing. Its main objective is the learner's ability to use correct English in appropriate contexts, rather than just mastering language forms.

AWG 1002

Academic Writing/Grammar1002 (AWG 1002) is a 150-contact-hour course that combines writing and grammar instruction. It reviews paragraph writing and focuses on the essay, using four rhetorical patterns: classification or process, comparison/contrast, cause/effect, and argumentation. AWT 1002 continuously reinforces the accurate use of language mechanics and adequate style. AWT 1002 teaches writing as a process, using a communicative learner-centered approach in an academic environment.

Grammar instruction is based on the student's needs and is used to support and improve students' writing. Its main objective is the learner's ability to use correct English in appropriate contexts, rather than just mastering language forms.

To enroll in AWG 1002, students need to either complete AWG 1001 or score at least 5-6/9 on the Language Center Writing Placement Test (WPT).

French (FRE/FRN)

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

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 standardized international test (Test de Français International, TFI, or equivalent) determine how many French courses a student needs to take, and at what level. Students may not take French in their first semester of study at AUI.

FRE 1301 Beginning French I

3 lecture hours per week

Prerequisite: Registration by placement test only

Not open to Moroccan students. The course is meant as a communicative introduction to everyday situations for beginners to the language. Special emphasis on understanding and communicating, with attention paid to the production of sounds. Some basic grammar and written work are included.

FRE 1302 Beginning French II

3 lecture hours per week

Prerequisite: FRN 1301 or Instructor's consent

Not open to Moroccan students. Emphasizes speaking and understanding. Grammar is incorporated to allow for more rapid progress. Students work on expanding their vocabulary and reading simple French texts.

FRE 2301 Intermediate French

3 lecture hours per week

Prerequisite: FRN 1302 or placement test results

Not open to Moroccan students. This course consolidates and extends vocabulary, as well as speaking and comprehension abilities. A variety of reading materials are used which include more complex narratives and short poetry. The course offers an insight into the culture and history of the Francophone world within the framework of language work.

FRN 1305 Consolidating French

Prerequisite: Registration by placement test only

This lower intermediate-level course is both intensive and extensive. It meets three days a week (4.5 hours total) for the entire semester and provides an active and systematic review of basic grammatical structures and problems. All four language skills, listening, speaking, reading, and writing, are equally stressed in this course.

FRN 1308 French for Academic Purposes I

3 lecture hours per week

Prerequisite: FRN 1305 or placement test results

This upper-intermediate level course is designed to develop students' facility in academic French. It offers an in-depth review of the French language structures such as grammar and verb conjugation and then moves into production with writing methods, practice with summaries, essays, oral explanations of texts, etc.

FRN 2310 French for Academic Purposes II

3 lecture hours per week

Prerequisite: FRN 1308 or placement test results

This course is meant as a continuation of FRN 1308 and is open to students who have already acquired basic oral fluency and written accuracy in French. It offers students the opportunity to further polish and refine all four language skills, especially oral presentation, and writing which are heavily stressed in the course.

FRN 3310 Advanced French Writing and Speaking Skills

3 lecture hours per week

Prerequisite: FRN 2310 or placement test results

This course is for students completely at ease utilizing all four language skills in French. The course develops and improves students' ability to express themselves in correct standard French, both written and spoken, using authentic materials drawn from the world of business, the press, and other media. A particular emphasis is put on the necessary tools that enable students to give power, coherence, and polish to the numerous presentations they will be asked to give in their professional lives. This course can be taken as an elective.

Apart from English and French, the LC offers regular academic courses in other languages. The languages presently on offer are German, Korean, Spanish, and Tamazight. Courses offered in these languages are open to all AUI students, bear credit, and can satisfy some of the elective requirements for graduation.

Other Languages

German (GER)

GER 1301 Beginning Korean I

3 lecture hours per week

This course introduces students to the language and culture of contemporary Germany. It provides language training in the four basic skills - listening, speaking, reading, and writing - and introduces students to relevant aspects of German culture and society.

Korean (KOR)

KOR 1301 Beginning Korean I

3 lecture hours per week

This course's objective is to provide beginner-level learners with a minimum linguistic and cultural understanding ability to adapt to Korean society by studying sounds, the alphabet, basic grammar, and vocabulary. After this course, the students should be able to speak simple Korean: issue greetings, give a self-introduction, ask and answer personal questions, go shopping, order food and beverages, and do simple Q&A about daily life.

Spanish (SPN)

SPN 1301 Beginning Spanish I

3 lecture hours per week

This course is intended for students who have no basic knowledge of Spanish. They will apply, develop, and integrate different language skills, such as listening, speaking, reading comprehension, and writing. Upon completion of this course, students will be able to express themselves both in spoken and written Spanish. In addition, they will be able to understand brief speeches, advice, and instructions, introduce themselves, their work and place of residence, say things that please (or displease) them, and reply to questions about their immediate needs and everyday topics. Students will have a certain command of related grammatical elements: how to use the present tense, the imperative, and the simple past.

SPN 1302 Beginning Spanish II

Prerequisite: SPN 1301 or Instructor's consent

3 lecture hours per week

This course is designed for students who have already taken SPN 1301 or have some basic knowledge of Spanish. They will apply, develop, and integrate different language skills, such as listening, speaking, reading comprehension, and writing. Upon completion of this course, students will be able to give simple descriptions of people, their lives, conditions of work, and daily activities. In addition, they will be able to tell a simple story, a personal experience, and describe aspects of daily life, or ordinary activities. In the process, relevant emphasis will be devoted to grammar.

Tamazight (TMZ)

TMZ 1301 Beginning Tamazight I

3 lecture hours per week

The course is intended for beginners and introduces students to the basic formal elements (phonology, morphology, and syntax) of Middle Atlas Tamazight, as well as the socio-cultural components needed to function in basic interactions with native speakers of the language. To reach

this goal, the course emphasizes communication. Students will also be trained in the use of Tifinagh as the official script for writing Tamazight.

TMZ 1302 Beginning Tamazight II

Prerequisite: TMZ 1301 or instructor's consent

3 lecture hours per week

The course is offered to students who have completed TMZ 1301 or who can demonstrate competence in the language equal to that of students who have completed the previous course. The course reinforces formal aspects of Tamazight (phonology, morphology, and syntax) introduced in TMZ 1301, and acquaints students with other features of Tamazight culture with specific reference to values and norms, history, and contemporary issues. Through these activities, the course contributes to the student's ability to communicate effectively in Tamazight.

Facilities

The facilities of the Language Center are offices, an Audio/Video lab, and the LC Help Center.

- The LC Director's, the Academic Coordinator's, and the LC Administrative Assistant's offices are in Building 8. LC faculty share offices in buildings 4, 5, 6, 8, 8B, and 10.
- The AUI Library has a computer lab and LCD projection which can be reserved at the library by LC teachers. It is also a source of many textbooks that can be used for supplementary materials (See Appendix 3).
- LC classes take place in Buildings 4, 6, 8B, and 10. Classrooms are equipped with the following:
 - Internet connection (Wi-Fi)
 - A computer
 - A data-show

Administrative Procedures for Faculty

Faculty Absences

There are no designated sick or personal days for full-time LC faculty. In the case of a pressing family or personal need, faculty may complete a request to cancel and make up a class. The faculty member should attempt to make up the class before the date of absence. See below for the Make-Up Class procedure. The form should be submitted to the LC Director at least two days before the intended absence.

In case of sickness or emergencies on the part of the teacher or his/her immediate family, the faculty member should call the LC Administrative Assistant who will post a notice for the students that the class is canceled and will be made up shortly. When the faculty member returns to work, s/he should work with students to schedule make-up classes as soon as possible (within the following week preferably), complete the make-up form, and submit it to the LC Administrative Assistant.

In case of an extended absence or as an alternative to holding a make-up class, a faculty member may contact a colleague to substitute. Substitution for another teacher is considered a favor and by no means required of any LC faculty member. The teacher requesting the substitution may do so via E-mail (addressing *lcfaculty*). Of course, the regular teacher should provide the class activities to the substitute teacher. Again, the make-up arrangements should be communicated to the LC Director using the Leave Request/Make-up Class form.

Maternity leave is 14 weeks, and paternity leave is 3 days. For more information, contact the Human Capital Division.

Scheduling Make-up Classes

Teachers should first discuss scheduling make-up classes with students and select the time that best fits the class. Teachers should keep in mind pre-scheduled LC events and not expect the students to miss them to attend a makeup class. Classrooms should be reserved through the LC Administrative Assistant at least 24 hours in advance.

Make-up classes should not be given simply because students request them. Teachers must not negotiate with students for classes to be canceled on the eve of public or University holidays. In

case of cancellations by LC faculty, the latter should submit a request to the LC Director at least 24 hours in advance.

