



The Catalog

2024-25

Dubai Institute of Design and Innovation reserves the right, through its established procedures, to modify the requirements for admission and graduation and to change other rules, regulations, and provisions, including those stated in this catalog and other publications, and to refuse admission to any student, or to require the withdrawal of a student if it is determined to be in the interest of the student or the university. All students, who are enrolled in DIDI courses are subject to the same policies. Policies concerning noncurricular matters can be found in the Student Handbook.

NONDISCRIMINATION STATEMENT

In compliance with federal law, Law No. 2 of 2015 against Discrimination and Hatred (the "Law"), the UAE has introduced federal legislation which specifically prohibits all forms of discrimination based on religion, belief, sect, faith, creed, race, color, or ethnic origin (each being a "Protected Characteristic"). The Law is drafted in broad terms to ensure that it encompasses all discriminatory conduct regardless of how it is expressed (e.g., through speech, writing, drawing, photography, singing, acting or miming) and irrespective of the means/channels through which it is expressed (e.g. online, by phone or video, and whether written or oral).

Dubai Institute of Design and Innovation does not discriminate against individuals based on their race, sex, gender identity, religion, color, origin, age, or disability in its administration of educational policies, programs, or activities; admissions policies; scholarship programs; or employment. Requests for information, inquiries, or complaints should be directed to the HR office and Student Discrimination, to Student Services.

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ACADEMIC CALENDAR

2024–2025

FALL

2024

WK	MONTH	DATE	DAY	EVENT
	August	19-23	Mon- Fri	Registration for Fall Semester Opens
		26-30	Mon- Fri	Orientation for Fall Semester
		30	Fri	Applications for Fall 2023-24 Closes
01	September	02	Mon–Fri	First Day of Fall Semester , Late Registration and Add/Drop Week begins
		06	Fri	Late Registration and Add/Drop Week ends, 5:00PM
02		09-13	Mon–Fri	Faculty Advisors Assigned for the AY 2024-2025
03		16-20	Mon–Fri	
04		23-27	Mon–Fri	
05		30	Mon	
	October	01-04	Tue–Fri	
06		07-11	Mon–Fri	
07		14-18	Mon–Fri	
08		21-25	Mon–Fri	
09		28-31	Mon–Thu	
	November	01	Fri	
10		04-08	Mon–Fri	
11		11–15	Mon–Fri	
		15	Fri	
12		18–22	Mon–Fri	
		22		Deadline to withdraw with a 'W' Grade, No refund, 5:00PM
13		25–29	Mon–Fri	
		29	Fri	Deadline for application for Spring Semester 2024 Graduation, 5:00PM
	December	02–03	Mon–Tue	Commemoration Day and UAE National Day holiday** University closed
14		04-06	Mon–Fri	
15		09-13	Mon–Fri	Last Week of Classes
		16-20	Mon–Fri	Reading Period & Final Examinations
		23	Mon	Grade Release
		24	Tue	Deadline for Student's Grade Appeals
	January	06	Mon	Registration for Spring Semester opens
		08-10	Wed–Thu	Orientation for Spring Semester
		10	Fri	Applications for Spring 2023-24 closes
01	January	13	Mon	First Day of Spring Semester , Late Registration and Add/Drop Week begins
		17	Fri	Late Registration and Add/Drop Week Ends, 5:00PM
02		20-24	Mon–Fri	

SPRING

2025

03		27-31	Mon–Fri	
04	February	03-07	Mon–Fri	
05		10-14	Mon–Fri	
06		17-21	Mon–Fri	
07		24-28	Mon–Fri	
08	March	03-07	Mon–Fri	Ramadan Timings Starts**
		10-14	Mon–Fri	Spring Break–No classes
09		17-21	Mon–Fri	
10		24-28	Mon–Fri	Alt Spring Break
	April	31	Mon	Eid Al Fitr holiday** University Closed
		01	Tue	
11		02-04	Wed–Fri	
12		07-11	Mon–Fri	
		11	Fri	Deadline to withdraw with a 'W' Grade, No refund, 5:00PM
13		14-18	Mon–Fri	Pre-Registration for Summer 2024 and Fall 2024
14		21-25	Mon–Fri	
15		28-30	Mon–Wed	Last week of classes
	May	01-02	Thu–Fri	
		05-09	Mon–Fri	Reading Period & Final Examinations
		16	Fri	Grades Announcement
		20	Tue	Deadline for Student's Grade Appeals

SUMMER*

2025

01	June	09-14	Mon	First Day of Summer Semester, Late Registration and Add/Drop Week begins*
02		16-20	Mon–Fri	
03		23-27	Mon–Fri	
		26	Thu	Al Hijri New Year* University Closed
04		30	Fri	
	July	01-04	Tue–Fri	Deadline to withdraw with a 'W' Grade, No refund, 5:00PM
05		07-11	Mon–Fri	
06		14-18	Mon–Fri	
07		21-25	Mon–Fri	
08		28 - 31	Mon–Wed	Last week of classes
09	August	01	Thu	Grade Announcement - Grades available to students on SIS
		04-06	Thu	Reading Period & Final Examinations
		07		Grade Announcement - Grades available to students on SIS
10		08	Mon	Deadline for Student's Grade Appeals

** All public and Islamic holiday dates may vary.



Welcome to Dubai Institute of Design and Innovation (DIDI), a leading design school in the region. This catalog provides information about our programs, courses, admission procedures, and academic policies.

About DIDI

Dubai Institute of Design and Innovation (DIDI) is a not-for-profit educational institution established by Dubai Holding Asset Management (DHAM) and Dubai Development Authority (DDA). DIDI is accredited by the Ministry of Education, providing an Cross-disciplinary Bachelor of Design degree that is built around the aspirations of internationally competitive design talents, those devoted to embrace the progress of our world. Design that has the ability to transform the way we live is integrated into the curriculum and research at DIDI and will help create a new generation of skilled individuals in the region. By using design as the language of change, DIDI will help shape the future, and contribute positively to societal change, and the happiness of society. It is the catalyst for positive change and human progress bringing innovative and efficient solutions to societies and industries.

DIDI's mission is to provide a world-class education that prepares students, to effectively respond to a rapidly changing world with transferable skills that are Cross-disciplinary and problem solving by design, needed to become innovative and socially responsible designers, ready to address the challenges of the 21st century. At DIDI we believe that the future of design education is experimental, transformative, disruptive and cross disciplinary. For this reason, DIDI intends to become the school of choice for the next generation of change makers who will conceive and create sustainable design solutions for today's problems for the benefit of tomorrow's society. By using design as the language of change, DIDI will help shape the future, and contribute positively to societal change, and the happiness of society.

Through its policies and practices, DIDI supports excellence in teaching and fosters the aesthetic, intellectual, professional, personal, and social development of its students. DIDI is committed to creating a diverse and inclusive community that values creativity, innovation, and social responsibility. In addition, DIDI will also support emerging design talent across the region through an open source and collaborative approach that values cooperation and partnership. These programs are designed to provide students with a comprehensive education that combines theoretical learning with practical experience, allowing them to develop a range of skills and competencies relevant to their chosen field.

DIDI is fortunate in its geographic location in the heart of Dubai Design District (d3), a thriving community of designers, artists, and creative professionals. The campus features state-of-the-art facilities, including design studios, a fabrication lab, a library, and a student lounge. DIDI's faculty comprises experienced and renowned professionals in the fields of design, media, and technology, who bring their industry expertise and academic rigor to the classroom.

Excellence in Collaboration

DIDI has invested in integrated curricular innovation and technological experimentation and its curriculum has been developed in collaboration with Massachusetts Institute of Technology (MIT) and Parsons School of Design, two of the world's leading universities for design innovation, teaching and research. Our ambitious University curriculum places students at the forefront of innovative design education, allowing students to map their own degree paths.



The Statement

Our Vision

DIDI will be the design university of choice in the UAE that contributes to the advancement of humanity by making everyday living better.

Our Mission

DIDI will provide a world-class design education in an international learning environment to advance knowledge, research, and innovation opportunities for the next generation of designers.

Our Values

In support of the institutional mission, we value:

- Design as essential in the culture and intellectual life of a society,
- Rich and varied arts education that engages innovation and tradition,
- Providing equal opportunities for learning and excelling,
- Motivating members for lifelong learning,
- Respecting diversity, plurality & the opinions of others,
- Encouraging teamwork and collaboration,
- Treasuring creativity and achievements

Licensure and Accreditation

Dubai Institute of Design and Innovation, located in the Emirate of Dubai, is officially Licensed from 15 December 2021 to 20 May 2025 by the Ministry of Education of the United Arab Emirates to award degrees/qualifications in higher education.

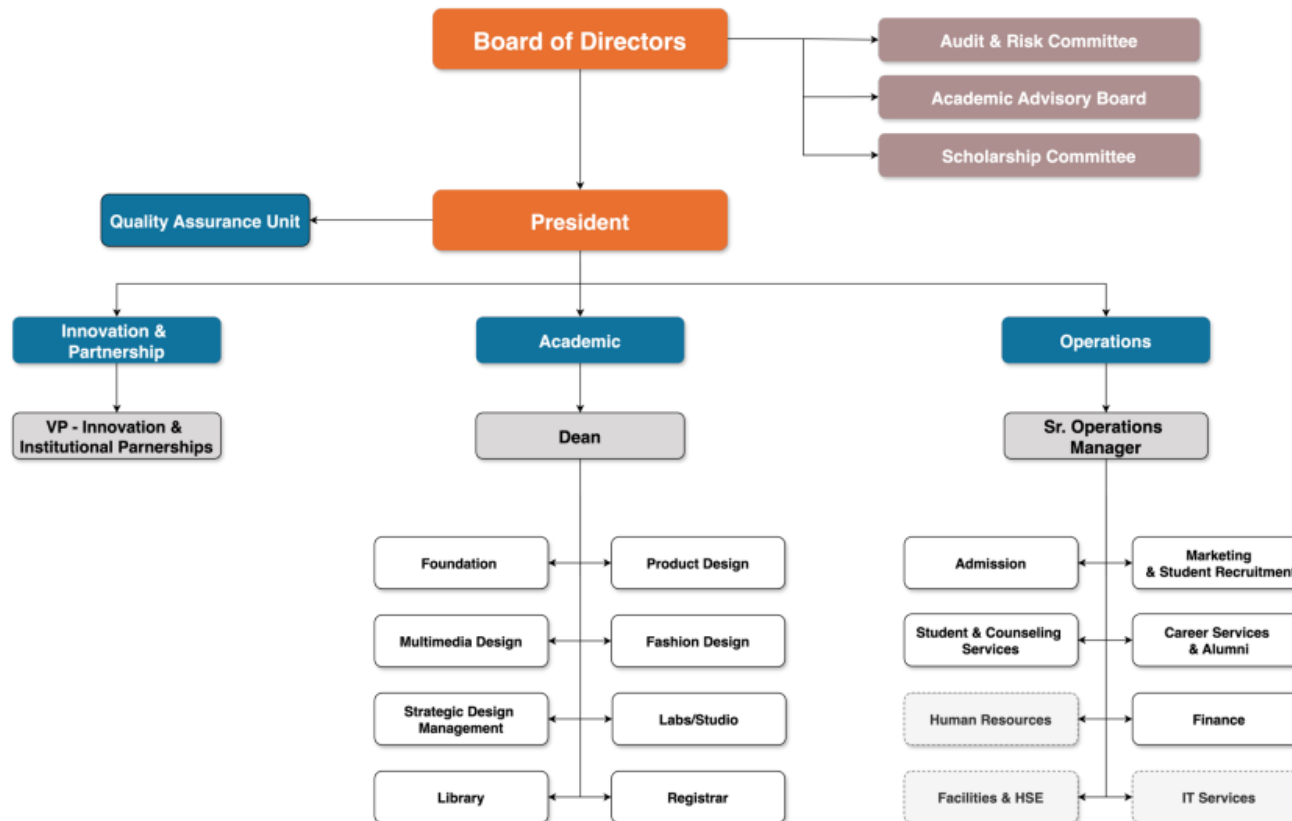
DIDI is a private non-profit educational institution. The BDes program at DIDI is accredited by the Commission for Academic Accreditation (CAA), UAE's Ministry of Education since 2017. The program meets the QF Emirates Generic Qualifications Profile for a bachelor's degree, providing a Bachelor of Design degree that provides, students, with the tools needed to tackle complex problems facing society and to pursue a flexible career pathway.

DIDI is licensed and permitted by the Knowledge and Human Development Authority (KHDA).





DIDI Organizational





Resources and Facilities

Dubai Design District (d3), was developed to provide a creative ecosystem that surpasses the expectations of a typical creative neighborhood. It has its own beating heart, its own spirit, and its own personal style. This is a place where creatives can live, work and play. Where aspiring designers like our students can cut their teeth and learn their trade; where local talent can work alongside international design, art, and fashion houses. It is, at its heart, a place where creative minds can come together to realize their dreams. The establishment of DIDI was a natural next step following the launch of d3, which is now a regional hub for innovation and a preferred destination for the world's leading fashion designers and artists. Students will be able to benefit from this unique location at the heart of the Creative Community at d3, which will provide them with the inspiration they need to innovate and create. In 2018 DIDI moved to its current campus located in Building 4 in the Design Quadrant.

DIDI currently occupies space on the Ground floor, Mezzanine floor and the First floor of Building 4 in Dubai Design District. The ground floor is used to accommodate the administration, the Mezzanine floor accommodates a part of the Learning space, the first floor accommodates the Fashion Studio & Workshop with the Fab Lab contributing towards the hands-on workshop space for the Bachelor of Design (BDes) Program.

The Fab Lab

DIDI has a Fab Lab in partnership with in5, a Dubai-based startup incubator and innovation center. The DIDI Fab Lab is a learning environment for all students and is an application of the global Fab Lab concept developed in MIT. The space and the machines are owned by in5 Design that provides support and maintenance through proper contracts with the suppliers and specialized companies. The Fab Lab at DIDI is a hub for creativity, innovation, and experimentation, providing students with a space to turn their ideas into reality. Students use the Fab Lab to design and prototype their projects, test new technologies, and collaborate with other students and faculty members.

The Fab Lab also offers workshops and training programs to help students develop their skills and gain hands-on experience in using the equipment and software. These workshops cover a range of topics, from basic design principles to advanced prototyping techniques. In addition to its educational and training programs, the Fab Lab at DIDI is also open to the wider community, including startups, entrepreneurs, and businesses. This provides an opportunity for students to network and collaborate with professionals in their field and gain real-world experience.

The Fab Lab in Dubai Design District (d3) is an innovative space that has been designed to promote sustainability and environmental awareness. As part of this commitment, the Fab Lab has been constructed using repurposed shipping containers, giving it a unique and distinctive look. By reusing shipping containers, the Fab Lab has reduced its environmental impact by minimizing waste and reducing the need for new materials. Shipping containers are durable and can withstand harsh weather conditions, making them an ideal choice for a building that needs to be sturdy and long-lasting.

The containers used in the construction of the Fab Lab have been modified to create a functional and modern space that is well-suited to the needs of students and faculty members. The interior of the Fab Lab features state-of-the-art equipment and tools, including 3D printers, laser cutters, and CNC machines, robotic arm and other electronics prototyping tools, which allow students to design and prototype their projects.

- The ground floor is roughly 26 meters long and 14 meters wide (364 square meters) and it is currently an open space. The floor currently hosts some machinery and 7 tables 2.5 x 0.8m that the students use during their stay in the lab for lessons and workshops. The current assortment of the ground floor allows the students to fabricate their designs with the following machines or materials:
 - Wood and Foam
 - Laser cutting for plastics, fabrics and wood:
- The first level is reachable through stairs and is made of two separate wings. One is 26 x 4.5m (117 square meters) and the other is 26 x 2.3m (60 square meters). The bigger wing



on the first level hosts tables with computers and one section is devoted to 3D Printing machines. On the first level we have:

- 3D Printing:
- Design:
- The other wing is currently the office of DIDI Fab lab staff and in5 Specialist.

All the current equipment is at level with the digital and manual fabrication laboratories of many universities and address the needs of the students related to the curriculum. To address the needs of the students, the new equipment is to be added in the coming years which would add the following capabilities:

- Metal working
- Large format milling of wood, resin and foam
- Large format CNC for wood and other sheet materials
- Thermoforming
- Mid-sized 3D printing

Overall, the Fab Lab is a prime example of how innovation and sustainability can be combined to create a space that is both functional and environmentally friendly. Its use of repurposed shipping containers demonstrates the potential for creative solutions to sustainability challenges, and its commitment to promoting sustainability education and awareness which is an inspiration to students and visitors alike.

The Fashion Studio

Fashion students are usually based in DIDI's dedicated fashion studios, designed to mirror the collaborative working environment in the fashion industry. At DIDI, students find the freedom to cultivate their own fashion and design philosophy. Located on the First Floor of Building 4, the Fashion Studio provides full-semester academic programs for students during the Fall and Spring terms.