Rescheduling Classes

Some teachers may need to have more time in a class period to teach or test a given part of the syllabus or unit. Examples of this situation include timed writing for AWG or movie watching for ALS. For pedagogical reasons, teachers may combine classes (i.e., hold a double class on Thursday and cancel Friday's class) without prior permission or completing a request form. Teachers should ensure that students receive the same hours of instruction each week.

Supplies

Faculty members will be provided with their office and classroom supplies within the first week of school by the LC Administrative Assistant. Each full-time faculty member can expect to find in his/her office a desktop computer and a telephone. The LC Administrative Assistant keeps the supply stock in the office; faculty members should simply ask for a replacement when any supply is exhausted. In addition, the AUI campus store keeps for sale a sufficient supply of office materials including pens, pencils, folders, portfolios, etc.

Keys

Faculty members will be issued keys to their offices. Faculty members assigned to teach Academic Listening and Speaking will be given keys to the Audio/Video lab in Building 4.

All keys must be returned to the LC Administrative Assistant at the end of the faculty member's contract.

If a faculty member needs access to his/her office or any of the LC's specialized rooms, he/she may call campus security at 2222 from campus phones.

A schedule of the reserved and open times in each of these facilities is made available by the second week of classes and posted in the LC Administrative Assistant's office. It is considered a courtesy to notify all LC faculty members via E-mail (addressing *lcfaculty*) about one's intention to use a facility during an open slot.

Check-out at Contract-end

At the end of a faculty member's contract, s/he needs to request a Check-Out Form from the LC Administrative Assistant. This form will indicate to him/her the steps to complete before s/he can receive his/her final paycheck. The signatures on the form must be obtained in the order in which they appear. The AUI Human Capital Division (located in Building 1) can also guide faculty members in completing their contracts.

Maintenance Requests

Faculty members should contact the LC Administrative Assistant (2420) with any maintenance needs in offices, labs, or other locations. The LC Administrative Assistant will contact the appropriate department to address such requests. For the procedure regarding computer issues, see below.

Computers/ITS

The number for the ITS help desk is 666. A ticket should be submitted to the Service Desk (<https://aui.freshservice.com/support/home>) to place requests about any computer or printing problems. ITS also has usernames and passwords for Office 365, Jenzabar, and Canvas. Opening hours are Monday through Friday, from 8:30 a.m. to 5:30 p.m. (closed from 1:00 p.m. to 2:00 p.m. for lunch).

Copying Services

Each LC faculty member will be issued a code to be used on the university's copy machines existing in every building and a quota allowance per semester for the copying. These machines are available 24 hours a day, seven days a week.

The AUI Copy Center in Building 9 is available for copying orders larger than 20 copies. Requests (for supplementary materials, assignments, etc.) made to the Copy Center are done online. The online form is available under the <http://sd.aui.ma> system. Authentication happens using the Network account's credentials (Windows account or what you use to open a Windows session on your office computers). After authenticating, click on Submit Ticket and then choose "Copy Center".

The Copy Center can collate and bind projects according to the teacher's instructions. Requests should be made 24 hours in advance, especially at the beginning of the semester or during exam periods. Projects should be brought on a USB key or sent as attachments. Printing is done for a per-page fee deducted from the teacher's allowance or the LC budget. Copy Center hours are Monday through Friday, from 8:30 a.m. to 5:30 p.m. (closed from 1:00 p.m. to 2:00 p.m. for lunch).

The computers in LC faculty offices are networked to printers located in all academic buildings. The copy center staff feeds the printers with white paper regularly.

Office hours

Faculty members are reminded that they are contractually bound to be present for nine office hours per week. These hours should be scheduled during the first week of classes, sent to the LC Administrative Assistant, posted on the faculty member's office door, and communicated to students orally and in writing.

Using the AUI Library

AUI has one of the largest English-language libraries in North Africa. LC teachers are encouraged to use the resources both for classroom activities and personal enjoyment. Holdings are over 336,000 volumes, including 99,500 print copies. The library also provides access to a wide variety of electronic resources, over 208,000 e-books and 24,550 e-journals. There is also a large collection of ELT publications including *TESOL Quarterly* in the periodicals room of the library (ground floor). These resources are accessible through the library website: <https://libguides.aui.ma/>.

In addition, the library has a section reserved for LC students. See Appendix 3.

Library Hours

Monday: 9:00 AM - 5:00 PM / 9:00 PM - 2:00 AM

Tuesday: 9:00 AM - 5:00 PM / 9:00 PM - 2:00 AM

Wednesday: 9:00 AM - 5:00 PM / 9:00 PM - 2:00 AM

Thursday: 9:00 AM - 5:00 PM / 9:00 PM - 2:00 AM

Friday: 9:00 AM - 5:00 PM / 9:00 PM - 2:00 AM

Saturday: 10:00 AM - 4:00 PM

Sunday: 9:00 PM - 2:00 AM

The hours are subject to change during summer sessions and holidays and are extended during exam periods.

Faculty members can use their AUI ID cards to check out books from the library. They can also set up a Millennium account to renew their book loans online. Late fees are 10 dirhams per book per day. All books should be returned, and late fees paid before faculty checkout can be approved.

Etiquette

Common standards of courtesy and respect are expected of both teachers and students. Teachers are asked to begin and end classes promptly, and students are expected to arrive on time for class. Teachers are asked to treat each other with respect by waiting outside the classroom until another class is over, erasing the whiteboard after a session, and maintaining a collegial environment. Treating the support staff with respect and appreciation is also expected. The use of mass E-mails should be limited to those times when everyone is truly concerned.

Professional Development

The LC defines professional development as both the training that is commensurate with the needs and requirements of the current jobs and the training opportunities that would help faculty take on more responsibilities and develop in their professional careers.

Teaching is considered the faculty member's primary duty, and teaching reductions are not typically available for research. Participation in conferences is encouraged by the LC. Faculty participating in conferences are entitled to a travel allowance and a per diem.

Before departure for a conference or any other professional trip, it is necessary to submit a Business Trip Order and reschedule any missed classes. Make-up classes must be reported through the normal channel.

Examples of professional development within the AUI/LC context

- Workshops organized by the Center for Teaching and Learning. (CTL)
- Presentations at a Moroccan Teachers of English event or an international event. The main one (with the largest number of subscribers) is MATE (the Moroccan Association of Teachers of English): <http://www.mate.org.ma/>
- MARS (the Moroccan Association of Researchers and Scholars): <http://www.mars-net.org/>
- Observe a colleague (with permission) or ask a colleague to observe you. Discuss observations / reactions / suggestions.
- Read a book/article on a professional topic. Incorporate ideas into teaching methodology, curricular design, or classroom management. Report to LC faculty about ideas and applications.
- Develop an academic unit for one of the courses. Share it with colleagues for feedback.

- Prepare and deliver a workshop to LC colleagues or colleagues from other schools.
- Do action research in your classes and report to colleagues about it.
- Write an article for publication.

Research grants

Seed grants are available through the VPAA office. To receive such a grant, the faculty member must submit an appropriate proposal to the LC Director, who may approve or deny it based on its relevance to the goals of the grant. All accepted grants must meet the criteria of the grants' purpose, which include professional development for the faculty member and the potential relevance of the research outcomes to the University.

Committee Work

In addition to regular LC teaching and teaching-related duties, faculty participate in committees after their first year of service. Committees could be at the University or the LC level (See Appendix 5).

Hiring/Initial and Permanent Contracts

LC faculty are hired as lecturers. After the probation period, an indefinite contract will be offered in compliance with the provisions of the Moroccan labor code.

Evaluation

Faculty are evaluated by students, peers, the academic coordinator, and the LC Director. Faculty members submit a self-evaluation report (See appendix 3) in which they discuss professional goals and professional development.

Faculty Evaluation and Development surveys are administered online to students towards the end of each semester. This online evaluation process protects the students' anonymity and grants them the freedom to express approval or grievance without consequence or reward.

Faculty evaluations are carried out in the Fall semester. The chair of the Evaluation Committee sends Evaluation Folders to be completed by the due date. Once the faculty member has received his/her evaluation folder, s/he will complete the self-evaluation form and will collaborate with colleagues to schedule two class observations (See appendix 3). Teachers are encouraged to meet before and after the observations. One observer must be a member of the FEC. The LC Administrative Assistant has an updated list of faculty members serving on this committee. Upon completion, the teacher uploads the file to Interfolio.

The FEC reviews all bids for promotion and makes recommendations to the director. After receiving the recommendations of the FEC, the LC Director meets individually with the faculty concerned.