The dedicated studio provides students with the facilities and resources they need to pursue their passion for fashion design. The studio is an interactive and multi-disciplinary space, which allows the students to work on practical and theoretical lessons. The Fashion Studio is a state-of-the-art space that is equipped with industry-standard equipment and tools, allowing students to develop their skills and gain hands-on experience in all aspects of fashion design. The Studio features industrial machinery, large pattern cutting tables, mannequins, a fabric stockroom, finishing presses, flatbed machines as well as a wide variety of specialist sewing machinery, for both apparel and footwear and a range of other equipment that students can use to create their own designs. Currently the various machines allow our students to construct their designs to an industry standard by using the same quality of machinery. They also ensure the students are familiar with machines used in fashion studios where they may later be employed.

Most of the classes for the Fashion courses (Studios, Workshops and Lectures) are conducted in the studio to ensure student research and body of work can be developed with direct and ongoing feedback from both faculty and peers. The well-lit and well-equipped space is where students work independently with guidance from knowledgeable faculty and technical staff. The Studio is staffed by experienced technicians who bring their industry expertise and academic rigor to the classroom. They provide students with guidance and support throughout the design process, from conceptualization to production, and help them develop the skills they need to succeed in the fashion industry.

Overall, the Fashion Studio at DIDI is a vibrant and dynamic space that is dedicated to nurturing creativity, innovation, and excellence in fashion design. Its commitment to providing students with a comprehensive education that combines theoretical learning with practical experience makes it an ideal choice for students who are passionate about fashion and want to pursue a career in this exciting and ever-evolving field.

The Learning Space

The mezzanine floor in building 4 currently provides - A General Studio, Classrooms, Student Lounge, Faculty Suit and meeting areas for faculty and guests.

DIDI has a unique and innovative learning space that is designed to foster creativity, collaboration, and innovation. The learning space is a modern and flexible environment



that is fully equipped with the latest technology and resources, providing students with the tools they need to succeed in their studies and pursue their passion for design.

The learning space at DIDI is divided into different zones, each with its own unique features and functions. These zones include the Design Studio, the classrooms, and the Workshop.

- The Design Studio is a space where students can work on their projects, collaborate with their peers, and receive guidance and feedback from their instructors.
- The classrooms at DIDI feature state-of-the-art technology, including interactive whiteboards, projectors, and sound systems, allowing instructors to deliver engaging and interactive lessons. Students can also connect their laptops and mobile devices to the classroom network, enabling them to collaborate and share their work with their peers and instructors.
- The Workshop is a space for hands-on learning, equipped with a range of tools and equipment for prototyping, fabrication, and experimentation.

In addition to its physical facilities, the learning space at DIDI also includes a range of digital resources, including online learning platforms, virtual reality tools, and social media platforms. These resources allow students to access course materials, collaborate with their peers, and connect with the wider design community. In addition to physical accessibility, the DIDI campus also provides a range of services and resources to support students with different learning needs including academic accommodations.

Overall, the learning space at DIDI is a dynamic and innovative environment that is designed to inspire and empower students to pursue their passions and develop their skills. Its flexible design and cutting-edge technology make it an ideal space for creative exploration and experimentation, and its commitment to collaboration and innovation makes it an exciting and rewarding place to learn and grow.

Campus Accessibility

DIDI will admit men and women, persons with disabilities, individuals of any race, creed, religion, color, national or ethnic origin, age, marital status, gender identity, or gender expression in compliance with all appropriate UAE legislation.

The campus is designed to be accessible to everyone, regardless of their physical abilities. The campus is fully compliant with international standards for accessibility and has been designed to ensure that all students, faculty, and staff can navigate the campus safely and comfortably. The entire Dubai Design District (d3) community is equipped with ramps, elevators, separate prayer rooms and other accessibility features that provide easy access to all areas of the community. All buildings are designed to be wheelchair accessible, with wide doorways, accessible restrooms, and other facilities that are designed to meet the needs of individuals with physical disabilities.

Overall, the campus is committed to providing a welcoming and inclusive environment for all students, faculty, and staff. The campus's accessibility features, and support services are designed to ensure that all members of the DIDI community can fully participate in campus life and pursue their academic and professional goals.



The BDes Program

Study Plan at DIDI

DIDI currently offers a single degree program, the Bachelor of Design. In place of a single major, students can combine two design disciplines, from four, and create their own unique 'Cross-disciplinary' study path. All first-year students share the common 'Exploring Design' coursework providing a broad and in-depth foundation. Year-long core studios, workshops and lectures provide a rigorous grounding in design thinking that encourages cross-disciplinary work at an advanced level.

In the second, third and final years of the Bachelor of Design program, students curate their own degree path by pairing two of the four disciplines offered. DIDI offers four disciplines: Product Design, Multimedia Design, Fashion Design and Strategic Design Management. DIDI's design degree program encourages students to explore their interest through innovative design pathways and across design disciplines, while gaining real-world experience through a design internship.

The four disciplines at DIDI are.



PRODUCT
DESIGN

Product Design at DIDI is defined as the creation and development of ideas through processes that lead to new products for human application and use.



MULTIMEDIA
DESIGN

Multimedia Design at DIDI is defined as the communication of data and storytelling expressed through visual design, presentation, and interaction.



FASHION
DESIGN

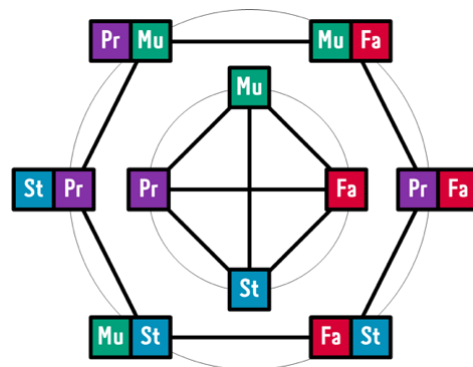
Fashion Design at DIDI is defined as the art and application of design principles applied to clothing and accessories and ranging from conceptual to practical.



STRATEGIC
DESIGN
MANAGEMENT

Strategic Design Management at DIDI is defined as the application of human-centered design to strengthen branding, product development, and corporate identity.

1. Information on the cross-disciplines will be delivered to students during the first year of study prior to the deadline for submitting their choice of concentrations.
2. Students who have completed at least 15 credits may declare their cross-concentration in their second semester (of Year 1) on condition they have 15 credits in progress (which will result in the completion of the Studio and Workshop of the foundation year).
3. Students will be required to complete a Cross-Disciplinary form by the ninth (9) week of the spring semester of year 1.
4. Students who do not declare their disciplines by the stipulated deadline will be placed in concentrations with available space.
5. The Dean's office submits the approved concentration choices with the individual declaration form to the Registrar for student coding and to open registration with their assigned study plan.



Declaration of Cross-Discipline



Cross-Discipline Change(s)

1. A change of cross-concentration can only be requested once and within the academic year the cross-concentrations were approved.
2. Students are not permitted to request cross-concentration change after earning more than 30 credits toward the cross-concentration requirements.
3. Students may change one of the concentrations by filing out the Change of Cross-discipline form to the Registrar after consulting with both, their academic advisor and the Dean before filing the Change of Cross-discipline form. The signed form should be submitted to the Deans office.
4. A change of discipline involves an adjustment wherein the workshop, studio and lectures in the discipline being changed will substitute the elective courses in Year 4, which will minimize the need to take extra courses towards the degree requirement. Discipline courses can only be transferred where a 'C' grade or better has been earned.

Whichever study path chosen, students will have the opportunity to develop their

critical thinking, refine their research skills, challenge their intellect, and expand their cultural horizons. To graduate from DIDI, students enrolled in the undergraduate programs must:

- Complete 120 Credits according to the academic plan and satisfy the below requirements:
 - Foundation courses – 30 Credits
 - General Education courses – 18 Credits
 - Discipline 1 – 24 Credits
 - Discipline 2 – 24 Credits
 - Electives Courses – 9 Credits
 - Thesis + Thesis prep – 12 Credits
 - Internship – 3 Credits
- Maintain a cumulative GPA of not less than 2.00.
- Satisfy the residency requirement that majority of the final thirty (30) credit hours will be completed at DIDI.

Educational Methodologies

Studio Instruction:

The primary learning method in design is the studio. The studio method is based on an instructor assigning design

problems that each student works at resolving through project work. A typical design problem is addressed through research, articulating the problem, and sketching solutions. Solutions are then developed through drawings, prototypes, and models. Students present their work in three primary ways: one-on-one discussions with the faculty, and group critiques, where students display their work, and the faculty discusses the work with the class.

Juries and panels comprised of faculty and industry professionals are also utilized for critiques and review. Studios are the ideal environment for visual learners, as students learn by doing and working in the same space as their peers. A typical studio has one to three projects per semester, with multiple critiques or juries, a midterm and a final. Each faculty develops their own approach and timing for project assessment.

Workshop Instruction:

Students learn the basic techniques of design from direct hands-on experience in the workshop. Faculty assign short projects to introduce students to the relevant techniques in each discipline.

The various Inter-disciplinary offerings at DIDI are:



Learning skills in communicating data and storytelling using interactive media with the ability to design new products for human use.



Learning art and design principles applied to clothing and accessories with skills in designing new products for human use.



Applying design principles to clothing and accessories with studies in communication of data and storytelling expressed through interactive media.



Learning skills in communicating data and storytelling using interactive media using design thinking methods and research to analyze strategic processes.



Learning design thinking methods and research to analyze strategic processes applied to clothing and accessory design.



Learning how to design new products for human use with studies in strategic design thinking and management.



Workshops can be coordinated with studios so that the learned techniques can be directly applied to a student's individual project. Faculty assess workshop projects based on demonstration of the acquired skills and its application.

Lecture Instruction:

Theoretical courses follow the traditional classroom lecture format with lectures and assigned readings. Student comprehension is assessed through exercises, journals, class discussions, reflective learning, quizzes, and exams. Lectures can be subdivided into 2 or 3 modules spread across a week.



Learning Outcomes

Learning outcomes are aligned with the UAE Qualification framework for a Level 7, bachelor's degree, and as noted in Annexure E of The National Qualifications Authority 'Qualification Framework Emirates Handbook' page 117.

DIDI's first year of study is designed to develop basic competencies, as well as cultivate a greater understanding and appreciation for the cross-concentration options. Competencies include the development of technical skills, work ethics, and interpersonal skills, each of which help to structure the students' education as they acclimatize to the Institute environment. Expectations include students developing a reflective practice of learning.

- The curriculum in the first year provides methodology that serve each of the concentrations offered.
- The integrative framework supports students as they negotiate the cross-discipline structure.
- Writing skills are an integral component of the first year of study.
- Skills are organized to support and connect to upper-level coursework.
- Coursework will be taught at the appropriate level for entering freshman.
- User-centered methodology is emphasized from the start of the program so skill sets can be built upon in the concentrations.
- The curriculum prepares students to innovate in the forward-thinking environment of Dubai. The emphasis is on the heightened role of art and design as a means of affecting positive change.
- The curriculum is grounded in a regional experience while mediating regionalism within a global context.
- The first-year curriculum will prepare students with a variety of different learning styles to engage in a problem-based design education.

The 3 final years hone the necessary design skills, critical thinking, and specialized techniques to prepare the students to practice in a related design field or be fully prepared for higher education. These include, along the lines of the UAE Qualifications framework:

- A good command of the knowledge, history, and theory of design.
- The ability to apply conceptual thinking, critical analysis and different

approaches to problem solving, and 'design thinking'.

- The development of creative, technical, and critical skills using the tools and methods taught to solve design problems, address user-centered needs, engage new materials, and explore sustainable solutions in design.
- Conduct user-centered field research to observe problems, evaluate methods, understand user needs, and imagine with innovative strategies.
- Manage the process of design from concept to implementation, working with the tools and methods taught to develop conceptual thinking, presentation skills, and mastering the skill sets required to craft and produce a designed object, in a variety of situations and contexts.
- Developing the skills to evaluate, critique and describe design projects, while providing articulate verbal critique, visual skills, and constructive feedback for peer evaluation, and a reflective practice.
- Contribute to professional development through internships and other professional interface opportunities.
- Understand and implement professional ethical standards that incorporate academic integrity and professional training.

Program Layout

Each element of the curriculum has been designed to allow students to study the topics they choose, and graduate with a Bachelor of Design degree.

Based on the cross-concentrations declared students can select the courses they wish to register for. Here are three main reasons for cross-concentration courses:

- Diversity is good.
- Innovation is guaranteed. Cross-disciplinary courses encourages innovation. The DIDI DNA encourages cross-pollination of skills and ideas. The curriculum is designed to encourage cross-disciplinary learning.
- Passion postponed. Taking all courses in a single discipline, will have students to wait an entire year before they are able to take another course in another discipline. Mix it up.

The below rules are taken in the best interest of the student for a balanced



cross-discipline (XD) education and to maximize learning at DIDI.

- **Rule 1:** All first-year student should go through the first year Foundation in Design before enrolling into any discipline courses. They should have completed both the studios and workshops from the Foundation year to declare their disciplines. An exception is only provided to Transfer students upon approval of the Dean.
- **Rule 2:** Students who declared their cross-disciplines at DIDI are strongly encouraged to take a studio and workshop from different disciplines. In other words, the studio and the workshop cannot be from the same discipline. Thus, a maximum of two courses in the same discipline (Studio + Lecture or Workshop + Lecture) and the third/ fourth lecture course from a general education or other disciplines.
- **Rule 3:** Students can enroll into a course provided they meet the pre-requisite/co-requisite requirement.

Qualifications Requirements

DIDI welcomes applications from students achieving excellence in a wide range of qualifications. The admissions staff are responsible for determining the qualifications and/or subjects that are appropriate for admission.

As per DIDI Admissions policy, admission requirements depend on the applicant's school curriculum and certificate. Grades and test scores are important factors in our admission, but along with GPA, the rigor of the applicant's high school curriculum is also an important element of your application. DIDI acknowledges that occasionally the standard procedure for assessing applications may not provide the admissions staff with an accurate understanding of an applicant's suitability. In such cases applicants may be asked to provide additional evidence to support their applications.

The general application requirements include a completed online application form submitted with the below mandatory documents:

- (1) High School Transcripts or Exam certificates from last three years of their High School (where available).

- (2) Recognized English language qualification passed at the required level as indicated in English Language Requirements below.
- (3) A personal statement of not more than 500 words describing applicant's academic interests, motivation for studying design, any previous design experience, interests outside of the classroom and career aspirations.

In addition to the above, and as part of the admissions process:

- Applicants are required to submit a certified or attested original secondary education certificate and grade reports.
- Applicants would also need to obtain and submit Equivalency of secondary school certificate from the Ministry of Education. Equivalency is not required for graduates of government schools in the UAE.

Uncertified scans will be accepted to start the application process. However, applicants will be required to show certified original documents in person before registering for classes at DIDI. Please note that the original certified documents must also be submitted along with the certified copies for final verification by the Admissions Office. The original certified documents will be returned upon verification.

Acceptance: DIDI application decisions will be communicated within 3 to 4 weeks from receiving a complete application. All applicants offered a place to study at DIDI will receive an acceptance letter detailing the terms and conditions of the offer.

- In order to receive a conditional offer, applicants must fulfill all of the admissions criteria, with the exception of the original copy of the diploma (or equivalent) award and the English language proficiency certificate.
- Applicants applying from high school must provide up to date transcripts.
- Upon receipt and review of the final award, DIDI will confirm an applicant's acceptance where they have met the minimum condition attached to their provisional offer.
- If one or more conditions are not met, the admissions office reserves the right to revoke an acceptance offer.

English Requirements

Language



At DIDI the teaching, assessment and student support are given in English. Applicants must demonstrate proficiency in written and spoken English to the general standard required as part of their application. The minimum acceptable level of proficiency score for admission would be as follows:

- (1) International English Language Testing Academic (IELTS - Academic) – 5.5 overall.
- (2) Test of English as a Foreign Language Internet Based Test (TOEFL iBT) - 66.
- (3) Test of English as a Foreign Language Computer Based Test (TOEFL CBT) - 187.
- (4) Test of English as a Foreign Language Institutional Testing Program (TOEFL ITP) - 517.
- (5) Pearson Test of English Academic (PTE-A) - 46.
- (6) Cambridge English: Advanced Test score of 47
- (7) EmSAT examination on the English language portion - 1400.

The minimum acceptable level of proficiency score for admission for the Academic Year 2023 onwards would be as follows:

- (1) International English Language Testing Academic (IELTS - Academic) – 6.0 overall.
- (2) Test of English as a Foreign Language Internet Based Test (TOEFL iBT) - 80.
- (3) Test of English as a Foreign Language Computer Based Test (TOEFL CBT) - 213.
- (4) Test of English as a Foreign Language Institutional Testing Program (TOEFL ITP) - 550.
- (5) Pearson Test of English Academic (PTE-A) - 54.
- (6) Cambridge English: Advanced Test score of 52
- (7) EmSAT examination on the English language portion - 1525.

All applicants who cannot provide valid official passing scores for English language proficiency will result in withdrawal from the program and university.

DIDI Admissions terms and condition:

The following states the terms and conditions of use of the Dubai Institute of Design and Innovation (DIDI) Application Portal:

- Applicant must ensure that the information entered within the

Applicant Portal is in English and uses English characters only.

- Applicants acknowledge and agree that by applying through the Applicant Portal, they are responsible for the completeness and accuracy of the information within it. Any incorrect information may result in a rejection of your application at the discretion of DIDI Admissions office.
- By entering information into the Applicant Portal, the applicant gives the administering body of your application (DIDI Admissions Office) permission to access that information prior to the submission of their application for the purpose of progressing your application.
- By applying, the applicant acknowledge that they must provide DIDI with the supporting documentation of their application, as identified, via the Applicant Portal or email. Failure to do so may result in a rejection of their application.
- DIDI collects, maintains, and uses personal data relating to applicants for the processing of applications, registration, to administer courses and to provide facilities for students.
- Data collected during the admissions and registration processes will be used for the purposes of maintaining student records, managing processes in relation to academic progress, providing personal and academic advice and support, providing access to the library and other facilities.
- Applicant data is analyzed for the purpose of market research, planning and teaching and learning, to ensure fair and effective processes. All documentation will be kept confidential.

Transfer of Credits

Applicants enrolled in other universities, colleges, or any institution of higher education prior to submitting their application are regarded as transfer applicants. In addition to the DIDI admissions process students who wish to transfer from other universities are required to follow the process below.

- Submission of official university transcripts along with course descriptions for credit(s) to be considered for transfer. Students are required to be in good academic standing, i.e., not on probation or dismissed from the institution from which they are transferring.



- Transfer of credits will only be evaluated once the applicant receives and accepts the acceptance offer made to the applicant along with the payment of non-refundable enrollment deposit.
- Once transfer credits are approved, they will be posted to the student's academic record (on the student Information system or SIS as it is known) by the Registrar.
- Transfer credits submitted by a student currently enrolled will be reviewed, evaluated, and assigned within three weeks of submission to the Registrar.
- Transfer credit notification will be in writing, and the student's record amended to reflect the transfer credits, and the course equivalency.
- Official transcripts must include the Institutions' seal to be eligible for consideration.
- A grade of 'C' or higher (or equivalent) must be earned for approval of transfer credit.
- Advanced Standing and recognition of prior learning is not granted at DIDI currently.
- DIDI does not permit credits to be assigned for the same course twice even when they are taken at different institutions.

DIDI considers transfer credits for courses from accredited Institutions, aligned to the courses on offer at DIDI. Transfer of credit will be subject to DIDI academic rules and regulations.

Equivalency

- As part of the new mandate (Ministry Decision Number (199) For the Year of 2019) issued by the Ministry of Education, every student applying to a UAE accredited universities must obtain and provide an equivalency of Secondary School Certificate as part of the admissions requirement to the university.
- Equivalency of Secondary School Certificate is a process through which the Ministry of Education (MoE) examines the Secondary School Certificate (SSC) issued by a private school inside the UAE or by a private or governmental school outside the UAE, to ensure that it is equivalent in level to the Secondary School Certificate issued by governmental schools in the UAE.
- Applicants/ Students who does not satisfy the criteria for Equivalency of

Secondary School Certificate, DO NOT lose their opportunity for admission to DIDI. In such cases, the university can grant the student conditional admission, provided that the student submits a Letter of No Objection to Conditional Admission issued by the Ministry.

- No Objection Letter for Conditional Admission is a letter issued by the Ministry of Education to the student and addressed to the University. This letter indicates that the Ministry of Education has no objection for the University to Conditionally Admit the student for a specific period, and that this Conditional Admission can be converted to Final Admission provided that the student fulfills certain conditions during or before the end of the Conditional Admission Period. The conditions are usually for the student to achieve one of the following:
 - o Pass the Emirates Standard Test (EMSAT) in one or more subjects.
 - o Or pass Preparatory Courses at the University
- Required Documents: Meeting the requirement of equalizing the general education certificate is shown in detail below:

- **General attachments required in all cases:**

- Copy of the Emirates ID.
- Copy of Passport.
- Copy of UAE Visa for non-GCC nationals
- Attest all mentioned certificates.
- Legal translation for the certificates issued in any language other than Arabic or English and attest them from the accredited entities.
- Original certificates for the last 3 years of study
- Arabic Subject is required for Arabic speakers only, and Islamic Subject is required for Muslims only in all private schools in the UAE for grades (10+11+12).

- **Curriculum based requirement**

- Equalizing the American Curriculum:**

- Copy of graduation diploma
- Copy of transcript of marks for grades (10,11 and 12)
- Student should pass in 5 approved subjects successfully (Arabic & Islamic Studies not included)



- Emirati Students only: Pass the EmSAT tests with a minimum score of 500 in Mathematics and a minimum grade of 1525 in English Language.
- Non-Emirati Students: A minimum SAT score of 450 or EmSAT score of 500 in mathematics and a minimum required score in English as mentioned in above section [Language Requirement](#).

Equalizing the British Curriculum:

- The student is required to successfully complete Grade 12/Year 13
- Original certificates for the last 3 years of study (10+11+12)
- Successfully complete five (5) ordinary Level, GCSE or IGCSE subjects with a grade of (A*, A, B, C, D or E). Arabic and Islamic Studies are not included.
- Successfully complete two (2) Advanced Subsidiary Level subjects or one Advanced Level subject with a grade of (A*, A, B, C or D)

Equalizing the International Baccalaureate (Ib) - Swiss Diploma:

- Successfully complete grade 12 or its equivalent in either of the two following tracks:
 - **First Track (IB Diploma):** Obtaining the IB Diploma without considering the Islamic Studies subject as one of the required subjects to obtain the diploma.
 - **Second Track:** Student must pass 6 subjects from the IB subjects (IB Subject Certificate) without considering the Islamic Studies as a required subject and according to the following conditions:
 - Minimum grade for each subject is 3.
 - Minimum overall grade required is 21.
 - To pass the core subjects (English, Mathematics, and a science subject) within the 6 required subjects in the High Level (HL) or Standard level (SL)
 - The subjects must be within the approved lists of the Ib Organization.

Equalizing the Canadian Curriculum:

- The school must be recognized by the department of education in one of the territories in Canada.
- The student must pass grades 10, 11 & 12 according to the curriculum and the study plan of the province.
- The final graduation diploma must be issued by the province that accredits the school.

Equalizing the Australian Curriculum:

- The school must be recognized by the department of education in one of the territories or states in Australia.
- The student must pass grades 10, 11 & 12 according to the curriculum and study plan of the Australian state or the province.
- The final graduation diploma must be issued by the province that accredits the school.

Equalizing the French Baccalaureate:

- DIPLOME DU BACCALAUREAT
- Successfully pass grades 10, 11 & 12 according to the curriculum

Equalizing the Russian curriculum and curriculums related to countries following it:

- Original graduation certificate and transcript of marks for the last 3 years of study (9+10+11)

Equalizing the Indian and Pakistani Curriculum:

- The student must pass grades (10, 11, and 12),
- Academic transcript(s)/Board certificates for grades (10 & 12) attested by the educational board or council.

For Three-year diploma curriculum:

- Diploma certificate + transcript of grades for three years attested by the educational board or council.
- Grade 10 certificate + transcript of grades attested by the educational board or council (all attestations)

Equalizing the Iranian Curriculum:

- Systems:
 - o New system: Graduation certificate (تصديلات دوم دوم متوسطه)
 - o Current System: Graduation certificate (تصديلات متوسطه)



- Old System: Graduation certificate (بیش دانشگاهی) and transcript for 1 year
- Transcript for 3 years after grade 9.
- Copy of graduation certificate and transcripts translated (if not in English) and attested.

Note: *Certificates issued by a system outside Khushur (Ryan Kashiha + Saba) by an Iranian educational center outside the issuing country will not be recognized by MOE, if they are not accredited by the issuing body in the issuing country.*

Visa Processing and Medical Fitness Assessment

1. If the applicant is an international, non-resident looking to study at DIDI, they will need a visa to reside and study in the UAE. DIDI can provide applicants with visa sponsorship once they have accepted an offer and paid all fees due as per the acceptance letter.
2. Please note that visa processing times vary, and applicants should submit their documentation at least 8 weeks prior to the start of semester to ensure that applications can be handled in good time.
3. Further information about Visa Processing, Medical insurance coverage, Housing and other non-academic concerns should be referred to the Student Services Manager.
4. Students who apply late (after the deadline) for the student VISA must be informed that there will be a delay in processing, all academic policies apply from the first day of the semester.

Policy on Class Size

The Bachelor of Design (BDes) program is committed to maintaining optimal class sizes to ensure effective teaching, individualized attention, and active student engagement. To support a high-quality learning experience, the following maximum class sizes are set:

1. **Theory-Based Courses:** Maximum 45 students per section
2. **Practical/Studio-Based Courses:** 20 students per section
3. **Workshops and Specialized Sessions:** 15-20 students per session
4. **Elective Courses:** 25 students per section

These limits help facilitate interactive learning, faculty mentorship, and access to resources, ensuring a supportive and engaging educational environments for all students.

Registration Policies

Academic Terminology

Course or Module: Regularly scheduled class sessions of a predetermined number of hours per week during a semester. A degree program is made up of a specified number of required and elective courses and varies from institution to institution. A course consists of a number of instructional activities over a prescribed period of time. It is commonly described by title, number, credits, and expected learning outcomes.

Semester A semester is a period of time, typically 15 weeks, during which an institution offers courses.

Credit: Units used to record the completion of courses (with passing grades) that are required for an academic degree.

Credit Hour: Credit value is the numerical value relating to the number of hours assigned to a credit. Defined by the QF Emirates, a notional value of 15 hours (with additional study hours) equates to one (1) credit value. The CAA uses a notional value of 1 credit = 15 hours of classroom instruction (with an additional expected study-load of 30 hours). In other words, one credit hour equals approximately three hours of work per week. One in-class hour should be equal to two hours of out-of-class work in preparation and homework.

A contact hour represents the measure of scheduled instruction given to students. Contact hours should be calculated on a per week basis. Studio-based courses allocate credit as follows; 1 credit = 1.5 hours of classroom instruction and 3 hours of out-of-class work. Therefore a 6-credit studio meets for 9 hours per week for 15 weeks.

Class Type	Credit Value	Contact Hours	Prep. & Homework	Total Hours
Lecture & Workshop	1	1	2	3



Studio	1	1.5	3	4.5
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Grades:

The measure of student performance in an individual course and based on a faculty evaluation of a student's achievement that is represented by a letter.

Definition of Grades at DIDI: Student's performance in a course is graded using a letter system, which corresponds to a grade value. For each credit earned the following grade value will be awarded based upon the grade received and will be used to calculate the grade point averages (GPA). The grading scale below was used till last year i.e. Academic Year 2021-22.

Grade	Mark	Grade value	Description
A	90% 100%	- 4.00	Outstanding
A-	85% 89.99%	- 3.70	Excellent
B+	80% 84.99%	- 3.30	Very Good
B	75% 79.99%	- 3.00	Good
B-	70% 74.99%	- 2.70	Highly Satisfactory
C+	65% 69.99%	- 2.30	Satisfactory
C	60% 64.99%	- 2.00	Pass
C-	55% 59.99%	- 1.70	Minimal Pass
D	50% 54.99%	- 1.00	Poor
F	0% 49.99%	- 0.00	Fail

From Fall 2022 the below grading scale will be used. The below grades will only apply from Fall 2022 which means all previous grades will follow the earlier grading scale.

Grade	Mark	Grade value	Description
A	95% 100%	- 4.00	Excellent
A-	90% 94.99%	- 3.67	
B+	87% 89.99%	- 3.33	Good
B	84% 86.99%	- 3.00	
B-	80% 83.99%	- 2.67	Satisfactory
C+	77% 79.99%	- 2.33	
C	73% 76.99%	- 2.00	Pass
C-	70% 72.99%	- 1.67	Minimal Pass

D+	67% 69.99%	- 1.33	
D	60% 66.99%	- 1.00	Poor
F	0% 59.99%	- 0.00	Fail

Grade	Definition
U	<u>Audit</u> – Attendance in a course with no associated credit points.
I	<u>Incomplete</u> – An Incomplete 'I' grade is awarded to students if they miss their final exam or presentation due to medical reasons or reasons beyond their control.
W	<u>Withdrawal</u> – Is an official course withdrawal. It has no associated credits, does not affect the GPA and is recorded on a student's record.
T	<u>Transfer Credit</u> - Transfer credits are only accepted for General Education (for grades of "C" and above) and only from accredited institutions of higher education. Grades from transfer courses are not used in the calculation of Grade Point Average (GPA).
IP	<u>In Progress</u> – Indicates the course currently in progress and not yet completed.
*	<u>Repeat</u> - Repeated courses will be identified by an '*'.
P	<u>Pass</u> - Satisfactory achievement in a course where a percentage grade is inappropriate.

The grade received in a course reflects the student's overall performance and is recorded in the student's transcript. Grade disputes must be resolved before the end of the following semester and cannot be disputed thereafter.

Grade Points: Grade point is calculated by multiplying the grade value of a course by the number of credits of that course. E.G. An A or a 4.00 on a 3-credit course, equals 12 grade points. (4.0 ('A' Grade) x 3 credits = 12 grade points).

Grade Point Average (GPA) is the cumulative record of academic performance over the period of a semester. The Grade Point Average (GPA) is the total grade points earned in a given semester divided by the Total



number of credits attempted in that semester. The Grade Point Average (GPA) is based on a 4.00 scale and reflects a single term of academic activity. All GPA calculations are carried out to two decimal places.

Cumulative GPA (CGPA) is the aggregation of GPA for all the semesters attended. Grades from all completed courses contribute toward the student's CGPA. When calculating the CGPA, all fail (F) grades that are not replaced by a passing grade are counted in the computation.

Repeated courses will be recorded on a student's permanent academic record with an '*'. The notation does not affect previously posted academic actions (such as probation or suspension). Check with the Registration Office for more information.

Academic Progress

Orientation:

- Refer to section [Academic Orientation](#) below.
- Orientation programs can be an important part of the college experience, as they help students feel more comfortable and confident as they begin their academic journey. By participating in an orientation program, students can also meet new people, make connections, and start building a community on campus.

Registration Procedure:

- New cohort of students who join in the Fall and Spring semesters will have a dedicated registration period a week before the start of the semester (orientation week) when they receive information about the academic program, course selection and registration process.
- For continuing students, a pre-registration will happen during week 13 of every semester for the following one i.e., Spring semester preregistration will happen during week 13 of the Fall semester, the Fall and Summer semesters pre-registration will happen during week 13 of the previous Spring semester.
- Students select their courses and pre-register them on the Student Information System (SIS) during the pre-registration period.
- If a student fails to register during the pre-registration period, they can

register during the late registration period which is the Add / Drop period of the semester. □

- Late registration, however, will incur a penalty of AED 500 per student.

Academic Standing:

Students with a Cumulative Grade Point Average (CGPA) of at least 2.00 will be considered to be in 'Good' academic standing.

Dean's List:

Matriculated students who earn a minimum of 15 credit hours in an academic semester, have a semester grade point average (GPA) of 3.50 or greater, have not been placed on probation, and do not have any grades of I, U, W, F or FA in that semester are eligible for the Dean's List.

Study Load:

The student's study load in one academic semester can range from a minimum of 12 credits to a maximum of 21 credits, as follows:

- Students who register for 12 credit hours or more are considered full-time students.
- The normal academic load can range between 12 and 15 credit hours per semester. When appropriate, the Dean's office may decrease or increase (on student request or academic standing) the study load depending on the student's GPA ability.

Academic Probation, Suspension and Dismissal:

All matriculated students are expected to meet or exceed certain academic standards. Failure to do so will result in being placed on academic probation, suspension or dismissal.

- **Academic Warning:** A student will be given an academic warning for the following semester if their current semester GPA or CGPA falls below 2.50.
- **Criteria for Academic Probation:**
 - A student will be placed on academic probation in the following semester if their current semester GPA or CGPA falls below 2.00.
 - The maximum study load for students on academic probation is 12 credit hours per semester.
 - A student will automatically be removed from academic probation when they raise their semester GPA above 2.00.



- However, if a student fails to raise their CGPA above 2.00 by the end of the semester, they will remain on academic probation and receive a second academic probation and be referred to the Dean for further academic consideration. Students may be advised to change their cross-discipline if it supports academic achievement.
- Criteria for Academic Suspension:
 - A student who has received 2 consecutive academic probations will be suspended unless otherwise advised by the Dean.
 - A student whose semester GPA falls below 1.00 will be suspended.
 - Suspended graduating students within 12 credits of graduation, may petition for a grace period of one semester if their CGPA can be improved to a minimum of 2.00 during the grace period. If granted, students must complete their academic requirements within one semester, or they will be suspended.
 - Suspended students must wait a minimum of one semester to apply for readmission to DIDI.
- Readmission after Academic Suspension

A suspended student may petition for readmission to DIDI if:

 - The student has engaged, in at least a full semester, of activities that improve their chances of academic success e.g. participated in an internship or other industry experience relevant to their study.
 - The student enrolled and completed a minimum of 12 relevant credits with an average of "C" or above, at another reputable institution of higher education. Transfer of General Education courses completed during the student's absence may be considered for credit.
 - Students readmitted after suspension, will be placed on academic probation and granted a semester to raise their GPA above 2.0 or they will be dismissed.
- Criteria for Academic Dismissal:
 - A student on probation, whose CGPA falls below 1.20 will be dismissed and will not be readmitted.
 - A student who has been suspended twice will be dismissed.
 - A student who fails the same course twice will be dismissed.