Confidentiality of Personnel Files

Access to information included in the personnel files is restricted. Only the Vice President for Academic Affairs, deans, and director may review the information included in the file.

Grievance Procedure

The University's dispute resolution policy provides Faculty and Staff with a systematic review process to help resolve complaints about inappropriate treatment or actions that have not been resolved. Every Faculty/Staff should discuss and attempt to solve disputes with the Academic Coordinator or Director. If the issue cannot be resolved within the department or school, the employee may refer the matter to the VPAA. For a more complete description of the process, refer to the AUI Faculty Handbook. <http://www.aui.ma/images/pdf/faculty-a-staff/working-at-al-akhawayn/faculty-handbook.pdf>

Contract Termination

The contract may be terminated by:

- The resignation of the faculty at the end of a notice period of six months which may be reduced in case of absolute necessity to three months, as stipulated in the internal regulations.
- The retirement per the legislation in force.
- Dismissal for serious misconduct, as defined by the Labor Code.
- Mutual agreement duly recorded in writing by both parties.
- Prolonged physical or mental disability according to the legislation.

Any termination of the contract on either side shall be governed by the Labor Code. At the termination of the employment relationship, the faculty at the University discharges all the equipment, supplies, and documents relating to the performance of their activity. A receipt for the account balance is issued per labor legislation.

Teaching preferences

Faculty members will be asked about their preferences for teaching at the end of each semester. Every attempt to honor those requests will be made, but schedules depend on the number of students enrolled in each course in a given semester or session. Faculty are usually notified of their course schedule during the week before classes begin. However, due to enrollment fluctuations, changes could be made up through the first week of classes.

General Faculty Meetings

General faculty meetings are called by the LC Director two to four times per semester.

Placement

Students are placed into their LC courses based on their TOEFL scores or equivalent and their WPT results. Placement is completed by Enrollment Services before the beginning of the semester.

TOEFL

Based on their TOEFL scores, students are placed in level 1 with scores ranging from **420** to **477** and level 2 with scores ranging from **480** to **527**). Students may be placed in level 1 and/or

level 2 based on their TOEFL sub-scores. If students score less than **420**, they get placed in pre-academic courses.

LC Administrative Assistant is responsible for managing the TOEFL sessions provided by AUI. These sessions take place in the Fall, Spring semesters, and Summer sessions.

Writing Placement Test

The Writing Placement Test (WPT) is administered to students on the same day as the General Admissions Test (GAT) and TOEFL. For the WPT, students are asked to write at least a paragraph on a given prompt in English in thirty minutes. The grade received in WPT allows LC to place students into PWG, AWG 1, AWG 2, or in English Composition.

Teachers are responsible for grading these tests for incoming students. The stacks are divided among faculty members for double grading with the help of a rubric (see Appendix 2). The two teachers meet to discuss their grades and settle any discrepancies.

Syllabi

The Academic Coordinator and the Course Leads provide teachers with the course syllabi for each course they are scheduled to teach. The course syllabi include a course description, course objectives, intended learning outcomes (ILOs), course evaluation, textbooks/supplementary materials (See Appendix 3), and a week-by-week syllabus. Faculty are expected to include a personalized cover page for the syllabus indicating their contact information, office hours, etc.

Class Management

Attendance

Students are expected to attend all assigned classes. In-class work is an essential component of the learning process, and missed classes hurt students' progress. It is the responsibility of every student to make wise choices about attending classes and taking absences only for urgent situations. The LC has adopted the following policy:

At the LC, there is no distinction between excused and unexcused absences.

The attendance policy of the LC allows a total of seven absences per semester for courses that meet every (AWG course) beginning on the first day of classes. Upon the eighth absence, the student will be administratively dropped from the course and assigned the grade of "WF" (withdraw/failing).

For courses that meet 3 times a week the attendance policy allows a total of 5 absences, and a student will receive a WF on the sixth absence. For courses that meet 5 times a week the attendance policy allows a total of 7 absences, and a student will receive a WF on the eighth

A student who receives a WF and who decides to file an appeal must keep attending his/her class until he/she receives a decision on the appeal.

If a student is absent, s/he is solely responsible for all missed work. This includes getting class notes, handouts, and homework assignments, either from a fellow student or by contacting the teacher during office hours or by E-mail.

Teachers are expected to maintain records of student attendance on the Canvas Learning Management System. When a student has approached the maximum number of absences allowed, the teacher should e-mail the student and copy (cc) the LC Director and LC Administrative Assistant.

Cheating and Plagiarism

Honesty in examinations is taken very seriously at AUI. All attempts at cheating on tests of any kind will result in disciplinary action against the individual(s) concerned. Students caught cheating will be called to the disciplinary committee which will decide on the action to be taken. Students may have their examination scores canceled, or, in serious cases, they may find themselves suspended or expelled from AUI.

LC teachers are encouraged to adopt measures to prevent plagiarism, such as using creative assignments and requiring students to submit all written work to www.turnitin.com. Each semester, there are training sessions available for the use of this web resource. For more information, faculty are requested to contact the [turnitin.com](http://www.turnitin.com) point-person.

Other Disciplinary Issues

If an LC faculty member finds that a student is causing problems or disruptions in class, s/he should meet personally with that student to discuss the problem and find a solution. Teachers may report this using the Conduct Form. If the problem persists, teachers should arrange a meeting with the student and the LC Director. The LC Director maintains an “open door” policy on all disciplinary issues teachers may experience in the classroom. Any issues or concerns can be handled in cooperation with the administration.

Assessment and Exams

System of Evaluation

All LC students are evaluated in the following ways:

Class Work Grade

This grade is based on performance on homework, quizzes, lab assignments, in-class work, presentations, and other assignments. Students will receive classwork grades at the middle and end of the course.

Midterm Exams

Students will take a midterm exam for every LC course they are enrolled in. All midterm exams take place during week 7 or week 8 of the semester. These exams will be administered over two days.

Final Exams

A final exam is administered at the end of the semester. Students take a final examination for every LC course they are enrolled in.

Final Course Grade

Students will receive a pass/fail grade for each course taken. The LC calculates a virtual semester GPA which is communicated to the Freshmen Committee.

The minimal passing grade is C (i.e., 70%) for undergraduates and B (i.e., 80%) for graduates.

Continuous Assessment

At the LC, assessment is done continuously. Assessment includes homework, quizzes, tests, presentations, book reports, midterms, final exams, etc.

Grade Records

Grades are officially reported after midterms and after finals and submitted in both hard and soft copy to the LC Administrative Assistant. The Canvas LMS is used for official grade reporting. Teachers should call ITS (666) for a username and password. After logging in, the teacher can personalize the password. Training for Canvas is available during orientation week and in recording on designated OneDrive folders.

Midterm Grade Reports

After midterm grades are calculated (including all work up to midterm and the midterm exam), teachers should use Jenzabar to report student grades. The system allows teachers to assign grades as follows:

	<u>Midterm Evaluations</u>
Undergraduates	G: good. This evaluation reflects the grade of <u>A+, A, A- or B+ B</u> S: satisfactory. This evaluation reflects the grade of <u>B- C+, C</u> U: unsatisfactory. This evaluation reflects the grade of <u>C-, D+, D, or F</u>
Graduates	G: good. This evaluation reflects the grade of <u>A+, A</u> S: satisfactory. This evaluation reflects the grade of <u>A-, B+, B</u> U: unsatisfactory. This evaluation reflects the grade of <u>B-, C+ C, C-, D+, D, or F</u>

These grades are reported in Jenzabar.

Final Grade Reports

Grades must be calculated at the end of the semester immediately after final exams are graded.

<u>Final Evaluations</u>	
Undergraduates	<p>PA: This evaluation reflects a pass with a grade of <u>A+, A, A-</u></p> <p>PB: This evaluation reflects a pass with a grade of <u>B+, B, B-</u></p> <p>PC: This evaluation reflects a pass with a grade of <u>C+, C, C-</u></p> <p>FD: This evaluation reflects a fail with a grade of <u>D+, D, D-</u></p> <p>FF: This evaluation reflects a fail with a grade of <u>F</u></p>
Graduates	<p>P: This evaluation reflects a pass with a grade of <u>A+, A, A-, B+, B, B-</u></p> <p>F: This evaluation reflects a fail with a grade of <u>D+, D, D-, F</u></p>

Entering Grades—Jenzabar and Canvas

After final exams are graded, teachers enter grades on Canvas and Jenzabar. Usernames and passwords as well as any other assistance can be obtained by calling ITS (666). Teachers should print copies of the grade page from Canvas, sign, and date the hard copies, and submit them to the LC Administrative Assistant. Faculty are not free to leave for semester breaks until these copies have been submitted.