Repeating Course(s) and Grade Forgiveness:

A student is permitted to repeat a course only once in order to improve their grade GPA or CGPA, or to replace a failed course. If the second grade is equal to or higher than the first, then it replaces the first grade. The original grade is "removed" from the GPA computation, but both grades appear on the student's transcript. Any course is eligible for grade forgiveness one time only.

Attendance and Absence:

Attendance in all lectures, studios, and workshops is an integral part of student success at DIDI. It is an essential component for meeting the learning outcomes of every course. For this reason, the policy is allowance-based, trusting the student is self-organized while reducing the need to police or micromanage the process. This system with ample allowances is intended to enable students to perform in the real world as well as reduce the need for unnecessary paperwork.

Student Responsibility

Students are trusted to independently manage their own time and participation to ensure their success and maximum learning. Students have an allowance of absences per course per semester, so they can self-manage their time accordingly. Students are responsible for always keeping track of their attendance for each of their courses.

Faculty Responsibility

The faculty maintain regular online student attendance records for each of their sessions, so the student is always aware of their status. The faculty must include a clear summary of the attendance policy in the course syllabus. In addition, a faculty member may, at their own discretion, add more rules to the policy if it is clearly expressed in the course syllabus and approved by the Dean. Faculty may reward a perfect attendance record with bonus points for active participation.

General

- Students are expected to arrive on time and attend the entire class as per the schedule.
- Students are responsible for making up for any work missed due to any absence or lateness.
- The student must communicate directly and proactively with their professor to agree on a make-up plan.



Absence Allowance

Students have a fixed allowance of absences without any penalties depending on the class type:

- Five (5) absences in a 30-session course, such as a lecture or studio, and two (2) absences in a 15-session such as a workshop.
- When a student uses up their absence allowance per course, they will receive an automated message from the Registrar reminding them of their responsibility.
- When a student exceeds their absence allowance per course by one session, they will be notified that their course grade has automatically dropped by one grade-degree (from A to A- for example), with no recourse to appeal.
- A student who exceeds the absence allowance per course by two or more sessions will be asked to withdraw from the course—with a W grade prior to the withdrawal period, or an F if after the withdrawal period—for not being able to meet the learning outcomes, with no recourse to appeal.

Lateness:

- Students are granted a 10-minute grace period after the start of the scheduled class before being considered late.
- A student leaving a class more than 10 minutes prior to the completion of the scheduled class will also be considered late.
- Two lateness are equal to one absence, with no recourse to appeal.

Exception:

An absence may be excused only if the student is representing their country or government in an official capacity or in an emergency; representing DIDI in a university-approved extracurricular event; or due to a long illness, chronic condition, or hospitalization that exceeds one week. In such cases, the student needs to duly contact the Registrar and submit a petition within 7 days of the absence, to be reviewed and approved by the Dean.

Makeup Policy:

A student missing a final examination will receive a failing “F” grade for that assessment (Final Exam or Project). The failing grade will be calculated into the final course grade, with an added note ‘missed final examination’ for inclusion in

the student’s academic records. Where there is a compelling medical or personal emergency, and the student submits valid documentation deemed acceptable by the Faculty, the faculty may arrange for a makeup examination. The student can also petition the Dean’s office to change the grade to an Incomplete “I” grade, and then follow the procedure for completing the incomplete grade.

• Makeup Exam Guidelines:

- Reasons for missing a final exam or project should be made to the Faculty within five days of the last date of absence for which the excuse is required.
- Make-up exams are held only once and will be administered within a week of the originally scheduled exam.
- In the event a student does not attend the make-up exam on the specified date, they will be deprived from any further make-up exam opportunities. If the make-up exam cannot be taken at the agreed-upon time due to extenuating circumstances, the student may request an incomplete.
- The Faculty and Dean's Office will require evidence that the incomplete is necessary for reasons clearly beyond the control of the student.

• Incomplete Guidelines

An Incomplete ‘I’ grade is awarded to students if they miss their final exam or presentation due to illness. For more information on the Procedure please contact the Office of the Registrar.

Add/Drop Week:

The add drop period is for one week after the start of classes, during a regular semester, and for two days only during summer semester. During this period, students may add or drop a course(s) as per the Academic Calendar with no financial penalty. Students who wish to do this must complete and submit the EP 3d Course Withdrawal/Incomplete form indicating add/drop before the deadline indicated in the academic calendar. For more information on registration, check with the Registration Office.

Course Withdrawal:

Students should consult with the registrar and faculty teaching the course before they withdraw. If the student wishes to proceed the guidelines for withdrawals are as follows:



- Students who wish to withdraw from a course must submit a request through the Student Information System (SIS) and are permitted to withdraw from courses after approvals from the Faculty and Dean. Students must maintain the required minimum number of credits to maintain full time status.
- Students must request withdrawal from a course prior to the end of the twelfth (12) week of the semester.
- A "W" grade will be officially assigned only with the approval of the faculty teaching the course and the Dean.
- A "W" grade will be recorded on the student's transcript but carries no credit and does not affect GPA.
- There is no refund of tuition for a withdrawal from a course.

Leave of Absence and Institutional Withdrawal:

A full-time student may withdraw from all courses in a semester by taking a Leave of Absence or withdrawing from DIDI (Institutional Withdrawal)

- A student may apply to the Registrar's office for the suspension of their studies before the end of the Add & Drop period to avoid academic and financial penalties.
- Students can apply for up to one (1) year of leave of absence after which they must apply for re-admission. A request for leave of absence must be made in writing through the Office of the Registrar issued Petition form clearly stating the reason for the request. Student on DIDI sponsorship who wish to take a Leave of Absence will have to cancel their student visa.
- An Institution Withdrawal Form must be filed with the Registrar by any student withdrawing from all classes and who do not intend to return to DIDI. Students must apply for re-admission if they wish to return to DIDI.
- A student may be required to withdraw from a course, program or from the University itself for reasons deemed as 'just cause'. The Dean will determine the specified period of the withdrawal.
- The term 'Just Cause' denotes, but is not limited to, consistent failure to meet the academic objectives of the course; academic performance that would result in suspension for a second time; plagiarism and other forms of cheating; failure to pay fees or the submission of falsified or falsely obtained documents, or provision of other false information for admission purposes.

- It is generally advised that a student file a leave of absence form rather than an institutional withdrawal form for ease of return to DIDI should the need arise. If a longer absence is required, the student should withdraw from the Institute and apply for re-admission when appropriate.
- In the case where a student applies for re-admission after an absence of over a year, should any existing courses in the program of study be replaced, it may result in the need to take additional courses as a condition of re-admission.

Financial Policies

Tuition and Funding

- There is an expectation that students will have sufficient funds to pay tuition fees and cover living expenses for the duration of their period of study. Accepted students 'may be' asked for details of their financial ability at the point of application.
- Sponsored students should be aware that in the event their sponsor fails to pay the required fees, the applicant will become responsible for payment.
- A non-refundable enrollment deposit of AED 2500 is required as collateral for all applicants, made payable to DIDI at the point an offer of a placement is made. The amount paid will be deducted from the total tuition fee due at the start of the academic program.
- For further information about fees, fee collection etc. contact the admissions office at DIDI.

Program/Tuition Fees

- At the beginning of each semester, students must contact the Finance Department to arrange the payment of their fees. Students who do not pay the tuition fees due (as per the agreed payment plan) by the end of the 1st week of the start of the semester will have a financial hold placed on their account.
- Program/Tuition fees are set annually and are subject to annual review. No tuition refunds or part refunds will be made. All Fees (Tuition and Non-Tuition) may be revised annually ahead of each academic year as deemed necessary. Students will be informed by the end of the spring semester of any revisions in the fees.



- Tuition fees are charged at an annual flat rate, regardless of credit point weighting or number of courses taken. The amount of fees to be paid depends on the fee payment plan agreed upon between the student and DIDI. If a payment plan has been agreed upon fees are to be paid in accordance with the installment payment plan agreed with the Finance Office.
- Continuing students, who fail to register during the regular registration period, as announced in the academic calendar, will be charged an additional late registration fee. This additional fee does not apply to added courses during the Add & Drop period.
- Tuition fees are charged at an annual flat rate, regardless of credit point weighting or number of courses taken. However, charges will apply if a student is required to repeat a course or chooses to enroll in additional courses taken beyond the four (4) year duration of the program.
- Funds in credit that are held in the students account can be allocated to future fees and charges unless a *\$5j Request for Refund* is approved. Textbooks, photocopying, personal stationary items, and design software license costs are not included in the course fees.
- For Fee breakdown refer to [Appendix A - DIDI Fee Structure](#).

Refer to the Finance department for DIDI Fee Structure for all payments and charges.

Method of Payment

Fees can be paid in cash, cheque, direct bank transfer. Further details of payment methods can be obtained from the finance department.

Program/Tuition Fees Refunds

- Should a student wish to withdraw from the university all payments will be refunded as per refund schedule below.
- If a student believes they are eligible for a full or partial refund of fees, then the student must apply for refund as instructed by the finance department. Refunds may be payable to the students according to the schedule outlined below:

Refund Schedule	
Hundred percent (100%) refund	Add drop period (first week of classes)

Fifty percent (50%) refund	During the second week of classes
Zero Percent (0%) refund	After the second week of classes

- Non-tuition/Miscellaneous fees are not refundable.
- If a student feels there is a genuine reason to request a refund after the normal deadline, they may submit a written request to the finance department, outlining in full the reasons for the request. Finance and student services will review each request on case-by-case basis. The student will be informed about the outcome within 14 days of submitting their request. Special circumstances may be granted to the student, if and only if, DIDI is satisfied that the circumstances:
 - Are beyond the student's control, and the situation is unusual, uncommon or abnormal, and
 - Prevent the student from completing the requirements for the unit of study, which may include medical grounds, compassionate grounds, extenuating circumstances or course related circumstances.
- Supporting Documentation
 - Students applying for a refund as per the above guidelines must

Types of Service

1. Processing or renewal of Visa and Emirates ID (EID) - Normal / Express
2. Processing or renewal of medical Insurance
3. Certificate (To Whom It May Concern)
4. Transcripts
5. Replacement of a lost ID
6. Re-registration fee

- submit supporting documentation which verifies their circumstances, documentation must be submitted in English or Arabic or be a certified and signed translation.
- Applications submitted without appropriate documentation will not be approved.
- All refunds will be made by either cheque or wire transfer in favor of the student, guardian, or sponsor. If a refund is made via cheque, they can be collected from the finance department 21 days from the day of approval of the fee refund request. Any outstanding fees and charges shall be deducted from the fee refund.



Refund requests received from students who have been suspended for not maintaining the standards for acceptable academic progress, or any other disciplinary reasons will be assessed on a case-by-case basis.

Scholarship

- DIDI provides a range of partial to full scholarships based on Financial Need based and Merit-based. For more information contact the admissions office at DIDI
- Scholarships are only valid for the Tuition fees (Tuition + Lab Fees) excluding VAT. All remaining fees must be paid promptly to maintain scholarship. Scholarship is awarded to full-time students and will cover part of the tuition fees for the academic year depending on the value of scholarship offered, so long as the required academic standards are maintained.
- Scholarship awarded to students will be reviewed at the end of each academic year and can be renewed only four times which covers the duration of the program.
- Students must maintain a cumulative grade point average (CGPA) of 3.00 to maintain the need-based scholarship approved by the Board of Directors. Financial need-based scholarship/scholarships approved by the Board of Directors need to be renewed at the end of every academic year by providing the necessary documents as part of the renewal process.
- Students must maintain a cumulative grade point average (CGPA) of 3.00 to maintain their merit-based/Emirati scholarship. Merit-based/ Emirati scholarships will be reviewed at the end of every academic year based on their CGPA.
- Unless specifically stated scholarships do not include costs related to textbooks, software licenses, excursions, accommodation, living expenses etc.
- Scholarships can be granted for credit-bearing courses only, for the normal duration of the degree program. Preparatory courses are not covered. Refer to the Finance department for DIDI Fee Structure for all payments and charges.
- In all cases the decisions taken by the President is final and students do not have the right to appeal.

Student Services

Campus Timings

Please note that students may access DIDI Campus with their Student ID Card from Sunday to Thursday 7:30am to 10pm only. Should students wish to use the campus facilities after the stated hours they must inform the security guard on duty to give them access.

Campus timings and access:

You may access campus using your Student ID Card from:

- Sunday to Thursday: 7:30am-10pm. Security Guard on duty will grant you access from:
- Sunday to Thursday: 10pm-7:30am.
- Friday to Saturday: All day

Library hours:

- Sunday to Thursday from 8am-5pm.
- Closed on Public Holidays. Unless informed otherwise

Fab Lab/ Fashion Studio hours:

- General Fab Lab and Fashion Studios Hours Sunday to Thursday from 8:30am – 6pm as per Workshop/Studio Schedule.
- Closed on Public Holidays. Unless informed otherwise.
- For extended Fab Lab hours please check with the Fab Lab Manager for timings.

There will be, for your safety, a 24/7 security guard routinely checking DIDI campus premises. DIDI is also monitored 24/7 by CCTV cameras. In case of an emergency, please call 04-568-7195 to reach the DIDI Security Office.

Student Services Department

The Student Services department is headed by the Student Services Manager. The department oversees all student clubs, student association and student groups. It maintains files, progress and assists meetings for all student clubs.

One function of the Student Services Department is to assist students in liaising with other service departments. Services are provided starting from the onboarding process of new students, organizing the orientation week of the new joiners, to the facilitation of the clearance process for graduating students. Other functions include



assistance with tasks such as, but not limited to processing of UAE student residence visa, health insurance cards, ID cards, official letters, capturing and maintaining students' personal information through an up-to-date database, working with the Finance Department to process reimbursements of students where eligible.

The Student Services department also assists all students with event planning, sponsorship process and contracts with outsourced vendors. It advertises on students' behalf of upcoming in-house events and promotes outside events like educational forums, sports cups, university level competition, etc. Logistical support to these events is also provided by the Student Services department.

Student Services Contact:

- **Razan Al Marzouqi**, Student Support and Career Development Manager, Office – Ground Floor, Building 4, d3;
Email:
Razan.AIMarzouqi@didi.ae

Orientation Week

At the beginning of each Academic Year – new students will take part in an Orientation Week program, organized by the Student Services and the Admissions Office Department.

- Orientation is an introductory program for new students to provide students with the smoothest possible transition into DIDI and its resources, policies, and culture.
- The orientation program is usually held before the start of the academic year or semester, and it provides an opportunity for new students to get to know the campus, meet faculty and staff, and connect with their peers.

The Orientation Week will include a range of mandatory introduction sessions for new students, including:

- Welcome presentation and introduction to faculty and support staff & collection of induction packs.
- Campus tour & d3 tour.
- Introduction to Student Services: student-life and extra-curricular

opportunities; administration and procedures.

- UAE cultural awareness session with discussion on DIDI student code of conduct.
- Degree induction and student handbook: coursework submissions, assessment methods, expectations, timetable, and policies.
- A presentation on 'Plagiarism'.
- Introduction to Financial Processes – tuition fees and payment procedures.
- Introduction to Information Technology Services (ITS) – email accounts and accessing the online student database.
- Introduction to Library services and systems.
- Enrollment, registration, and ID cards.

Additionally, international students relocating from outside of the UAE will be provided with:

- Overview session for the student visa process: procedures, medical and Emirati ID cards.
- Tour of Dubai (optional).

Student ID Cards

Each student will be given a Student ID Card that will allow their access to DIDI campus facilities. Students are expected to keep their Student ID Card present at all times. Any students who does not have their Student ID card will not be allowed access to campus.

The Student ID Card grants access to campus facilities only, and no one else. Should a student lose/damage their Student ID card, they must inform the Student Services Manager immediately. To issue a new card, the student must pay a replacement fee of 100 AED. Once this amount is paid to the Finance Department, then a new Student ID Card will be issued.

Lockers

Every student at DIDI will be allocated a locker once they join. Students are expected to take care of their lockers. Lockers will be checked by concerned staff members on a random basis to ensure general cleanliness and tidiness. If the student loses their locker key, they must pay a replacement fee of 100 AED. Once this amount is paid to the Finance Department, then the student will be given a new locker key to access their locker.



Learning Support

DIDI will provide all students access as required, to additional learning support through the offering of remedial courses and workshops. Students can discuss their needs with their assigned faculty member who will make recommendations to address their individual learning needs. Faculty advisors may also make recommendations to students for additional learning support if they observe a student dealing with academic challenges.

Personal Counseling

Students who require personal counseling can arrange to meet with the Student Services Manager. If it is determined by the Student Services Manager that the student requires additional support, they will be directed to an external counselor. All counseling will be kept strictly confidential.

Career Development Services

Part of the unique offering of DIDI is to engage students in real world learning. Internships offers the student real-life work experiences by engaging in a professional position related to their field of study. To help facilitate job and internship search, DIDI will help students prepare for the internship job search and maintain active relationships with employers for job postings and on-campus recruiting activities, including career fairs. The philosophy of the internship program is to integrate on-the-job work experience with in-the-classroom academic experience to achieve a more well-rounded education. The Career Development Services will:

- Support students, together with their faculty advisors, to identify internship and part-time work experiences aligned with their curriculum path.
- Work with industry to secure internship and part-time work study opportunities for DIDI students.
- Offer job search counseling and preparation workshops for students to obtain post graduate employment.
- Help students make better informed career decisions, prepare them to take on challenging assignments/internships in industry, and help to increase their employability opportunities in the market.

- Ensure students gain on-the-job experience that is valuable when a student graduates and begins to search for a full-time position.
- Educate the students about the job market and career options and enable their access to significant internships. This is achieved through career guidance and mutually advantageous partnerships with industry.
- Self-marketing skills workshops in areas such as CV writing, job search and interviewing skills to further assist students in their employability preparation.

Recreational Services

DIDI acknowledges the importance of providing a varied and engaging range of extra-curricular activities for students, in order to provide students with a balance from the rigors of the academic program, as well as to foster friendship, team spirit and a sense of community. To this end, DIDI will provide opportunities for student activities and recreation. The program of activities will be developed and overseen by the Student Services Department. DIDI intends that recreational opportunities be student driven. Students with a particular interest, or who would like to start a club or society can approach the Student Services Department who will help facilitate their request. Students will be encouraged to form clubs and societies, related to both their academic and extra-curricular interests.

Residential Facilities:

DIDI has an agreement with the below two student accommodation providers:

- Emirates Academy of Hospitality Management
<http://www.emiratesacademy.edu/>
- Uninest Student Accommodations
<https://unineststudents.ae/>
- DSOA University Residence
<https://dsoa.ae/>
- Students can contact the Student Services Manager to help liaise with the accommodation providers accordingly.

Dining Services

Cafés, and food outlets are available within walking distance of the building in the Dubai Design District (d3). Students are eligible for various discounts around d3 food outlets once presenting their Student ID Card.



Printing Service

Through the DIDI University printing system students have access to printing services. This includes black and white or color printing (A3, A4), scan, and copy. When printing, students send their print job to a print queue. Students can simply retrieve the print job from the printer in the library using their account. Students must have a sufficient balance on their account to be able to print, copy, and scan.

Fab Lab & Fashion Studio

Fab Lab: A learning environment for all DIDI Students Fab Lab is an application of the global Fab Lab concept developed in MIT.

In the Fab Lab students are helped to learn digital manufacturing through trial and error and it is the center of manufacturing and hands-on learning for students and staff of DIDI community. In addition, the Fab lab organizes open days and workshops for the public. In the Fab Lab anyone who is interested can learn digital manufacturing.

In Fab Lab there are a wide selection of machines available, for e.g. 3D printers, 3D scanners, laser cutters, CNC routers, vinyl cutter and heat press, electronic work stations, hot wire cutters, sewing machines and hand tools.

Most workshops are conducted in the Fab Lab located in in5, Hai d3. Each time before using the Fab Lab, students are required to show their student/staff ID card to prove access rights to the Fab Lab and its machines.

Fashion Studio: Fashion Studio resources include a series of industry standard pattern cutting tables, mannequins, a fabric stockroom, finishing presses, flatbed machines as well as a wide variety of specialist sewing machinery, for both apparel and footwear.

Most of the classes for the Fashion Design courses are conducted in the Fashion Studio located on the Mezzanine floor of Building 4. Dedicated studio spaces are provided for students to ensure their research and body of work can be developed with direct and ongoing feedback from both lecturers and peers.

Timings: General Fab Lab and Fashion Studios Hours:

- Sunday to Thursday from 8:30am – 6pm. Closed on Public Holidays. Unless informed otherwise.

For extended hours please check with the Fab Lab or Fashion Studio Staff for timings.

Website: <https://infive.ae/in5-design/>

Fab Lab & Fashion Studio Staff:

Fab Lab/ Fashion Studio Staff are present for your safety, the safety of the machines, and to help you troubleshoot problems you may have in utilizing the machines. Fab Lab/ Fashion Studio Staff members are not trained to assist with any issues regarding your design process including troubleshooting design software issues - they are trained to help you process your finished design through the machines in the lab.

Fab Lab Contact:

- **Mona Al Hashimi**, Fab Lab Technician,
Office – in5, Hai d3;
Email:
Mona.AlHashimi@didi.ac.ae

Fashion Studio Contact:

- **Nour Abdelati**, Fashion Studio Technician,
Office – Mezzanine Floor,
Building 4, d3;
Email:
arousha.solhjouei@didi.ac.ae

Honor Code

As members of the DIDI and Dubai Design District (d3) community, including students, faculty, staff, and administrators, we will:

- Demonstrate civility, respect, decency and sensitivity towards our fellow members of the DIDI community and recognize that all individuals at this institution are part of the larger DIDI family, and as such are entitled to that support and mutual respect which they deserve.
- Conduct ourselves with the highest standards of moral and ethical behavior. Such behavior includes taking responsibility for our own personal choices, decisions and academic and professional work.
- Affirm through the daily demonstration of these ideals that



DIDI is an institution devoted to the pursuit of knowledge and a free exchange of ideas in an open and respectful climate.

Student responsibility

Students are financially liable for any damages to DIDI property caused by them by reckless and/or negligent use.

Library Policies

DIDI library plays a vital role as it serves as the gateway to information for research and study for faculty and students alike. It ensures that the DIDI community has full access to its print and digital resources through a variety of means. The DIDI Library supports the academic needs of the students and faculty with a collection of printed materials which include, but are not limited to books, newspapers, periodicals, trend forecasts, look books, tutorials, collections and clippings. The library also houses non-print and electronic materials as well as digital resources, including but not limited to digital trend forecasting services, archived historical periodicals, online articles, digital subscriptions, research papers, journals, E books, documentaries and films.

The Library is also be equipped with computers for internet use and research and a printer for printing. The Librarian is available during library hours to assist students in all research activities. Updates on library resources, activities and services are regularly circulated through its official newsletter, website and e-mail platforms. The Library also seeks to connect with local, national and international resource sharing programs, to broaden and deepen student access to relevant resources

Library Contact:

- **Donabella Obias**, Librarian, Office – Library, Mezzanine Floor, Building 4, d3;
Email: Donabella.obias@didi.ae

Opening Hours

The DIDI Library is open to students, faculty and staff. Its mission is to support the researchers with relevant, world-class library and information resources, and high-quality services. The facility

contains electronic books, textbooks for various disciplines, and online journal databases including digital journals, newspapers, reports, articles, transactions, and proceedings.

The library is served by a librarian and operates 45 hours per week (Sunday to Thursday, 8:00am to 5:00pm). The Library will be closed on public holidays.

Library Services

The library provides material for loan or for reference and printing services. The library will aid in the use of electronic resources and information retrieval.

The Librarian conducts a comprehensive annual orientation and instruction to ensure that students are well abreast with its collections, rules and regulations, programs and services. Regular Library activities are also organized to entice the research habits of the students.

Library Website

The Library website provides access to the primary search engine, as well as the digital resources.

The Library houses all required reading for all courses taught at DIDI, including the General Education courses. It is equipped with information systems and digital applications that can be used by students and faculty to facilitate access and usage of the resources. DIDI Library: <http://library.didi.ac.ae/>

Library Resources

The subject scope of the library resources is intended to support DIDI's current and future curricula as well as the individual needs of the community. Books and other resource acquisition are done on an annual basis and based on the curriculum needs and within the allotted budget. Library resources will be continuously based on curricular needs of the Institution.

The resources are cataloged and classified according to the Library of Congress (OCLC) classification scheme and maintained through the library management system.

The DIDI Library includes the following resources:

- Books: The book collection caters to DIDI courses and programs. It covers a broad range of topics from basic



design to concentration specific information, as well as theory, research and literary texts.

- Online Resources: The library subscribes to various online databases that provide specialized visual and text resources for the support of the DIDI curriculum. These resources include academic journals, an image library, and video instruction.
- Electronic Resources: The Library provides electronic resources including DVDs and CDs in support of DIDI curriculum and knowledge enrichment.
- Journals: The DIDI journal collection supports the research needs of faculty and students. It serves to strengthen the theoretical framework of research-related initiatives.
- Materials Library: The DIDI library maintains material collections for student and faculty use. Resources include magazine tare sheets, textile swatches, yarn cones, designer look books, manufacturers swatch books and material references.
- Periodicals: Periodicals and magazines are maintained to support the extension of knowledge and facilitate self-education.

Circulation Policies

- Books
 - Students may check out a maximum of 3 books for a period of 2 weeks only. They may renew the loan for an additional week upon application to the Librarian.
 - Faculty may check out a maximum of 4 books for a period of 2 weeks only. They may renew the loan for an additional 2 weeks upon application to the Librarian.
 - Required reading for current courses of study may be reserved by the Library for reference only.
- Periodicals: Periodicals are for reference only. Printing from periodicals is permitted as allowed by copyright law.
- Printed Journals: Printed journals are for reference use only and cannot be taken out from the library. Printing and saving of articles are allowed.
- Electronic Resources: Electronic resources may be accessed at any time through the library portal. Electronic resources should be reserved one day ahead of time

needed and should be returned within the day borrowed.

- The Material Library: Students can take up to 20 swatches per week with no limitation for yarn windings.

Plagiarism

DIDI's policy on plagiarism is intended to encourage academic integrity and originality in student work. The policy applies to all students within the Institution and is intended to provide a consistent approach to managing cases of plagiarism.

Students are expected to reference all work where quotations, inspirations. Reinterpretations, copying or paraphrasing are used. The acceptable type of referencing required for an individual class will be outlined in the syllabi. Refer to Section 15. Academic integrity for more information on academic misconduct.

External Visitors

The DIDI library welcomes external visitors to benefit from our resources. Resources are for reference only and cannot be checked out. Printing is permissible at a cost.

Library Management System

The library utilizes the KOHA software system for library management. KOHA is a web-based integrated library system with a cataloging database stored in MARC format.

Health and Safety

Health and safety are an important aspect at DIDI and is something to which we all contribute in one way or another. However, DIDI expects everyone to develop a responsible attitude towards meeting their Health and Safety obligations whether it be on campus, Fab Lab or the Fashion Studio. All DIDI student are expected to make themselves familiar and follow all Safety Rules, Notices and Procedures, and to this end they have the following responsibilities:

- Ensure you are aware of the hazards present in their areas of work and ensure that you do not present unnecessary or uncontrolled risks to anyone exposed to them.



- Participate in required induction and training programs.
- Familiarize themselves with the location of emergency exits and safety equipment and know what action to take in the event of an evacuation.
- Report to concerned staff, any accidents, incidents, or unsafe conditions you may be aware of.
- Use the correct safety and protective equipment as required and supplied.
- Develop a personal concern for the safety and welfare of yourself and others and suggest ways of eliminating hazards.
- Do not take any unnecessary risks that might compromise your own safety or the safety of others.

All students are required to sign-off a Non-Liability form to develop a responsible attitude.

Health Services & Medical Insurance

DIDI has First Aid equipment maintained in the Fab Lab and Fashion Studio and accessible for the temporary treatment of an accident, and prior to the availability of medical services, for the relief of minor cuts, scratches, and bruises. In the event of a serious injury, please contact the Student Services Manager (while on campus) or the Fab Lab Manager (while in the Fab Lab) who will assist with the next step which also involves requesting an ambulance.

DIDI will require students to comply with UAE Law as it pertains to health insurance coverage. It is the responsibility of the student to share with the Student Services Manager any specific requirements they may have (i.e. medical conditions) before joining DIDI.

Fab Lab Orientation

- Fab Lab orientation precludes any Fab Lab use.
- First-time users of the prototyping facility will be required to attend a "Safety Training and Orientation" module.
- The Fab Lab Manager or staff reserves the right to revoke any access to the prototyping facility for any user that breaks the safety rules as outlined in the induction training.
- Each new user will be required to complete a written test to

demonstrate full understanding of safety practices. Users should score a minimum of 80% in order to be certified to use the premises. The "Safety Training and Orientation" module will be administered by the floor supervisor on regular dates.

- The Fab Lab Manager will communicate the schedule to all new users. As a general guideline, no user will be permitted to operate a machine for the first time. The Fab Lab Manager must deem the user fit to operate any machine beforehand.
- Successful completion of the safety course precludes Fab Lab use.
- Demonstration of proficiency of select pieces of Fab Lab equipment precludes Fab Lab use.
- Fab Lab users must sign and date a copy of the Fab Lab Users Safety Agreement form.
- Individuals must receive additional instruction for machines not included in the standard orientation.

Fab Lab/Fashion Studio Rules

A crucial aspect of the user's prototyping experience consists in learning and applying adequate procedures and practices in order to avoid self-inflicted injuries as well as injuries to co-workers.

- Students should always demonstrate the following attitude while in the Fab Lab or Fashion Studio:
 - Strong feeling toward the importance of safety and willingness to give time and attention to learning the safest way to perform work
 - Willingness to follow guidelines and rules wherever applicable in so far as the safety of users is concerned. It means that you will be certain to work carefully and follow the rules – even when no one is directly watching you.
 - Full understanding of the safety rules outlined. Note that it is left to the discretion of the Lab in charge to mandate additional safety rules that all users will be expected to observe. The purpose of these guidelines and rules is to help users develop safety habit so that they become second nature to them, minimizing harm and damage.
 - Understanding that prior experience in a similar facility does not necessarily entail good safety standards. Numerous accidents



are caused by “experienced” in part due to their more casual approach in performing certain tasks with little attention given to safety standards and regulations.

- Not being afraid or shy to ask the Fab Lab/Fashion Studio Technician for assistance or help.
- Never attempting to use a new machine or piece of equipment without consulting with the Technician or Faculty to understand mechanisms and safety standards.
- Never checking out tools or equipment. All machinery must remain confined to the premises and are not allowed outside the facility.
- Know where the fire extinguishers are located and how to use them.
- Use gloves or special tool for the removal of chips, shavings and debris. Do not use your hands to clean shavings or cuttings – they can be sharp!
- Personal Protection: Always wear appropriate safety gear and protective clothing, including closed toed shoes. There are several measures one must take to protect themselves from hazards.
 - Do not wear loose fitting clothing.
 - Do not wear high heels of any sort.
 - Do not wear long sleeve shirts/sweaters.
 - Do not wear neckties.
 - No jewelry should be worn in the FABLAB/ Fashion Studio.
 - Make certain long hair is not loose, but pulled back away from equipment.
- Eye Protection
 - Eye protection must be worn at all times in the FabLab facility.
 - Failure to wear eye protection may result in loss of Fab Lab privileges.
- Cleaning of Fab Lab or Fashion Studio Facilities
 - Every student is personally responsible for clean-up and tool return.
 - Each machine and work area should be cleaned immediately after use.
 - The last person to use a machine is responsible for cleaning the machine (check with staff if the machines can be cleaned by them) and surrounding work area. Make sure the machine is not operational after use.

- Students cannot leave their work to come back later to work on it unless agreed upon. Students are not allowed to store their models and materials in the Fab Lab or Fashion Studio. Any remaining materials will be disposed without notification.
- Each member is required to assist in a general clean-up at the end of the day, or when deemed necessary by Fab Lab or Fashion Studio Staff.
- Students failing in their clean-up responsibilities:
 - First offense: Written Warning
 - Second offense: Loss of Fab Lab or Fashion Studio privileges for 48 hours
 - Third offense: Loss of Fab Lab privileges until meeting with Fab Lab manager, faculty and Dean.
- Fab Lab/ Fashion Studio Occupancy Requirements
 - In order to maintain a safe Fab Lab environment strict user limits are enforced.
 - Smoking, eating, and drinking are strictly prohibited.

Safety guidelines

Safety in the Fab Lab or Fashion Studio facility is the single most important priority. Accidents could happen and result in serious injuries, sometimes causing permanent impairments. As a general guideline, users should avoid working or experimenting with tools and equipment that they don't fully understand. In what follows, we list a minimum set of guidelines that users should observe:

- Never work or operate a dangerous machine alone.
- It is not recommended to have more than 15 users concurrently at any point in time in either facility. In case the occupancy limit is achieved, consult with the faculty or Fab Lab / Fashion Studio staff for a resolution mechanism.
- Make sure you fully understand the modus operandi of the machine or tools you are about to use. In case of any uncertainty, refrain from operating the equipment and call for help. Students must notify/report to a staff member of any anomaly in the Fab Lab/Fashion Studio.
- Students should use appropriate tools/machine assigned for the task.