Student Questions about Grades

Students should not be told their final grades. They will receive these grades by accessing their Canvas account.

Acceptable Passing Rate Policy

If the stipulated acceptable pass rate of 65% for a level, course, or program is not attained, the following should happen:

- For a course that does not meet the acceptable pass rate, the LC Director along with the Academic Coordinator will examine the coursework grades for the entire semester, midterm and final exam grades of all sections that make up that course. The LC Director, in conjunction with the Academic Coordinator and the Language Center Academic Team (LC-ACT) where appropriate, shall determine the reason why the pass rate has not been met, and determine what action needs to be taken.
- If an entire level does not meet the stipulated acceptable pass rate, then the LC Director, in conjunction with the Academic Coordinator and the LC-ACT where appropriate, shall analyze the coursework and examination grades for each course of

that level for the semester in question, comparing current pass rates for the level with those of previous semesters.

- If the entire program does not meet the stipulated acceptable target pass rate, then the LC Director, in conjunction with the Academic Coordinator and the LC-ACT where appropriate, in consultation with the VPAA, shall analyze the outcomes of each course and each level for the semester in question, comparing current pass rates for the program with those of previous semesters.

At-Risk Reports

To better support struggling students, AUI has created the Freshman Committee, a group of concerned faculty and staff with the mandate to assist students who are struggling academically. They maintain reports about students who are identified by their grades to need extra supervision. All faculty are, therefore, asked to complete At-Risk reports on all students who are failing LC classes.

Near the end of the semester, faculty will receive an e-mail from the office of the Dean of Student Affairs (DSA). This E-mail will include students who have already been on the At-Risk list due to failing or nearly failing classes in the past. Teachers should complete the table for all the students mentioned. These table reports should be sent to the LC Administrative Assistant who forwards them to the DSA office. Reports are kept confidential and are used only within the committee. These reports should be submitted along with final grades at the end of each semester.

Annual Program Review

The Annual Program Review aims to review the academic aspects of the program such as the curriculum and teachers' methodologies to better satisfy students' needs. This evaluation takes place in a one-to-two-day meeting following the Spring Semester. All faculty members are expected to be present and participate. This evaluation considers the following points:

- Mission, Vision, and Values: e.g., wording, connection to curriculum, etc.
- Curriculum: e.g., number of classes, levels, course schedules, etc.
- Faculty: e.g., working conditions, professional development, number of contractual hours, etc.
- Facilities, equipment, and supplies: e.g., cleanliness of rooms, instructional technology, office supplies, etc.
- Administrative and fiscal capacity: e.g., review of LC Director and coordinators, administrative procedures, etc.
- Student services: LC-specific services or AUI general services
- Recruiting: Related to admissions and enrollment practices and general intake of students
- Length and structure of program of study: e.g., Number of levels, entrance/exit requirements, etc.
- Student achievement: Related to the measurement and reporting of student achievement.
- Student complaints: Procedures to ensure that students can complain, whether formal or informal, and how the LC responds to complaints.
- Program development, planning, and review: Any issues related to the management of APR and connections to larger university planning.

- Midterm students' course evaluation
- ILO surveys filled by students.
- Suggestions from faculty regarding materials, tests, syllabi, content, etc.
- New textbooks based on new approaches to language teaching and learning.
- Workshops

Process

The general structure consists of

- Reviewing previous resolutions and the status of their implementation
- Debating the new issues raised and the new proposals.
- Finalizing the new agreements/ resolutions. These final agreements are recorded and taken as binding agreements that should be acted upon.

The APR discussions and agreements are written down in a collaborative process between the academic coordinators and a faculty member who is selected by the LC Director to write the final report.

Handling Student Complaints

The *Student Handbook & Planner* provides a list of appropriate people to contact in case of any complaints, their phone numbers, and their E-mail addresses. Complaints, be they academic or non-academic, are handled by the appropriate departments, by the Division of Student Affairs, or the Student Government Association (SGA), which acts as an intermediary between students and different AUI departments.

Academic complaints

A complaint form is made available for students who wish to be assigned a different advisor. The form outlines the procedures for dealing with such a complaint. The complaint is handled by a standing committee on academic affairs. Students' academic complaints are also anonymously voiced through mid-semester course surveys, and Faculty Evaluation and Development Surveys. In addition to multiple choice questions, the surveys allow for written comments on students' satisfaction or dissatisfaction with the course and faculty. Students may also voice academic complaints via the suggestion boxes available around campus or through the online suggestion box.

Non-academic complaints

Another written complaint form is made available to students by the AUI Security & Safety Department in case of non-academic complaints such as theft, assault, rape, attempted rape, or sexual harassment.

Who-to-call List

- To reach the following from phones on campus or at off-campus residences, simply dial the numbers below.

- To reach these numbers from an off-campus phone or by a cell phone, first dial 05 35 86 + the 4 digits

Questions regarding . . .

Business Office: 2129

Computer problems: 666 (ITS helpdesk)

Computer problems outside AUI premises: 05 35 86 24 09

Campus Emergencies: 3333/555 (housing: female/male)

Main gate: 2165 / 2161

Shuttle van: 777 (Grounds & Maintenance)

Shuttle van outside AUI premises 05 35 86 26 00

Insurance: 2189 (Human Resources Assistant)

Contract: 2189 (Human Resources Assistant)

Visa/Residence Card: 2189 (Human Resources Assistant)

Student affairs: 2031 (DSA Assistant)

Student Activities 2013 (SAO)

Security/To request unlocking services: 2222

Salary/To request pay stubs/income reports: 2017 (Payroll Manager)

Banking: 2017/2186 (Payroll Manager and/or Human Resources Assistant)

Vehicle registration/Parking: 2222 / 777

Maintenance: 777 (Same number for office, on-campus residences, and off-campus residences).

Religious services

Imam El Khaoua Zakria: 0535-86-2180

Reverend Karen Smith: 0661-20-9443

International Office (for students): 2065 (I.O. Assistant)

Schools

SHSS: 2012/2427 (Assistant)

SSE: 2114 (Assistant)

SBA: 2313/2311 (Assistant)

Centers

LC: 2420 (Assistant)

Al Akhawayn School in Ifrane (ASI): 2198

Copy Center: 2744

Sport Activities (gym): 3159

Restaurants

Proxirest: 2712

Faculty Club: 2094

Health Center: 2057

For Emergencies and After-Hours Care

Men: 555

Women: 3333

Post Office: 4000

FAQs

What if I lose my Cash Wallet/ID card?

If you lose your card, the Office of Business Services (Building 1) must be notified immediately. Replacement cards are available for a 50-Dh fee from the Business Office.

The magnetic strip on the card must be protected at all times. Appliances that have strong electrical fields, such as TVs, can demagnetize the card and make it unusable.

An account sometimes becomes “blocked” because of a demagnetized card or changes in an account. A blocked account means that a card cannot be used until the account is unlocked. Only the Office of Business Services can unblock your account.

What are the restaurant services on campus?

There are four restaurants on the AUI campus. There is a dining room set aside for faculty (in Building 3, upstairs). The restaurant staff will serve faculty members from the buffet line, which usually features Moroccan tajines every day and couscous on Fridays, as well as a wide choice of cuisine from around the world. Faculty members may also order from the grill or the pizzeria. There is also a café situated on the ground floor of Building 2 serving hot and cold drinks, pastries, and cold sandwiches. A separate catering service is located in Building 14 facing the tennis court.

Opening hours (Buildings 2 & 3)

- Breakfast is served from 6.30 a.m. until 10.00 a.m.
- Lunch is served from 12.00 a.m. until 3.00 p.m.
- Dinner is served from 7.00 p.m. until 9.30 p.m.
- The Café is open from 6.30 a.m. until 1.00 a.m.
- Snacks are served in the self-grill from 11.30 a.m. until 2.30 p.m. and from 7.00 p.m. until 9.30 p.m.

Opening hours (Club House, Building 14, by the tennis courts)

- Breakfast is served from 7.00 a.m. until 10.30 a.m.
- Snacks are served from 11.30 a.m. until 1.00 a.m.

None of the restaurant facilities will accept cash. The Cash Wallet system is used for all food and drink purchases.

What are the Health Center services and hours?

Hours of Operation

7 days a week: 8:00 - 23:00 (11 pm). For emergencies outside these times, call Housing or Security.

Emergencies & After-Hours Care

Men x555

Women x3333

Security x2222

Services Provided

- Primary Care Services
- General Health Information
- Health & Wellness
- Personal & Psychological Counseling
- Injury Treatment
- Nutrition Information
- Pharmacy

All services and consultations are strictly confidential.

AUI Medical Staff

AUI has 4 qualified doctors and 4 nurses.