- Make sure to locate the fire extinguishers before the start of any operation and know how to use them.
- Any sleep deprivation could have dramatic consequences.
- Never conduct operations if you are in a hurry. The outcome could be damaging to your and other co-worker's well-being.
- Prior to starting operations on any machine, make sure that it is properly set-up.
- Verify the power cords and plugs on any portable device and tool prior to using it. Students must notify/report of any anomaly to power cords or plugs.
- To remove small debris, make sure to use a brush or a specialized tool (compressed air) and never use bare hands to perform the cleaning as debris could contain sharp components.
- Make sure to distance your fingers as much as possible from the point of operation of the equipment.
- **Injury-Causing Accidents**
In the event of an injury-causing accident, the following procedures must be followed:
 - Notify the Fab Lab or Fashion Studio staff immediately! Fab Lab personnel will follow established procedures.
 - All personal injury accidents require a meeting between the injured person and the Fab Lab or Fashion Studio Staff before usage privileges will resume. The purpose is to determine the cause of the accident for the prevention of future accidents.

- **Non-injury Accidents**
In the event of accidents resulting in machine damage, material "kick-backs," jamming, or other unsafe events a meeting is required between the person involved in the accident and the Fab Lab or Fashion Studio staff before usage privileges resume.

Academic Integrity

As an institution of higher education, DIDI is committed to the pursuit of knowledge and the free exchange of ideas. In such an intellectual climate it is fundamentally imperative that all members of this academic community behave in the highest ethical fashion possible in the manner by which they produce, share, and exchange this information. In the case of students,

Academic Honesty demands that at all times student work be the work of that individual student, and that any information which a student uses in a work submitted for evaluation be properly documented. Any violation of these basic standards constitutes a breach of Academic Honesty and hence becomes Academic Dishonesty.

Academic integrity requires that students:

- Act ethically in the pursuit of learning and research.
- Acknowledge and or reference, in activities undertaken as part of their learning or research, the contribution of others' ideas and work, including that of other students and colleagues.
 - Demonstrating the extent to which the student has consulted appropriate references and source materials – usually through compilation of a bibliography or reference list.
 - Including and analyzing complete and accurate research data when reporting research findings and conclusions
- Act in accordance with requirements that ensure the academic standards of the Institution.
- Complying with all instructions for preparation and presentation of individual or group work.

Code of Conduct

Student Academic misconduct is an academic violation that covers but is not limited to plagiarism, misrepresentation, Fabrication, and cheating in any form of assessments. Apart from cheating and plagiarism, the decision on whether or not to treat academic misconduct as a violation of the Code of Student Conduct, is at the discretion of the faculty.

Types of Academic Misconduct:

Academic misconduct or violations include, but are not limited to:

- **Plagiarism:** DIDI's policy on plagiarism is intended to encourage academic integrity and originality in student work. DIDI has zero tolerance towards plagiarism. Plagiarism refers to representing another person's words, ideas or images as one's own in any academic exercise. It could be in written, graphic, auditory, visual or electronic format. The policy applies to all students within the Institution and is intended to provide a consistent approach to managing cases of



plagiarism. Plagiarism is committed when a student:

- ☐ Submits work that is copied in whole or part from existing work.
- ☐ Submits work that incorporates the work of another without accrediting the source.
- ☐ Paraphrases the work of another without sufficiently acknowledging the source.
- ☐ Falsifies work.
- ☐ Fabricates information or data
- ☐ Commissions or purchases projects from a third party,
- Every academic submission made by a student should be their own work. In all cases of plagiarism, students will be held accountable for violation of academic integrity.
- Students are expected to reference all work where quotations, inspirations, re-interpretations, copying or paraphrasing are used. The acceptable type of referencing required for an individual class will be outlined in the syllabi. To that end, projects may be subjected to textual and visual authentication through the use of software such as Urkund or other media matching software.
- Communication about what constitutes plagiarism, to the student body, as well as the consequences of being found guilty of it, will be consistent throughout the student's academic career at DIDI.
- The faculty has the right to decide in regard to student grades in determining the integrity based on faculty awareness of the students work level.
- Students must ensure compliance with this policy; repeated offenses will receive higher penalties.
- Misrepresentation and multiple submission are defined as the submission of work that has previously been submitted in the same or similar form for another project, test, exam or course. When a student submits work with their name on it, this is a written statement that credit for the work belongs to that student alone. If the work was a product of collaboration, each student is expected to clearly acknowledge in writing all persons who contributed to its completion.
 - To avoid cheating or unauthorized collaboration, a student should never:
 - ☐ Submit the same work, or essentially the same work, for more than one project. A student must disclose when a paper or project builds on work completed earlier in their academic career.
- ☐ Use, copy or paraphrase the results of another person's work and represent that work as their own.
- ☐ Refer to, or copy archival files (e.g., old tests, homework, solutions manuals or backfiles) without reference.
- ☐ Copy another's work or permit another student to copy their work.
- ☐ Submit work as a collaborative effort if they did not contribute a fair share of the effort.
- Students must ensure compliance with this policy; repeated offenses will receive higher penalties. Refer to Student Violation and Sanction Matrix for more information.
- Fabrication of Work: It is dishonest to Fabricate or falsify data in research papers, or reports; to Fabricate source material in a bibliography; or to provide false information on a résumé or other document.
 - Fabrication of work is committed when a student:
 - ☐ Manipulates data, research, or processes with the intent of achieving the desired results.
 - ☐ Submits false information or data in any format.
 - ☐ Uses quotes and references from a secondary source, stating it comes from an original source.
 - ☐ Fabricates source material.
 - ☐ Submits work that is prepared in whole or part by someone else.
 - ☐ Students must ensure compliance with this policy; repeated offenses will receive higher penalties. Refer to Student Violation and Sanction Matrix for more information.
- Cheating and Facilitation: Cheating on tests, projects or exams can be in written, graphic, auditory, visual or in electronic format. A student must not receive or provide any unauthorized assistance on an examination. During an examination a student may use only materials authorized by the faculty.
 - Cheating is committed when a student:
 - ☐ Copies the work of another person,
 - ☐ Aids or communicates with another in a test, submission,

assignment or exam
when



collaborative work is not permitted,

- Submits any academic work under someone else's name other than their own. This includes but is not limited to sitting for another person's exam where both parties will be held liable,
- Shares information or answers for an assignment, test or exam with another,
- Uses equipment not authorized for use in the class, project, text, assignment or exam,
- Accesses exam or test materials prior to the exam or test being administered,
- Uses books, papers, notes or electronic data in violation of the testing policy,
- Students must ensure compliance with this policy; repeated offenses will receive higher penalties.
- **Damaging Others Work**
 - The deliberate damage or theft of others work is considered a serious offence by DIDI, parallel in seriousness to cheating, or plagiarism. Under no circumstances is it acceptable for a student to willfully damage the efforts or work of other students.
 - Students must ensure compliance with this policy; repeated offenses will receive higher penalties.

Reporting Misconduct

If a student observes others violating this policy, they are encouraged to report the misconduct to the faculty.

Procedure:

- **Jurisdiction:** This policy covers all students at DIDI. Cases will be heard by the Ad-hoc University Investigation and Appeals Committee (UIAC). All violations and sanctions should be reported to the Dean's office.
- Student Rights and Responsibilities in an Academic Integrity hearing
- A student accused of an academic integrity violation, whether by faculty, teaching assistants or another student is entitled to:
 - Review the written evidence in support of the charge.
 - Ask any questions.
 - Offer an explanation as to what occurred.
 - Present any material that would cast doubt on the charge.

- When responding to a charge of academic misconduct, a student may:
 - Deny the charges of academic misconduct and request a hearing with the Dean's Office.
 - Admit the charges and request a hearing with the AIC to determine sanction(s).
 - Admit the charges and accept the sanctions by the SIC.
 - Request a leave of absence from the Institution. The academic integrity matter must be resolved prior to re-admission.
 - Request a withdrawal from the Institution with a transcript notation that there is an unresolved academic integrity matter.
 - If the student does not respond to the allegation or refuses to participate in the process the Dean's Office will ask the AIC to proceed to decide without their input.

Student Grade Access and Appeal

- All students have to access their grade(s) via the Student Information System (SIS). Once all the grades for a given semester are posted on SIS, the office of the Registrar sends out an email informing the student body that grades for the semester are now available on SIS.
- The student is permitted to discuss their performance in class assignments during the semester with their instructor.
- Grades are subject to appeal only when the student believes that the grade was awarded in an inequitable, arbitrary, or erroneous manner.
- Appropriate grounds for appeal include circumstances where the grade was assigned based on:
 - inequitable treatment that is the result of departure from the instructor's stated standards, and course policies; or
 - a decision based on an error in fact.
- The grade issued by the instructor remains in effect during the appeal process.
- Appeal process would follow the below:
 - A student who wishes to challenge the accuracy or fairness of their final course grade may appeal the grade within one week of



publication/posting of the final grades.

- They should first raise the concern directly with the course instructor, and request clarification/confirmation of the accuracy and propriety of the final grade. Within a week from the date of receipt of the student's written statement, the instructor shall respond to the student in writing. The instructor should explain the grading procedures and how the grade in question was determined as well as other issues raised in the student's statement.
- If the instructor agrees that there was an error, the process for changing the grade, described in section 11 below, must be followed.
- If, after meeting with the course instructor and based on instructor response, the student remains convinced that the grade assigned is in error, they may raise the issue with the Dean.
- The Dean will ask the student to submit a *Petition Form* to make it official and discuss with the faculty. The student must attest in writing that they had informed the instructor that they intend to file a grade appeal.
- The Dean could form a committee, including the course instructor and two other faculty members, to review the details and the accuracy of the student's grade. If feasible, the committee should meet with the student and the instructor together in an attempt to resolve the difference. The committee shall consider all aspects of the case before making its recommendation.
- The Dean should review all cases and share the decision with the Office of the Registrar with 6 weeks of the grades being published.
- The final decision is communicated to the student by the Dean.



All Offered Courses

Level	SN	Course Code	Current Course Name	Credits
Foundation (30 Credits)	1	FoS101	Exploring Design	6
	2	FoS102	How to Design (Almost) Anything	6
	3	FoW101	The Ecology of Forms	3
	4	FoW102	Material (In)Formation	3
	5	FoL101	Design Across Scales 1	3
	6	FoL102	History of Design	3
	7	FoL103	Design Strategies and Entrepreneurship	3
	8	FoL104	Understanding Design	3
GenEd (18 Credits)	9	LaL201	Writing and Experience	3
	10	HuL201	Communicating Across Cultures	3
	11	ScL201	Ecology and the Environment	3
	12	MaL201	Networks, Complexity & their Applications	3
	13	SoL201	Technology and Self: Things and Thinking	3
	14	IsL201	Orientalism and Representation	3
Product Design (24 Credits)	15	PrS201	Design Objects	6
	16	PrS301	D-Lab Design	6
	17	PrW201	Materials in Human Experience	3
	18	PrW301	Responsive Environments	3
	19	PrL201	Human Factors	3
	20	PrL301	Design and Manufacturing	3
Multimedia Design (24 Credits)	21	MuS201	Visualization of Information Design	6
	22	MuS301	Designing Interactions	6
	23	MuW201	Fundamentals of Computational Media Design	3
	24	MuW301	Advanced Visualization in Motion Graphics	3
	25	MuL201	Visual Computing 1	3
	26	MuL301	Visual Computing 2	3
Fashion Design (24 Credits)	33	FaS201	Exploring Fashion 1	6
	34	FaS301	Exploring Fashion 2	6
	35	FaW201	Fashion Design Workshop 1	3
	36	FaW301	Fashion Design Workshop 2	3
	37	FaL201	Fashion Culture	3
	38	FaL301	Fashion Ethics and Culture	3
Strategic Design Management (24 Credits)	39	StS201	Creative Design Fabrication	6
	40	StS301	Product Design and Development	6
	41	StW201	Innovation and Design	3
	42	StW301	Design Thinking	3
	43	StL201	Design Marketing Management	3
	44	StL301	Communicating with Data	3
Internship	45	Xxl01	Internship	3
Thesis	46	TpT401	Thesis Preparation	3
	47	ThA401	Applied Thesis	9
		ThT401	Thesis Theoretical	9



COURSE DESCRIPTIONS

Foundation



STUDIO

FoS101 6 credits, Year 1 Fall

Exploring Design

Pre-requisite: NA

Co-requisite: FoW101

This studio is an introduction to the creative design process through acts of drawing and making. Studio environment provides a dynamic laboratory for exploring ideas related to form, space, materials and systems through physical project-based activities. There will be an emphasis on translating concepts related to Design Principles into visuals – focusing on the idea of thinking through seeing and making. Students will develop drawing, sketching, rendering and basic 3D building skills through a series of in-class exercises that aim to introduce the students to the four concentrations of DIDI's multidisciplinary design program.

WORKSHOP

FoW101 3 credits, Year 1 Fall

Ecology of Form

Pre-requisite: NA

Co-requisite: FoS101

This course focuses on the creative design process through acts of drawing and making. The workshop environment provides a dynamic laboratory to explore ideas related to form, space, materials, and systems through iterative, project-based activities. There will be an emphasis on the translation of concepts into constructs—thinking through seeing and making and making through seeing and thinking. Taught by faculty across the four concentration groups, the class exposes students to a unique cross-section of design inquiry and media which will reinforce the idea of multidisciplinary design. An understanding of material impacts on the environment, such as material waste and efficiency, is threaded throughout the course.

LECTURE

FoL101 3 credits, Year 1 Fall

Design Across Scales

Pre-requisite: NA; **Co-requisite:** NA

The course proposes an understanding of the world across various disciplines and scales to demonstrate that design is not a discipline, but a way of looking at the world; one that promotes the synthesis of interdisciplinary knowledge across scales to create objects, systems, services, and experiences for the greater good, and with the sustainable considerations at the core. This is partly because big, real-world challenges—such as the race to cure cancer, the Mars landing mission and the challenge to design sustainable cities and buildings—require, perhaps more than ever, an interdisciplinary mindset combined with an ability to operate across multiple scales with creativity. Design Across Scales responds to this challenge by creating a course that is not a traditional design course for designers, but a design course about culture, science and technology serving as a foundation course for all students regardless of their concentration. During the course, different topics related to systems in artificial and natural environments will be presented through examples that simultaneously vary from micro to macro scales. By understanding the interrelated nature of systems and contexts at different scales, students will be able to better understand, represent and frame design challenges through this new way of looking at the world.

LECTURE

FoL102 3 credits, Year 1 Fall

History of Design

Pre-requisite: NA

Co-requisite: NA

The term design has many meanings, but at its core it refers to the human capacity to shape the environment we inhabit. Design is as old as humanity itself and studying its history provides a way to think critically about the past through the lens of design. To think critically about design is to understand not only its history of successes, but also



its missteps and its unintended consequences. This course examines all three aspects, following themes in the history of design with an emphasis on design for organized manufacture from the eighteenth century to the present. Though its focus is on Euro-American theory and practice, we seek to situate both in their global contexts, contexts that range from early modern transcontinental trade to imperialism to contemporary globalization, with examples from local culture and achievements. Particular focus is given to the ethics of colonialism on culture, and the creation of consumer culture, disposability and waste on global markets.

STUDIO

FoS102 6 credits, Year 1 Spring

How to Design (Almost) Anything

Pre-requisite: FoS101, FoW101

Co-requisite: FoW102

This studio introduces key design practices—such as sketching, storytelling, and prototyping—through lectures, labs, and project work, with an emphasis on cross-disciplinarity and the role of technology in shaping the future. Students will be guided through a problem-seeking and problem-solving process, learning to identify challenges, establish design constraints, and justify their decisions based on research. The course centres projects that take students through the full design process, from research and concept generation to prototyping and final execution. Weekly sessions combine theoretical insights with hands-on experience, helping students refine their ideas and develop a future-oriented, collaborative mindset. Taking a cross-disciplinary design approach, the course incorporates new tools, methods, and technologies that provide a solid design foundation and a medium for students to develop their interests and choose their paths.

WORKSHOP

FoW102 3 credits, Year 1 Spring

Material (In)Formation

Pre-requisite: FoS101, FoW101

Co-requisite: FoS102

Core Foundation workshop in methods of making. Students gain skills in data analysis and manipulation, fabrication

with varying technologies and materials. Emphasis is placed on learning how to use the tools as well as understanding how they work, material use and production impacts. The course provides a hands-on introduction to the resources for designing and fabricating smart systems, including CAD/CAM/CAE; CNC machining, 3-D printing, laser cutting; mold making and casting; wearable technology; sensors and actuators; analog instrumentation; embedded digital processing; wired and wireless communications, as well as the waste and reuse of those methods. Emphasis is placed on learning how to use the tools as well as understanding how they work. By the end of this course students will have an understanding and working knowledge of the fundamental skills related to Fashion Design, Multimedia Design, Product Design, and Strategic Design Management.

LECTURE

FoL103 3 credits, Year 1 Spring

Design Strategies and Entrepreneurship

Pre-requisite: NA; **Co-requisite:** NA

Design is evolving from simply the conception of physical artifacts to broader problem-solving, management and strategic design thinking approaches fundamental to achieving innovative, cross-disciplinary results. These include the application of interdisciplinary approaches such as system design, service design, design-led innovation, and design-led entrepreneurship. This course will provide the students with basic understanding, methods, and tools to enhance the design process as a problem-solving and entrepreneurial enterprise, applying the principles of design thinking from ideation through project planning and management which will enable the students to develop a strategic and interdisciplinary approach to design and innovation.

LECTURE

FoL104 3 credits, Year 1 Spring

Design Futures

Pre-requisite: NA; **Co-requisite:** NA

This course will guide students on a journey to explore the current design field, its development, schools of thinking, methodologies, and best practices, and to explore probable futures of the world through design.



Based on the view of interdisciplinary design as the predominant trajectory of the practice of design, technological development as the main driver, and with an emphasis on designers' responsibility in creating a desirable and sustainable future, students will be exposed to examples of design practice and design thinking in multiple categories, including Connected Product Design, Human Computer Interface (HCI), IoT, Virtual Reality, Artificial Intelligence, and Affective Computing. Students will learn how opportunities are abundant by connecting the dots and focusing on human experiences as the core, and develop an in-depth perspective on the future of design.

COURSE DESCRIPTIONS

Product Design



STUDIO

PrS201 Year 2 Fall and Spring

Design Objects

Pre-requisite: FoS102, FoW102

Co-requisite: NA

How do objects act? Can they 'think' and convey emotions? "Design Objects" provides an overview of the design at the scale of objects and interactive experiences. The studio involves an iterative study where design products are explored from the viewpoint of interconnectivity and emotions. Based on three interconnected research phases, (research and analysis; conceptualization and planning; prototypes and synthesis), the course involves an increasing level of design research and prototyping, oriented to provide means for reflecting upon the implications of interpreting objects as active agents in the constitutions of interactions. Students are required to explore and reinterpret everyday electronic products as entities that can communicate with humans and act autonomously. Topics analysed during the course include interaction design; observation and critique of daily objects; Research-through design (RtD); nonhuman agency; Internet of Things; design as technology.

WORKSHOP

PrW201 Year 2 Fall and Spring

Materials in Human Experience

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This workshop explores materials, through a practical study of their production technologies, and their physical and mechanical properties. The course is developed around two interconnected exercises, through which students learn about a product's production process, exploring the plastic object from a conceptual, morphological and functional viewpoint. The exercises involve the praxis of conceptualization-through-drawing, 3D modelling, stress analysis tests, technical drawings, exploration of moulding production techniques and casting materials, and prototype construction. The objective of the course is to provide practical as well as theoretical knowledge to design and manufacture functional design parts, provided of aesthetic value.

LECTURE

PrL201 Year 2 Fall and Spring

Human Factors

Pre-requisite: FoS102, FoW102/Transfer Student.

**Co-requisite: NA**

How can things be designed to respond to the abilities, limitations and needs of a multiplicity of users, humans and otherwise? This lecture course introduces students to Human Factors in Design, providing perspectives that span from Human-Centered design to Post-Human design. The course first provides theoretical foundations in the field of ergonomics, through lectures that address the fundamental principles of interaction. The second part of the course moves beyond anthropocentrism, providing a post-human reading of the notion of 'user'. Who do designers design for, and how do human factors apply when final users are not necessarily people? The lectures cover design approaches such as Design for-All-Life and Multispecies Design, thus extending not only traditional understandings of users but also the very field of action of the contemporary design practitioner. Lectures will also include theoretical and practical elements oriented at mastering ethnographic research methods. Students will learn about modes of interacting with sensitive users (e.g. people with otherwise different physical/mental abilities) using the tools of design ethnography. During the course, weekly exercises will provide hands-on experiences of the addressed theoretical elements.

STUDIO**PrS301** Year 3 Fall and Spring**D-Lab Design****Pre-requisite:** FoS102, FoW102**Co-requisite: NA**

Designers today are tasked with not only creating objects but also understanding the broader technological and material systems in which those objects exist and operate. This course introduces students to a range of design approaches that explore how products are developed, utilized, and refined within various industries and contexts. Through research, prototyping, and testing, students will engage with design methodologies that emphasize innovation, process-driven approaches, and technical rigor. The course will provide an overview of contemporary design theories and practices, with a focus on integrating advanced technologies and systems into product design. Studio projects will challenge students to rethink conventional design

processes, encouraging interdisciplinary exploration and application of emerging tools and techniques. By examining how products function across multiple scales and environments, students will develop design solutions that integrate technological, material, and process-based considerations.

WORKSHOP**PrW301** Year 3 Fall and Spring**Responsive Environments****Pre-requisite:** FoS102, FoW102**Co-requisite: NA**

In this course students will be introduced to the creative design processes and materials used in production. The course is intended to introduce designers to the importance and necessity of engineering through product design. The knowledge gained will develop students' competence and self-confidence as product designers with an emphasis on the creative design process with a special consideration of materials and manufacturing techniques. There will be project planning instructions for how to complete projects on schedule and within budget. This course relies on active learning through design-and-build projects. Course topics include reverse engineering, Design for Manufacturing and Assembly, Failure Mode and Effects, Metals, Manufacturing Techniques and Processes, idea generation, concept selection, visual thinking, computer-aided design (CAD), estimation, mechanism design, machine elements, technical communication, and ethics. This course will expose students to new and interesting materials, providing an in-depth exploration of the design and manufacturing of products, through narrative, form, function, and fabrication, while providing skills that will be useful in their professional practice.

LECTURE**PrL301** Year 3 Fall and Spring**Design and Manufacture****Pre-requisite:** FoS102, FoW102/Transfer Student;**Co-requisite: NA**

In this course students will be introduced to material-specific expertise. The course intended with the aim of sharpening the sensibility for materials and promoting material science as a starting point and driving force for new innovative design approaches and technological progress.



Therefore, students will gain a foundational understanding of how advanced materials work, including principles of user interaction, sensory feedback, and responsive behaviour in both physical and digital contexts. Students will learn how to transfer material specific knowledge into the product design practice. Lecture topics will also include manufacturing, processing and application techniques of materials. This course will expose students to new and interesting materials, challenging them to think deeply, while providing skills that will be useful in their professional practice.



COURSE DESCRIPTIONS

Multimedia Design



STUDIO

MuS201 Year 2 Fall and Spring

Designing Interactions

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This course offers an introduction to the dynamic world of Infographics and data-driven visualization, with a strong emphasis on design and narrative development. Students will explore Information visualization and apply these concepts through a series of hands-on assignments and projects. Starting with foundational data analysis, the course will progress into visual design principles and advanced visualization techniques in both 2D and 3D digital environments. Key topics include the art of storytelling and narrative construction, selecting appropriate visual representations, audience analysis, and the pivotal role of designers in crafting engaging and complex visual storytelling that brings data to life through dynamic auditory and visual experiences.

WORKSHOP

MuW201 Year 2 Fall and Spring

Fundamentals of Computational Media Design

Pre-requisite: FoS102, FoW102

Co-requisite: NA

Digital Makers is a course aimed at introducing students to the fundamentals of computational media design. Structured as a creative exploration space, it consists of a series of sprints, combining lectures, tutorials, and hands-on explorations. By connecting programming with our innate ability to grasp and manipulate objects, the course examines how computers can function as a material in a designer's toolkit. Presented with a wide palette of concepts and tools in computational media, students learn by making through the design and execution of projects. These projects focus on key skills such as computer graphics, interaction design, and web development, while also exploring areas such as data visualization, human-computer interaction, and multi-sensory interfaces. Students design interactive digital

platforms and expand their individual aspirations through collaborative work.

LECTURE

MuL201 Year 2 Fall and Spring

Visual Computing 1

Pre-requisite: FoS102, FoW102/Transfer Student.

Co-requisite: NA

This course introduces students to contemporary theories and practices of visual computing with a focus on data visualization and information design. Topics covered are located at the intersection between art, design, and technology. The course has a broad scope that spans areas such as the analogue origins of pre-computational information design; globalized data practices and social media; machine vision and machine-mediated perception; and the mixed realities of multisensory data. Additionally, students will explore rule-based design approaches like shape grammars to understand how design functions as a language of visual communication. Through critical, interdisciplinary analysis of contemporary data-based design practices and hands-on exercises, we will creatively explore the pervasiveness of visual computing and question it via the perspective of computational aesthetics, ultimately developing visual literacy and technological fluency for enhancing user experiences.

STUDIO

MuS301 Year 3 Fall and Spring

Visualization of Information Design

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This course provides theoretical perceptive and functional knowledge in the fundamental aspects of screen layout design for user interaction. The class enables students to analyse and create graphical layouts from the perspectives of media industries, targeted clients and content development for the computer screen and handheld devices. The class instructions will be focused on proposing ideas for emerging display technologies



within the paradigm of design, analysis, and prototyping. The course also emphasises artistic and aesthetic creativity and familiarizes students with the current trends, characteristics, and components of immersive interaction. The assignment will include a proposition for a screen-based user interaction and iconography for digital displays within the context of the modern framework and responsive design. The instructions focus on creating critical thinking, skills and particular techniques about current practices of interaction design.

celebrate, or entertain in response to various issues and challenges within human environments. Students will investigate the role of design in reflecting and shaping cultural values, social issues, and environmental concerns, while learning to create work that is conceptually, aesthetically and contextually impactful.

WORKSHOP

MuW301 Year 3 Fall and Spring

Advanced Visualization in Motion Graphics

Pre-requisite: FoS102, FoW102

Co-requisite: NA

Advanced projects in visualization with an emphasis on the use of computer graphics animation and video production media. Workshop introduces advanced visualization software and teaches exploration of spatial expressions in motion graphics format. Students review and discuss selected literature and video materials on design. Students will receive instruction in creating motion graphics utilizing 3D elements, advanced effects, music, colour theory, layout, style boards, broadcast standards, and advanced workflows in a studio-like environment with an emphasis on creativity, finish and aesthetics.

LECTURE

MuL301 Year 3 Fall and Spring

Visual Computing 2

Pre-requisite: FoS102, FoW102/Transfer Student;

Co-requisite: NA

This advanced course explores the intricate relationships between shapes, forms, and their collective/comparative relationships, all through the lens of visual aesthetics. Students will engage deeply with both two-dimensional (2D) and three-dimensional (3D) screen and non-screen media, examining how static and dynamic, literal and abstract perceptions can be employed to not only create visually compelling work but also to convey profound ideas and emotions. Central to this course is the exploration of how design aesthetics can be harnessed to raise awareness,





COURSE DESCRIPTIONS

Fashion Design



STUDIO

FaS201 Year 2 Fall and Spring

Exploring Fashion 1

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This course builds on capacities developed in the first-year course How to Make (Almost) Anything. The course has three fundamental goals: 1) integrating techniques and concepts from other courses into project work; 2) understanding and applying primary research, critical and sustainable design thinking, conceptual development, iterative process and collaboration in fashion design; and 3) fashion making. Form and construction are key topics for the course: students learn garment construction in a critical and creative context. Fashion making skills are presented as open, iterative processes for creative problem solving. Form and construction are key topics for the course: students learn garment construction in a critical and creative context, along with an understanding of materials and the ecological impact of their selection and use. Students will focus on fashion as a visual communication tool through visual media, using a variety of drawing and digital techniques with the goal of evolving an individual aesthetic.

WORKSHOP

FaW201 Year 2 Fall and Spring

Fashion Design Workshop 1

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This workshop works collaboratively with Exploring Fashion 1. This is a space where students will build skills in developing design and technical competencies in garment construction and the integration of a variety of media to communicate their design ideas through two major projects. The focus will be on scaffolding the necessary techniques and skills for creative construction, observational drawing, photography, digital image creation, and time-based explorations. Students will move their projects from sketches,

through to initial muslins, ending with a final garment in a fashion fabric.

LECTURE

FaL201 Year 2 Fall and Spring

Fashion Culture

Pre-requisite: FoS102, FoW102/Transfer Student;

Co-requisite: NA

In Fashion and Culture, students explore their own aesthetic and creative vision through the lens of past and present-day. Readings and group discussions focus on sociocultural views of fashion that have evolved throughout the 20th and 21st centuries. Historical and modern narrative is reinforced by visits to museums, costume archives, and lectures. On completing this course, students will have a deeper understanding of the dynamic relationship between dress, society, culture, and subcultures, as well as issues of diversity. This class will enable you to develop and understand the relationship between art, cinema, photography, politics and economy.

STUDIOS

FaS301 Year 3 Fall and Spring

Exploring Fashion 2

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This course builds on Exploring Fashion 1. Fashion design is critically contextualized within systems of business, culture, economics, and ecology. Through this contextualization students continue to deepen their skills in primary and secondary research, conceptual development, iterative fashion design process, fashion making and collaboration. User-centered fashion design, underpinned by ethnographic research and a broad understanding of diversity, is a key theme for Exploring Fashion 2. This course frames the student designer as facilitator and problem-solver in a real-world context through design projects that engage with a single user as well as small groups of users. Fashion curation is a key component of this course, along with its relationship to the editorial process.



WORKSHOPS

FaW301 Year 3 Fall and Spring

Fashion Design Workshop 2

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This course works collaboratively with Exploring Fashion 2. The course further refines skills in visual expression and includes the methodologies learned in Design Across Scales and Exploring Fashion 1. This course focuses on core pattern making and draping skills, and an introduction to the materials, technologies and tools used including material science. The communication of meaning shifts from a focus on individual voice to broader social contexts including cultural and subcultural understanding, material flows and their impact and other concepts based in research completed in design development. In this course students will work on choosing and integrating a variety of media to communicate design ideas.

considerations. Students are introduced to fashion history, cultural criticism, contemporary culture, and the diversity of representation including ethical and activist considerations and perspectives. Focus will be given to the fashion industry as a business, market levels, job roles within fashion beyond the designer, the fashion system – as it is and how it needs to change, the role of the MENA region and its relationship to fashion media. Lectures, readings, film, and field research will comprise the bulk of this course. The focus will be primarily on contemporary fashion and will form a basis for an understanding of the complexities of dress, body politics, gender, and the broad range of ethics that designers express through their work.

LECTURES

FaL301 Year 3 Fall and Spring

Fashion Ethics and Culture

Pre-requisite: FoS102, FoW102/Transfer Student;

Co-requisite: NA

Fashion Ethics and Culture is an integrated seminar lecture studio, which offers students the opportunity to explore the breadth of creative, aesthetic, and social/cultural expression of design through the lens of ethical and historic

Strategic Management

STUDIO

StS201 Year 2 Fall and Spring

Creative Design Fabrication

Pre-requisite: FoS102, FoW102

Co-requisite: NA

Today's problems are increasingly complex, which is why we need to approach them from multiple perspectives as well as in a way that links solutions to the bigger picture. Moreover, contemporary thinking on how companies deliver value to their customers is broadening from dyadic to complex relationships, implying that organizations do not exist in a vacuum. Within this complexity and ambiguity, design to solve problems and create propositions for the future is well positioned. Bearing this in mind, in this course we do not approach design as the ultimate solution to every problem in the world. To become a skilled designer or design manager requires a critical perspective to design, and its consequences. As such, this studio-based course takes the notions above as the point of departure by focusing on a long-term project that understands design as a tool for Strategic Business Transformation to an economical success. Bringing together strategic thinking and the craft of design, this course helps you to develop your own perspective to doing strategic design in context. The final outcomes focus on both individual and team assignments, and the aim is to understand how design processes, practices, and outcomes can contribute to a better world.

WORKSHOP

StW201 Year 2 Fall and Spring

Innovation and Design

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This is a project-based workshop in innovative design thinking where students develop the ability to conceive, implement, and evaluate successful projects in any design discipline. Lectures focus on the iterative design

process and techniques to enhance a design thinking approach that includes participation, iteration and synthesis. Topics will include understanding users and learning processes to design and implement various projects. Students give presentations and receive feedback to sharpen their communication and presentation skills for high emotional and intellectual impact. Guest lectures illustrate multidisciplinary and local approaches to design thinking. Students will learn the basic tools to innovate in any context.

LECTURE

StL201 Year 2 Fall and Spring

Design Marketing Management

Pre-requisite: FoS102, FoW102/Transfer Student;

Co-requisite: NA

This course develops skills in marketing analysis and planning, and introduces key ideas and phenomena, such as how to deliver benefits to customers. The professor will present a framework for analysis and enhance problem solving and decision-making abilities in these areas. Material relevant to understanding, managing, and integrating marketing concepts in managerial situations, from entrepreneurial ventures to large multinational firms and to consulting will be covered through a series of lectures, assignments and in class exercises.

STUDIO

StS301 Year 3 Fall and Spring

Product Design and Development

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This course prepares you to be a design manager capable of envisioning, developing, and implementing impactful solutions for a sustainable and equitable future. This studio-based course immerses you in a long-term project, challenging you to apply strategic design thinking to create new products and



services. You will master a range of design tools and methods while considering the multifaceted ecosystem surrounding product development, including societal and environmental impacts. Through hands-on experience, you will integrate knowledge from other courses related to strategic design management, practicing and refining your skills in an action-oriented setting. This collaborative environment will enhance your teamwork and coordination abilities, requiring you to manage interdisciplinary tasks to achieve a shared objective. Crucially, you will develop an awareness of the diverse roles within product development – from marketing and finance to industrial design, engineering, and production – and how they contribute to the strategic creation of new offerings. By the end of this course, you will be equipped to lead transformative design initiatives and drive positive change within complex organizations.