Contact Information

The Health Center is conveniently located in Building 26. During business hours, please call ext. 2057. If you need medical attention after hours or for an emergency, please call the Hall Directors (Men ext. 555, Women ext. 3333)

Emergencies:

Following the agreement signed with the Clinic SAISS in Meknes, patients who are transferred to the clinic through the Health Center will have to pay 20% of the expenses directly to the clinic in case of medical exams done by doctors that are external to the clinic, for test results as well as for X-rays.

The insurance company reimburses directly to faculty personal bank accounts for all medical files submitted by Clinic SAISS. These amounts will be directly deducted from the salary to pay Clinic SAISS. A notification e-mail will be sent by HR.

100% coverage by health insurance is given in the following cases:

- Illness requiring immediate hospitalization.
- Injuries caused by accidents that may or may not require hospitalization.

Campus policy dictates that "...only an AUI doctor, or the housing officer in his/her absence, determines what an emergency is and who should go to the clinic/hospital, and only an AUI doctor can call the ambulance to take the patient to the clinic/hospital."

Appendices

Appendix 1: Job Descriptions

LC Director Job Description

The Director of the English Language Center is responsible for the leadership and management of the University's English Language Center. He or she is responsible for the development and conduct of an English as a Foreign Language (EFL) program that effectively prepares students whose native language is other than English for academic study at AUI.

Major Duties and Responsibilities:

- Provide leadership and vision for the Language Center.
- Supervise the operations, development and conduct of the University's EFL program and other language offerings.
- Exercise general administrative leadership over the Language Center and its faculty.
- Supervise the recruitment, training and assignment of full-time and adjunct LC instructors as needed.
- Evaluate faculty undergoing their regular performance and promotion reviews.
- Advise the VPAA on efforts to develop appropriate fair, transparent and objective measures of LC faculty performance to guide institutional promotion decisions.
- Foster a culture of mutual respect and collegiality among faculty that will encourage their engagement and continuous improvement.
- Work closely with the Office of the Registrar to ensure that course schedules are aligned to serve student needs and promote timely academic progression.
- Work closely with the VPAA to design a series of "pathway" programs which will allow qualified LC students to accelerate their time-to-degree progression at AUI by taking courses that will count towards their undergraduate degrees while simultaneously completing language training in the Language Center.
- Work closely with the Admissions team to support the University's strategic enrollment objectives.
- Conduct evaluations of the effectiveness of the LC's EFL program as well as its offerings in other languages.
- Work closely with the AVP for 21st Century Learning Innovation and Faculty Development to encourage LC faculty to participate in appropriate pedagogical and learning technology workshops to enhance their teaching skills.
- Prepare, propose, and manage the LC budget.
- Oversee and ensure that CEA reaccreditation processes are in order and progressing well.
- Work with the AVP for Assessment and Accreditation to enhance LC assessment practices and procedures reflect best-practice and encourage a culture of continuous improvement.
- Continue and expand existing on-site corporate language training programs.
- Continue to develop the summer "bridge" program to accelerate student progression at AUI.
- Represent the Language Center in the councils of the University; and

- Prepare any required reports on the activities of the LC for the Board of Trustees and other administrative offices as needed.

Reporting Line: Reports to the Vice President for Academic Affairs. Works cooperatively with the Director of Enrollment Management, and the academic deans.

The Span of Control: Reporting to the Director of the Language Center are the following: Coordinators and LC Administrative Assistant.

The Director must be knowledgeable about contemporary methodology and technology for teaching EFL and the alternative methods of evaluating and certifying English-language proficiency.

The Director must be an accomplished administrator, have excellent communication and public relations skills, and be trilingual, with competence in Arabic, English, and French. He or she must understand effective marketing procedures and be sensitive to the role of the University's EFL program in its overall enrollment management program.

AUI Language Center Academic Coordinator Job Description

The Academic Coordinator at the AUI Language Center manages the academic aspects of the English program in cooperation with the LC faculty, Course Leads, and the LC Director.

Appointment and Term:

The LC Director appoints the Course Lead for a term of one year, with the possibility of renewal. Candidates for the post of Academic Coordinator must have a minimum of three years of service at the Language Center and hold tenure (CDI – *Contrat de travail à durée indéterminée*) with AI Akhawayn University. This agreement is effective from January 1, 2024, to December 31, 2025.

Teaching and Reporting:

The Academic Coordinator shall teach 10 hours per week and report to the LC Director.

The Academic Coordinator shall perform the following duties:

1. Regularly meet with the LC Director.
2. Hold regular meetings with Course Leads (Listening-Speaking, Reading, and Writing).
3. Assist Course Leads in setting priorities and holding skills meetings with LC faculty.
4. Review and update syllabi in cooperation with Course Leads and LC faculty.
5. Prepare placement tests before each new semester.
6. Produce and circulate a semester plan outlining key dates in the academic calendar.
7. Conduct classroom peer observations as follows:
8. Provide guidance and assistance to newly hired faculty in conjunction with the Faculty Accompaniment and Engagement Program (FAEP) and the mentors to new faculty. Where needed, the Academic Coordinator acts as an additional mentor to newly arrived faculty.
9. Liaise with the Campus Bookstore.
10. Lead the evaluation, review, and replacement of textbooks in consultation with the LC Book Selection Committee. This may include meetings with publishers in conjunction with the Bookstore and the Book Selection Committee.
11. Submit book orders for each LC IEP course for the following semesters to the AUI Bookstore and the Administrative Assistant.
12. Liaise with the LC Library Representative regarding the selection of library books (graded readers) for LC students and LC faculty.

13. Encourage and coordinate the sharing of teaching materials among colleagues in consultation with the Course Leads.
14. Assist the Materials Writing Teams (Listening/Speaking, Reading, Writing) and Course Leads in developing examination, testing, and supplementary materials during summer session projects.
15. Write exams and be responsible for the production, editing, and proofreading of mock exams, midterm, and final exams with answer keys, allocating tasks to colleagues (as service tasks to the LC) where appropriate.
16. Organize the timetabling of exams (with the Administrative Assistant) and organize printing of mock exams, midterm, and final exams.
17. Oversee the grading of exams, organize the standardization of pair-grading for writing exams, and act as moderator when needed.
18. Update writing rubrics for writing exams and writing placement tests in consultation with faculty and the Writing Course Lead.
19. Develop room-reservation schedules for any LC-common spaces that the Center may have (e.g., multi-media labs and multi-purpose room) that faculty can reserve.
20. Provide input to the Coordinator of the Academic Program Review (APR) who is appointed by the LC Director.
21. Contribute and make suggestions to the Program Development and Planning and Review (PDPR) in consultation with the LC Director and the Coordinator of the APR.
22. Organize elections for LC representatives to the Academic Council (AC), Search Hiring Committee (SHC), and Faculty Evaluation Committee (FEC).
23. Serve as a member or liaise closely with the LC committees.

AUI Language Center Course Lead Job Description

Job Description:

A Course Lead at the AUI Language Center has oversight of one of the three skills areas in the Intensive English Program (IEP) curriculum and their respective courses:

- Listening and Speaking – PLS 1001, ALS 1001, and ALS 1002.
- Reading – PRD 1001, ARD 1001, and ARD 1002.
- Writing-Grammar – PWG 1001, AWG 1001, and AWG 1002.

Appointment and Term:

The LC Director appoints the Course Lead for a term of one year, with the possibility of renewal. Candidates for the post of Course Lead must have a minimum of two years of service at the Language Center and hold tenure (CDI – *Contrat de travail à durée indéterminée*) with Al Akhawayn University. This agreement is effective from January 1, 2024, to December 31, 2024.

Teaching and Reporting:

Course Leads shall teach 5 fewer hours than their LC English teaching colleagues, coordinate with the Academic Coordinator, and report to the LC Director.

Responsibilities of the Course Lead:

The Course Lead shall perform the following duties:

1. Liaise with and meet regularly with the Academic Coordinator.
2. Ensure that all instructors understand and follow the syllabi of the skill they are teaching.

3. Meet with new faculty to explain the contents of the syllabus and answer any questions concerning the course.
4. Hold regular meetings during the semester with all teachers who teach this skill. Meetings should be held as follows:
 - a. during convocation week,
 - b. two weeks before midterm exams,
 - c. once during the 2nd half of the semester,
 - d. at any time during the semester as the need arises.
 - e. Meetings can be convened separately by level (Pre-academic, Level 1, Level 2) as the need arises.
5. Keep minutes of meetings.
6. Act as a point of contact for all instructors teaching that skill/level for the semester and meet with individual instructors on an *ad hoc* basis.
7. Set up email groups where instructors can share common concerns and propose solutions to common issues.
8. Respond to emails in a timely fashion.
9. Maintain a SharePoint platform to facilitate the sharing of materials for that skill/level.
10. Propose ways the courses could be improved in consultation with instructors teaching that skill and with the Academic Coordinator.
11. Suggest any revisions that may be required to the syllabi, quizzes, and types of exam questions.
12. Lead, *with assistance from faculty*, the Materials Writing Team for their skill during summer session projects and steer the team in developing new materials as required, such as examinations, quizzes, and supplementary materials.
13. Prepare and proofread the syllabi for their skill before the beginning of each semester.
14. Observe classes to ensure synchronization and skill development.

Carry out tasks that are specific to their skill.

AUI Language Center Faculty Job Description

The main duties of all LC faculty members are:

1. Teach up to 20 hours per week in LC classes made up of 15 or fewer students.
2. Maintain regular office hours (9 per week).
3. Assist the Academic Coordinator in the production of tests.
4. Submit grades for students according to the Evaluation policy of the LC.
5. Assist the Academic Coordinator in designing and selecting teaching materials for courses taught.
6. Maintain regular attendance records and report excessive absences to the LC Director, according to the Attendance Policy of the LC.
7. Cover classes for absent colleagues, as need requires.

LC Administrative Assistant Job Description

The administrative function of the LC Administrative Assistant is to:

1. Provide a positive, helpful first point of contact for visitors to the office of the director.
2. Answer phone calls and appropriately screen and redirect and respond to concerns.
3. Prepare purchase orders to maintain adequate office supplies.
4. Provide administrative support for day-to-day operations: plan and schedule appointments, organize, and maintain paper and electronic files, review the work submitted to the director, draft and type a variety of documents and reports, receive and distribute correspondence, prepare travel arrangements, and make reservations.

5. Keep patrons informed about LC services, news, and activities.
6. Remind and follow up on department issues, circulate emails and memos to students, and faculty, answer all phone calls and emails, etc.
7. Follow up LC budget.
8. File LC documents (memos, invoices, purchasing requests, etc.).
9. Liaise with Enrollment Services about getting and communicating information related to LC students such as classroom reservations, teaching schedules, grade reporting, etc.
10. Maintain contact with the VPAA's office (the office of the Vice President for Academic Affairs) about getting and communicating information related to following up on faculty contracts, faculty hiring, and approval of various LC documents and requests (memos, research grants, etc.).
11. Maintain contact with the CFO's Office about exchanging information related to the approval of LC documents and requests such as budget proposals, memos, purchasing requests, etc.
12. Maintain contact with the Business Office about exchanging information related to payment of invoices, reimbursement checks, travel allowances, etc.
13. Maintain contact with Purchasing Services about reporting and following up on purchasing requests and office supplies delivery.
14. Maintain contact with other schools and centers about getting and communicating information related to various student issues.
15. Follow up on faculty leave or absences for development activities (lectures and conferences) outside AUI.
16. Perform other tasks and duties as assigned by the Director.

LC Building Agent Job Description

The general purpose of this position is to perform a variety of tasks in support of a department/service/office' activities. The Building Agent is responsible for picking up and dispatching mail, documents, packages, and other items between offices or departments and assisting in administrative tasks such as photocopying and faxing.

The building agent's scope of duties and responsibilities:

1. To pick up and dispatch mail, documents, packages, and other items between offices or departments
2. To keep accurate records & data about the general inventory of the office material
3. To file documents and keep track of the office's Purchasing requests, invoices, absence reports, etc.
4. To prepare information packages for visitors
5. To assist the Assistant in administrative tasks such as photocopying and faxing documents
6. To report any maintenance problem to the Grounds & Maintenance Services (cleaning, lighting, heating, etc.)

Additional Responsibilities:

1. To answer phone calls when the Assistant is absent.
2. To perform other tasks and duties as assigned.

Appendix 2: Forms

1. Make-Up Request
2. Check-out Form
3. Copy Request
4. Business Leave Request
5. Evaluation Packet
 - Student Evaluation Forms
 - Self-Evaluation
 - Classroom Observations
 - Coordinator Evaluation Form
6. Writing Rubrics
 - WPT Rubric
 - Paragraph Rubric
 - Essay Rubric
7. Unified Cover Page for Syllabi
8. W/F Form
9. Double Grading Form for AWG exams
10. Grade Record Form, template
11. Sample End-of-Semester Grade Report form, ready for Deliberations
12. At-Risk Report Form
13. Student ILO Surveys

Appendix 3: Resource Lists

These are lists of some of the LC resources.

LC Resource Library located in the LC Help Center

Writing books

- A Content-Based Writing Book *2.
- A Content-Based Writing Book - Mosaic One.
- A Content-Based Writing Book - Mosaic Two.
- A First Book in Comprehension and Composition.
- A Manual for Writers.
- A Writing Process Book.
- Academic Writing Course 3.
- Academic Writing for Graduate Students.
- Academic Writing – Second Edition: Exploring Process and Strategies.
- Advanced Writing Skills.
- Basic Composition for ESL.
- Basic Writing.
- Blue Print (sb).
- Blue Print (wb).
- Communicative Ideas.
- Comprehending Academic Lecture.
- Correction: A Positive Approach – Language Mistakes.
- Correction.
- Distinction – English for Advanced Learners.
- Effective Writing.
- Exploring Grammar in Writing.
- Evergreen. 10th Edition
- Focus on Grammar - Advanced Course for Reference and Practice, Second Edition.
- Free Style.
- From Writing to Composition.
- Gateways to Academic Writing.
- Great Essays.
- Great Essays – Second Edition 4.
- Great Paragraphs 2.
- In Context.
- Insights Academic Writing.
- Insights into Academic Writing *4.
- Integrated Skills – Upper Intermediate (wb).
- Integrated Skills – Upper Intermediate.
- Introduction to Academic Writing – Second Edition.
- Key Writing Skills.
- Letters.
- Modern Impressions: Writing in Our Times.
- Mosaic II, a Content-Based Writing Book 2.
- Paragraph Writing.
- Power through the Written Word *2.
- Practice Advanced Writing.
- Preparation for Writing Grammar.
- Process Your Thoughts.
- Progressive Writing Skills.
- Ready to Write More.
- Refining Composition Skills 2.
- Refining Composition Skills – Fifth Edition.
- Study Task in English.
- Study Writing.
- Test and Assessment.
- The Sampler – Patterns for Composition.
- The Write Path Basics of Paragraph Writing.
- Timely Topics.
- Tools for Writing 2.
- Tapestry Writing 4.
- Weaving It Together.
- Write Ideas: A Beginning Writing Text.
- Writer’s Choice Composition and Grammar.
- Writer’s Choice.
- Writing.
- Writing 4.
- Writing about Literature.
- Writing Academic English 5.
- Writing Clearly.
- Writing Clearly – An Editing Guide.
- Writing English for Academic Study series 5
- Writing English for Business – Second Level.
- Writing Essentials.
- Writing in English Book 3.

Grammar books

- A Communication Grammar of English 3.
- A Communicative Grammar.
- A Content-Based Grammar 3.
- A Content-Based Grammar Mosaic Two.
- A Practical English Grammar 2.
- A Practical English Grammar Exercises 2.
- A Student English Grammar.
- A Student’s Grammar of the English Language.
- A Teacher’s Grammar.
- Advanced Grammar in Use.
- Analyzing the Grammar of English 2.
- Applied English Grammar 4.
- Basic English Grammar – Second Edition.
- Basic English Usage Exercises 2.

- Beginning Interactive Grammar 2.
- Beginning Syntax.
- Blue Print Grammar Practice.
- Current English Grammar 3.
- English Grammar: An Intermediate Reference and Practice Book – New Edition*2.
- English Grammar Exercise.
- English Grammar for Students of Spanish.
- English Grammar – Helping Learners with Real English.
- English Grammar Lessons - Upper Intermediate 2.
- Essential Grammar Practice
- Essential of English Grammar.
- Explaining English Grammar.
- First English Grammar
- Focus on Interactive Grammar for Students of ESL.
- Focus on Grammar 3
- Focus on Grammar 5, ed 2.
- Focus on Grammar: A Basic Course for Reference and Practice – Second Edition 2.
- Focus on Grammar: An Advanced Course for Reference and Practice Second Edition *3.
- Focus on Grammar 4 – An Integrated Skills Approach Third Edition.
- Focus on Grammar: A High Intermediate Course for Reference and Practice – Second Edition.
- Focus on Grammar: An Integrated Skills Approach.
- Focus on Grammar: An Intermediate Course for Reference and Practice Second Edition 2.
- Focus on Grammar – Integrated Skills Approach Third Edition.
- Focus on the Grammar Intermediate Course for Reference and Practice
- Focus on Vocabulary – Mastering the Academic Word List.
- Get Your Tenses Straight.
- Grammar
- Grammar and Practice.
- Grammar and Practice with answer key.
- Grammar and Usage Practice Book.
- Grammar Dimensions 3 *2.
- Grammar Dimensions 4.
- Grammar Dimensions: Form Meaning and Use Three 2
- Grammar Dimensions: Form Meaning and Use 4.
- Grammar Dimensions: Form Meaning and Use Three, Teacher Manual 4.
- Grammar Dimensions – Platinum Edition 3.
- Grammar Dimensions 2.
- Grammar Games and Activities 3.
- Grammar Games.
- Grammar in Context
- Grammar Trouble Shot.
- Grammar with a Purpose.
- Improving the Grammar of Written English in the Handbook.
- Instant Grammar Lessons.
- Integrated Skills Advanced (wb).
- Intermediate Grammar Helpline 2.
- Intermediate Grammar Worksheets *2.
- Longman Advanced Grammar.
- Longman English Grammar Practice.
- More Grammar Games.
- More Grammar Practice *3.
- Mosaic II a Content-Based Grammar *3.
- Mosaic One.
- Mosaic II: A Content-Based Grammar.
- Mosaic Two 4.
- Nitty Gritty Grammar.
- On Stage with English 3.
- Oxford Business English Grammar and Practice.
- Phrasal Verbs Plus.
- Phrasal Verbs.
- Practical English (wb).
- Practice Your Preposition.
- Professor Grammar’s Rule Book 12.
- Referring to Composition Skills
- Rhetoric and Grammar.
- Teaching Technique and Resources in Teaching Grammar.
- The Advanced Grammar Book 3.
- The Anti-Grammar Book.
- The English Verb.
- The Lexical Approach
- The Tapestry Grammar – A Reference for Learners of English *3.
- Understanding and Using English Grammar – Third Edition*3.
- Understanding and Using English Grammar *4.
- Understanding and Using English Grammar – Second Edition (wb).
- Understanding and Using English Grammar – Second Edition 6.
- Understanding English Grammar Third Edition *2.
- University Course in English Grammar 2.
- University Grammar of English.
- Ways to Grammar *4.

Reading books

- A Content-Based Reading Book - Mosaic One *2.
- A Content-Based Reading Book - Mosaic Two *2.
- A Content-Based Reading Book.
- Advanced Reading.
- Basic Vocabulary Builder.
- Between the Lines *3.
- Build Your Vocabulary.
- Cambridge Advanced English.
- Catching on to American Idioms 2.
- Cause and Effect – Intermediate Reading Practice.
- Challenge to Think.
- Culture Connection.
- Developing Reading Skills.
- Developing Reading Versatility*5.
- Developing Reading Versatility -Seventh Edition *5.
- Developing Reading Versatility - Tenth Edition.
- Easy Reading Selections in English.
- English Vocabulary in Use 5.
- English Vocabulary in Use – Cambridge, Low Prices Edition.
- English Vocabulary in Use New Edition.
- English Vocabulary in Use - Upper Intermediate 3.
- Expanding Reading Skills 3.
- Focus on American culture.
- For and Against.
- For Your Information Advanced English.
- Global Views Reading about World Issues 2.
- Global Views.
- Idioms at Work.
- Improving Aural Comprehension *5.
- In Context *3.

Listening books

- Academic Encounters.
- Academic Listening Encounters.
- Advanced Conversation.
- Advanced Listening and Note Taking Skills.
- Advanced Listening Comprehension*4.
- Advanced Listening Comprehension - Developing Aural and Note-Taking Skills *3.
- All Work and No Play.
- American Headway.
- American Streamline – Connections *2.
- Authentic and Aware.
- Can't Stop Talking.
- Can't Stop Talking – Second Edition.
- Chicken Smells Good.
- Clear Speech *2.

- Introducing Reading.
- Journeys to Cultural Connection.
- Key Reading Skills for Car.
- Link Pages – Content-Based Integrated Skill Text.
- More than Words Book 2.
- More than Words Book 1.
- Mosaic II Reading Skills Book.
- Mosaic Two Reading.
- North Star.
- Overheard and Understood.
- Patterns of Cultural Identity.
- Pizza Tastes Great.
- React Interact–Situations for Communication.
- Read All About It.
- Reading.
- Reading 4 *6.
- Reading and Thinking in English *4.
- Reading at the University.
- Reading in a Second Language.
- Reading on Your Own.
- Reading Laboratory 2 a.
- Reading Laboratory 2 b.
- Reading Workout.
- Synthesis Advanced.
- Techniques and Resources in Teaching Reading.
- The Adventures of Huckleberry Finn.
- The Adventures of Tom Sawyer.
- The Big Picture – Idioms and Metaphors.
- Thresholds in Reading.
- Twelve Tables by Noth Amiel.
- Vocabulary.
- Word Perfect.
- World Builder.
- Writing Skills – A Problem-Solving Approach.

- Communicate A Video Course in English Viewer's Guide 2 - Intermediate.
- Communication in the Language of the Classroom.
- Consider the Issues – Advanced Listening Comprehension, Developing Aural, and Notetaking Skills.
- Contemporary Topics – Advanced Listening and Speaking *17.
- Contemporary topics 2 *2.
- Contemporary Topics 3.
- Cue Cards – Nations of the World.
- Communicate A Video Course in English Viewers Guide – Beginning.

- Contemporary Topics – Advanced Listening and Note Taking Skills - Second Edition.
- Discussion A-Z Advanced.
- Discussion Interaction in the Academic Community.
- Edgar Allan Poe Storyteller.
- English Pronunciation.
- English Vocabulary in Use *2.
- English Vocabulary in Use - Upper Intermediate.
- Exercises in Listening.
- Exploring Spoken English.
- Face the Issues – Intermediate Listening and Critical Thinking Skills *4.
- For and Against.
- Get It Got It.
- Give and Take.
- Great Ideas – Listening and Speaking Activities for Students of American English.
- Headway.
- In at the Deep End.
- Insights.
- Interactive Listening on Campus 6.
- Intermediate Listening Comprehension*3
- Lessons with Laughter.
- Let’s Talk.
- Listen In.
- Listening 3
- Listening 4 *3.
- Listening Contours – Second Edition.
- Listening Contours.
- Listening Dictation.
- Listening Focus
- Listening Speaking Skills Book.
- Listening Task *2.
- Listening to Communicate.
- Live Action English.
- Mosaic II.
- Multimedia for Learning.
- Noteworthy 2

Teacher’s Manuals

- 101 Ways to Use McMillan Dossiers.
- Advanced Language Practice.
- American Portfolio.
- Communicative Language Teaching.
- Cambridge Proficiency Examination Practice 5 *3.
- Campus English.
- Campus English – A Study Skills Course for University Students.
- Classroom Interaction.
- Communication Activities for Beginners to Intermediate.

- Noteworthy 2 – Listening and Note-Taking Skills.
- Noteworthy – Listening and Note Talking Skills 5.
- Noteworthy – Listening and Note-Taking Skills Second Edition 7.
- Noteworthy – Third Edition.
- On Stage Video Activities.
- On Stage Video Activity Book.
- Over to You
- Overheard and Understood.
- Pair Work Student A *2.
- Pair Work Student B *2.
- Pair Work.
- Panorama 2.
- Passages Exploring Skills Book.
- Progressive Listening.
- Pronunciation Contrast in English.
- React – Interact Situation for Communication*7.
- Salsa is Hot 2.
- Side by Side Second Edition.
- Situational Dialogues *2.
- Sound Advice – A Basis for Listening *2.
- Sound Advice – A Basis for Listening.
- Speaking 3 *1.
- Speaking 4 *4.
- Speaking Clearly.
- Speaking Solutions – Interaction, Presentation, Listening, and Pronunciation Skills *11.
- Spring Boards – Interacting in English.
- Start with Listening *2.
- Study Listening Guide for Teachers *2.
- Study Listening – Student’s Book.
- Take It Easy.
- Tapestry 1
- Tapestry 4.
- The Listening File *3.
- Traction for Listening.
- Understanding Conversations
- Very 102 Teachable Films.

- Compact Mosaic I *2.
- Course Design.
- E-mail for English Teaching.
- English for English Teaching.
- English for Spanish Purposes.
- English for Specific Purposes.
- English Observed.
- First Certificate Organizer.
- Focus on American Culture.
- For and Against
- Great Ideas.
- Great Paragraphs

- In Advance.
- Instructor's Manual - Mini Lectures.
- Introducing Language Awareness.
- Introducing Standard English.
- Language Two.
- Learning to Learn English.
- Listen for It.
- Listen for It - Teacher's Guide, New Edition.
- Making Instruction Work.
- Michigan
- New Ways in Teaching Grammar.
- New Ways in Teaching Speaking.
- News Papers.
- One to One.
- Panorama 9.
- Professional English Teaching Guide.
- Progressive Writing Skills.
- Publication of the Moroccan Association of Teachers of English.

- Recipes for Tired Teachers
- Sound Advice – A Basis for Listening – Second Edition.
- Sounds Intriguing Resource Material for Teachers.
- Strategies in Learning and Using a Second Language.
- Syllabus Design
- Teacher's Hand Book.
- Teaching English as a Second or Foreign Language – Second Edition.
- Teaching Monolingual Classes
- Techniques and Principles in Language Teaching.
- Techniques in Teaching Writing.
- Testing in Language Programs.
- True Colors
- Ways in Teaching Grammar.
- World View 3 *3.

Titles of novels, novelettes, and short stories

TITLE	AUTHOR
<i>Animal Farm</i>	George Orwell
<i>1984</i>	George Orwell
<i>The Kite Runner</i>	Khaled Hosseini
<i>A Thousand Splendid Suns</i>	Khaled Hosseini
<i>The Secret Garden</i>	Frances Hodgson Burnett
<i>The Call of the Wild</i>	Jack London
<i>Things Fall Apart</i>	Chinua Achebe
<i>House on Mango Street</i>	Sandra Sisneros
<i>To Kill a Mocking Bird</i>	Harper Lee
<i>Catcher in the Rye</i>	J.D Salinger

<i>The Old Man and the Sea</i>	Earnest Hemingway
<i>The Sun Also Rises</i>	Earnest Hemingway
<i>The Picture of Dorian Gray</i>	Oscar Wilde
<i>The Alchemist</i>	Paolo Coelho
<i>The Zahir</i>	Paolo Coelho
<i>The Winter Stands Alone</i>	Paolo Coelho
<i>Fahrenheit 451</i>	Ray Bradbury
<i>A Separate Peace</i>	John Knowles
<i>Their Eyes Were Watching God</i>	Zora Neale Hurston
<i>Seasons of Migration to the North</i>	Tayeb Salih
<i>I Saw Ramallah</i>	Mourid Barghouti
<i>Perfume</i>	Patrick Suskind
<i>Matched</i>	Ally Condie
<i>Murder at Ocean View College</i>	Karen Batchelor
<i>The Bluest Eye</i>	Toni Morrison
<i>Earth Abides</i>	George Stewart
<i>Cannery Row</i>	John Steinbeck
<i>20th Century Short Stories – Vol.1</i>	Jean A. Maconohie
<i>20th Century Short Stories – Vol.2</i>	Jean A. Maconohie

<i>Graded Reading – Level 3</i>	
<i>Graded Reading – Level 4</i>	
<i>Graded Reading – Level 5</i>	
<i>Graded Reading – Level 6</i>	
<i>Graded Reading – Intermediate</i>	
<i>Graded Reading – Intermediate</i>	
<i>Graded Reading – Upper Int.</i>	

The List of LC Books in the Library

Mohammed VI Library			
Language Center Books			
Title	Author	Call Number	Copies
The Forgotten Soldier: War on the Russian Front, a True Story	Sajer, Guy	D764 .S234513 1999	23
Three Cups of Tea: one Man's Extraordinary Journey to Promote Peace ... one School	Mortenson, Greg	LC2330 .M67 2007	8
Death on the Nile	Christie, Agatha	PE1126.P455 T39 2008	21
Unbowed	Maathai, Wangari,	PE1127.B53 R65 2012	16
Heart of Darkness	Taylor, Nancy	PE1128 .T38 2008	20
20th Century American Short Stories V.1 + V.2	Jean A. McConochie	PE1128 .T9 1995	35
The Wedding of Zein and other Stories	Şālih, al-Ṭayyib, author	PJ7862.A564 U7213 1999	16
The Alchemist	Coelho, Paulo	PQ9698.13.O3546 A4513 199	7
Lord of the Flies	Golding, William	PR6013.O35 L65 2006	5
The Curious Incident of the Dog in the Night-Time	Haddon, Mark	PR6058.A26 C87 2004	23
The No. 1 Ladies' Detective Agency	McCall Smith, Alexande	PR6063.C326 N62 2002	15
No Longer at Ease	Achebe, Chinua	PR9387.9.A3 N6 2010	15
Things Fall Apart	Achebe, Chinua	PR9387.9.A3 T5 1994	11
The Secret Garden	Burnett, Frances Hodgs	PS1214 .S4 1994	3
Fiesta: the Sun Also Rises	Hemingway, Ernest	PS3515.E37 F468 2004	4
For Whom the Bell Tolls	Hemingway, Ernest	PS3515.E37 F6 2004	21
The Call of the Wild	London, Jack	PS3523.O46 C34 2000	3
The Pearl	Steinbeck, John	PS3537.T3234 P4 1992	29
The House on Mango Street	Cisneros, Sandra	PS3553.I78 H69 1991	2
The Outsiders	Hinton, S. E	PS3558.I548 O98 2008	15
Messenger	Lowry, Lois	PS3562.O923 M47 2009	30
The Giver	Lowry, Lois	PS3562.O97 G58 1993	3
Holes	Sachar, Louis	PS3569.A226 H65 2015	24
The Hunger Games	Collins, Suzanne	PS3603.O4558 H86 2008	15
Matched	Condie, Allyson Braithw	PS3603.O5326 M38 2011	11
The Kite Runner	Hosseini, Khaled	PS3608.O832 K58 2004	5
A Thousand Splendid Suns	Hosseini, Khaled	PS3608.O832 T46 2008	9
Hope and other Dangerous Pursuits	Lalami, Laila	PS3612.A543 H68 2006	26
Secret Son	Lalami, Laila	PS3612.A543 S43 2010	2
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Appendix 4: List of Acronyms in Al Akhawayn University

List of Acronyms in Al Akhawayn University (by categories and alphabetically.)

- Schools
 - ASI: Al Akhawayn School of Ifrane
 - SBA: School of Business Administration
 - SHSS: School of Humanities and Social Sciences
 - SSE: School of Science and Engineering
- Academic Centers
 - EEC: Executive Education Center
 - LC: Language Center
- Other centers
 - ASSRI: Al Akhawayn University's Social Science Research Institute
 - CBE: The Center of Business Ethics
 - CEIRD: Center for Environmental Issues and Regional Development
 - CLE: Center for Learning Excellence
 - CLT: Center for Learning Technologies
 - HCC: Hillary Rodham Clinton Women Empowerment Center
 - IEAPS: The Institute of Economic Analysis and Prospective Studies Center
 - OIRE: The Office of Institutional Research and Effectiveness
 - Azrou Center for Community Development
- Degrees
 - BBA: Bachelor of Business Administration
 - BAIS: Bachelor of Arts in International Studies
 - BSHRD: Bachelor of Science in Human Resource Development
 - BACS: Bachelor of Arts in Communication Studies
 - BSGE: Bachelor of Science in General Engineering
 - BSCSC: Bachelor of Science in Computer Science
 - BSEMS: Bachelor of Science in Engineering and Management Science
 - MBA Master of Business Administration
 - ExMBA Executive Master of Business Administration
 - BA/MA Combined Bachelor of Arts and Master of Arts in International Studies and Diplomacy
 - MAISD Master of Arts in International Studies and Diplomacy

MAIS Master of Arts in Islamic Religious Studies

NAMES Master of Arts in North African and Middle Eastern Studies

BS/MS Combined Bachelor of Science & Master of Science

MSB Programs Master of Science in Biotechnology

MSCN Master of Science in Computer Networks MSCSC Master of Science in Computer Science

MSHRD Master of Science in Human Resource Development MSISS Master of Science in Information Systems Security

MSIT Master of Science in International Trade

MSSE Master of Science in Software Engineering

MSSEM Master of Science in Sustainable Energy Management

- Job Titles
 - DSA: Dean of Student Affairs
 - VPAA: Vice President for Academic Affairs
 - CFO: Chief Finance Officer

- Departments and Others
 - AC: Academic Council
 - BO: Business Office
 - DevCom: Department of Development & Communication
 - HCO: Human Capital Office
 - ITS: Information Technology and Systems
 - OIP: Office of International Programs
 - SAO: Office of Student Activities

Appendix 5: List of committees at the LC

- The Search and Hiring Committee
- The Faculty Evaluation Committee
- The CEA Accreditation Committee
- The LC Faculty Development Committee
- The LC Textbook Committee
- The Academic Program Review Committee