WORKSHOP

StW301 Year 3 Fall and Spring

Design Thinking

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This course exposes students to the key principles of design thinking, focusing on its relationship to design disciplines and how the specific skills of designers are integral to its definition. At its core, design thinking offers a specific framework for innovation. By exposing students to the ways in which design thinking has been theorized and defined, it offers students an opportunity to develop a more detailed understanding and an opportunity to apply this way of thinking to design related projects and beyond.

LECTURE

StL301 Year 3 Fall and Spring

Communicating with Data

Pre-requisite: FoS102, FoW102/Transfer Student.

Co-requisite: NA

The purpose of this course is to advance your understanding of design management / strategic design by going beyond profits. Put simply: design (thinking) has predominantly been seen as a means for companies to increase their profits, but during this course you will see there is more to this than meets the eye. More specifically, we will focus on innovation management, emerging technologies, design entrepreneurs, and service + social + systemic design to understand how design is not only about making things beautiful. There is nothing wrong with appreciating beauty and craft, and during this course you will focus on understanding prevailing socio-cultural norms and mechanisms that dictate what kind of design outcomes and processes are seen as legitimate so we can constructively criticize them and offer complementary pathways forward.

General Education*

LECTURES

LaL201 Fall Semester

Writing and Experience

Pre-requisite: NA; **Co-requisite:** Transfer Student

This is a course that draws on a range of autobiographical writing as examples for students to analyse. Students write essays that focus on their own experience, exploring topics such as intellectual growth and development, the childhood and high school years, the influence of place upon one's personality and character, and the role politics and religion play in one's life. The essays should emphasize clarity, specificity, and structure, investigating various modes of writing (narrative, analytical, expository) and their suitability for different purposes.

MaL201 Spring Semester

Networks, Complexity, and their Applications

Pre-requisite: NA; **Co-requisite:** Transfer Student

This course covers the basics of networks science and information theory. Explains the evolution of systems as the process by which systems accumulate knowledge and information while battling the eternal need for both knowledge and information to always be physically embodied. Students form small groups to conduct a hands-on project. Additionally, students present on readings that address literature in network science, social capital theory, social networks, and economic development. Networks are a ubiquitous way to represent complex systems, including those in the social and economic sciences. The goal of the course is to equip students with conceptual tools that can help them understand complex systems that emerge in both nature and social systems. Morals, ethics and group dynamics will all be addressed.

SoL201 Fall Semester

Technology and Self: Things and Thinking

Pre-requisite: NA; **Co-requisite:** Transfer Student

In this course, students will explore the emotional and intellectual impact of objects, space and networks on the self. The growing literature on cognition and 'things' cuts across anthropology, history, social theory, literature, sociology, and psychology which is of great relevance to design students. The course examines the range of theories, from Mary Douglas in anthropology to D. W. Winnicott and Jacques Lacan in psychoanalytic thinking that underlies the objects of the self. The course also explores the ways in which network 3 and technology are creating new ways of perceiving the self, which in turns affects how we design for the future.

ScL201 Spring Semester

Ecology and the Environment

Pre-requisite: NA; **Co-requisite:** Transfer Student

In this course, students will study the principles of ecology and their implications for analyzing environmental problems. The focus is on understanding the processes controlling the dynamics of populations, communities, and ecosystems. Concepts will be applied to the management and restoration of natural resources. Case studies and local examples will be given throughout the duration of the course. How design can be used to overcome some of these difficulties will be explored, with brainstorming and open discussion on the role of the designer in contributing to a sustainably focused world.

HuL201 Fall Semester

Communicating Across Cultures

Pre-requisite: NA; **Co-requisite:** Transfer Student

This course examines a range of communication styles and techniques resulting from different cultural norms and traditions. It begins with a general theoretical framework and then moves onto case studies. Topics include understanding the relationship between communication and culture, differences in verbal and non-verbal communication styles, barriers to intercultural



communication, modes of specific cross-cultural communication activities (argumentation, negotiation, conflict resolution) and intercultural adjustment. Case studies explore specific ways of communicating in Asian, European, and African cultures. Particular focus is given to epistemological and axiological referencing.

IsL201 Spring Semester

Islamic Study for Designers

Pre-requisite: NA; **Co-requisite:** Transfer Student

COURSE DESCRIPTIONS

Thesis

PREPARATION

TpT401 Year 4 Fall

Thesis Preparation

Pre-requisite: Complete the Cross-concentration requirements.

Co-requisite: NA

Students focus on conceptualizing, contextualizing and realizing their individual routes of inquiry. Students will demonstrate their capacity for creative investigation and conceptual development within design. Students are encouraged to question ideas and outcomes, to take risks and address challenges. Through analysis and evaluation of materials, media and technical processes, students resolve their chosen modes of inquiry via a capstone project of design intentions and outcomes. Work will take the form of an individually resolved investigation, employing appropriate specialist knowledge, a creative, well-researched and developed theoretical or applied concept, and result in a well-resolved body of work.

THE S I S

ThA401 Year 4 Spring

Thesis Applied

Pre-requisite: TpT401; **Co-requisite:** NA

This course builds on the findings of the research undertaken in TpT401, culminating in a design solution for a

In Lectures on the historiography and politics of representation in Islamic Art and Architecture, with special focus on some current decolonizing methods that attempt to discover new meanings in the production and perception of Islamic space, art and literature. Critically analyzes pivotal texts, projects, and images that informed the cross-cultural encounters between the West and the Islamic Orient from antiquity to the present. Discusses how political and ideological attitudes and religious beliefs informed both the construction and reproduction of our current knowledge about the Islamic world and its aesthetic tradition.



design problem. Students focus on conceptualizing, contextualizing and realizing their individual routes of inquiry. Students will demonstrate their capacity for creative investigation and conceptual development within design. Students are encouraged to question ideas and outcomes, to take risks and address challenges. Through analysis and evaluation of materials, media and technical processes, students resolve their chosen modes of inquiry via a capstone project of design intentions and outcomes. Work will take the form of an individually resolved investigation, employing appropriate specialist knowledge, a creative, well-researched and developed theoretical or applied concept, and result in a well-resolved body of work.

ThT402 Year 4 Spring

Thesis Theoretical

Pre-requisite: TpT401; **Co-requisite:** NA

Student's focus on conceptualizing, contextualizing and realization of their individual routes of inquiry. Students will demonstrate their capacity for rigorous, creative investigation and conceptual development within design. Students are encouraged to question ideas and outcomes, to take risks and meet challenges. Through analysis and evaluation of materials, media and technical processes, students resolve their chosen modes of inquiry via a theoretical exploration. Work will take the form of an individually resolved investigation, employing appropriate research skills, a creative, well-



researched and developed theoretical concept and result in a well-resolved body of work.

The Academic Team

AMIR ZEID

DEAN

Dr. Amir Zeid is a seasoned academic leader and an esteemed multidisciplinary scholar who devoted his career to fostering innovation and academic excellence. With extensive experience in academia and industry, he maintains a laser-sharp focus on the fast-evolving developments in software engineering, as well as their interconnectedness to the various fields of knowledge.



Prior to joining Dubai Institute of Design and Innovation (DIDI), Dr. Zeid held several esteemed academic and administrative leadership positions, the most recent of which was Founding Dean of the College of Engineering and Applied Sciences at The American University of Kuwait (AUK). Under his stewardship, the college broadened its academic offerings, acquired multiple programmatic accreditations, built sound industry relationships, and established a strong reputational value in research, innovation, and academic accomplishment. As an ICF Certified Professional Coach, Dr. Zeid is deeply invested in people and is celebrated for guiding young innovators into achieving world-class successes within the fields of STEM.

Throughout his career, Dr. Zeid has dedicated his efforts to developing and implementing strategic visions within the various organizations he worked with. Today, he brings to DIDI a wealth of knowledge and experience in higher education administration, strategic planning, crisis management, institutional and programmatic accreditation, and talent management. He aspires to create an academic atmosphere that genuinely inspires students and faculty members to pursue their passion and achieve their life purpose.

Dr. Zeid earned his Ph.D. in Computer Science from Carleton University, Canada. His research spans multiple disciplines, focusing primarily on software design patterns, global software engineering, cultural aspects in computer education, smart e-learning technologies, and gender balance in STEM education.

RAFFI TCHAKERIAN

ASSISTANT PROFESSOR

Dr. Tchakerian has experience in multiple fields of design, including aerospace, aviation, medicine, humanitarian design, product design, interactive design, and robotics. Acquiring the ability to transform thoughts into tangible solutions his work is nurtured through cross-fertilizations between these various fields, with the goal of improving the interactions between humans and the technology they use, and environments in which they live. As a visionary designer, Raffi's projects are colorful in nature, touching on every imaginable design field from space to the developing world. Over the past decade, Tchakerian has collaborated with a large number of leading international designers, including the design studio, Architecture and Vision, and space architects, Arturo Vittori and Andreas Vogler. Raffi graduated with a PhD in 'Design Sciences' at the Iuav University of Venice - School of Doctoral Studies, Italy.



MIRKO DANELUZZO

LECTURER

As an architect and product designer, Mirko's work has been exhibited internationally, including Vienna, Florence and Beijing. He received his master's degree in architecture in 2010, at Greg Lynn's masterclass at the University of Applied Arts of Vienna. Mirko is co-founder and Chief Design Officer at NYXO Ltd, an architecture and product design practice working internationally, with designs featuring in the permanent collection at the Cooper Hewitt National Design Museum of New York. His work consists in the understanding and management of intricate multidisciplinary scenarios, from material systems to production processes. Mirko is also sensitive to scientific issues and the role that the design thought could play in the bio & Nano-tech revolution to renovate the Human Being. One of his obsessions concerns the mutation of the human body (Human Enhancement Design) focusing on the influence and interaction with the products; products as a prosthesis of the human body.





JOANNE HAYEK **ASSISTANT PROFESSOR**

Trained as an architect, Joanne Hayek is a multidisciplinary designer whose practice expanded into fashion design, urban planning, digital design and programming with an emphasis on sustainability and innovation. She brings over a decade of experience to her role as Assistant Professor at DIDI.

Joanne is an avid researcher whose studies focus on material remediation, parametric design, digital fabrication, real-time mapping, smart cities and interactive data visualization. Her work has been exhibited at international events such as the Venice Biennale of Architecture, Paris Fashion Week, and Expo 2020 among others.

Prior to joining DIDI, Joanne was a senior lecturer at the American University of Beirut. She has also lectured at renowned universities, including the Massachusetts Institute of Technology, Columbia University and The London School of Economics. A social entrepreneur, she is the co-founder of sustainable fashion brand, Vanina, and An Open Studio, a collaborative practice promoting trans-disciplinary design research for sustainable futures.

JASMINE SHAHIN **ASSISTANT PROFESSOR**

Jasmine Shahin is a Dubai-based interior architect and university professor. Before joining DIDI's full-time faculty, she taught interior design and architectural history and theory in several institutions. After receiving her Bachelor's degree (BFA Interior Design) in 2000, she trained with one of the largest architectural firms in the Middle East. In 2007, she travelled to the UK, where she received both her MPhil (2010) and PhD (2020) in Architectural and Urban Theory. Shahin has several publications and presented many papers at international conferences. Her latest book *The Poetics of Arabian Sūqs* (2023), focuses on the importance of phenomenological hermeneutics in understanding the development of historical places in relation to contingent socio-cultural experiences. In 2020, Shahin founded NU Design Bureau, complementing her academic experience with a strong pool of successful interior design projects. Shahin is also a WELL accredited professional (#0000053186), assisting individual and corporate clients to embrace designs that support well-being and sustainable living.



MUQEEM KHAN **MULTIMEDIA DESIGN VISITING PROFESSOR**

A transdisciplinary designer, Dr. Muqem Khan (also known as Dr. Muqem Mursaleen) has expertise and experiences in academic endeavours, integrative medicine, VFX, arts and interactive design. He has dedicated his career to exploring and comprehending concepts across various disciplines and their impact on society. With his background, Dr. Muqem left his mark in the world of Hollywood visual effects (VFX), in the CGI industry in 1996. His contributions include notable motion pictures such as *Deep Rising*, *George of the Jungle*, *Flubber*, *Armageddon*, and *Final Fantasy*, working with renowned studios like Walt Disney and Square USA.

His educational journey began at Ohio State University, where he obtained a bachelor's degree in Interior Design and a Masters Degree in Industrial Design. Later on, he obtained a Multi-disciplinary PhD from the extended reality collaborative, School of Communication and Creative Industries at Charles Sturt University in Australia.

ANDRA CAMELIA CLITA **FASHION DESIGN ASSISTANT PROFESSOR**

Andra Clitan is internationally renowned for her unique reinterpretations of tradition and translation of cultural concepts into fashion, merging contemporary design aesthetics with long established techniques of craft and local artisanship.

In 2011, she joined the "Fashion Road: Dialogue across Borders," a two-year project promoting intercultural dialogue and collaborations with European designers. In 2013, she showcased the "Sola Scriptura Collection" at Mercedes Benz Berlin Fashion Week. In 2016, she received the CultIn grant from the Romanian Ministry of Culture for the "Fashion and Crafts: Perpetual Dialogue" project. In 2017, she presented her "Identity" collection at a private exhibition at the Romanian Cultural Institute in London. In 2018, she received an AFCN grant for "Wool Journey: From Fashion to Art Installation," exhibited in 2019 in Bucharest.

With an emphasis on sustainability, she founded in 2016 the brand MA RA MI in her desire to merge Romanian traditional art and costumes with different cultures from around the world. MA RA MI contributes to preserving traditional techniques and influences from her travels, and all garments are created with consideration for the environment using eco-friendly materials.





Andra Clitan studied decorative arts at the University of Arts and Design Cluj Napoca (Romania) and L'École Supérieure des Arts Decoratifs de Strasbourg followed by courses at Central Saint Martins in London. She completed her MA and PhD in Visual Arts at UAD Cluj where she further explored her passion for textiles and fashion design.

SUSANN SONNENBERG

STRATEGIC DESIGN MANAGEMENT
ASSISTANT PROFESSOR



Dr. Susann is a multidisciplinary professional with a proven track record in the product design and management industry. She has worked for manufacturers and consultancies in Germany, the United Kingdom and the United Arab Emirates, and brings a strong understanding of inter- and trans-disciplinary collaboration between research, design and strategy. Her most recent completed consulting project is the Abrahamic Family House in Abu Dhabi. In parallel to her work as a consultant, she is also involved in the latest research in the field of biopsychology and has completed her PhD in collaboration with Dubai Municipality. In teaching Susann has been active for several years in Germany and the UAE where she covered different topics from sustainability up to strategic design.

ELMAR SCHULLER

STRATEGIC DESIGN MANAGEMENT
ASSISTANT PROFESSOR



An internationally lauded and sought-after expert in economics, innovation and design, Elmar Schuller brings over three decades of industry experience to his role as assistance professor of Strategic Design Management at DIDI. His design methodology is founded on the interdisciplinary tenants of innovation, entrepreneurship and management-based thinking to solve holistic problems and make the world a better place.

As the former Vice President and Managing Partner of the Red Dot Design Award, Elmar was responsible for evaluating thousands of design products and concepts for the international design competition and played a key role in developing the Red Dot Design Museums in Germany and in Singapore. He is also the Founder and President of the ILI-Innovative Living Institute, managing partner of iD-Engineering GmbH and an advisory board member of Berlin-based company Shoepassion GmbH and USA based VitalProbe.

It is hard to imagine a well-functioning higher education institution without a well-functioning administration. Higher education institutions have to be proactive to handle increased competition, both when it comes to attracting the best students. At DIDI, there are many people involved that help in successfully imparting education to the students. These include both academic and non-academic workforce. The non-academic workforce or staff, which has previously been seen as a peripheral function, has now become more central when fulfilling new demands and, thereby, has also become essential for the success of teaching and research

The role of staff is both a challenging and varied field of work. At DIDI their responsibilities and duties vary, but might involve curriculum choices, financial aid, student recruiting, admissions, IT Services, Library operations, Lab operations, scholarships and student affairs to name a few. Their main aim is to perform administrative and related functions and are acknowledged as intellectual capital that contributes to the success of DIDI.

Areeba Irfan

Student Recruitment Executive
areeba.irfan@didi.ac.ae
+971 4 568 5418

Alaa Mansour

Academic Coordinator
alaa.mansour@didi.ac.ae
+971 4 568 6105

Almond Intalan

ITS Service Desk
itsupport@didi.ac.ae
+971 4 568 7110

Amber Jane Lowe

Digital Marketing Executive
Amberjane.Lowe@didi.ae
+971 4 568 7682

Binish Nair

Fab Lab Technician
binish.Nair@didi.ae
+971 4 568 3897

Librarian

Donabella.obias@didi.ae
+971 4 568 7681

Mohan Ramdas

Quality Assurance Manager
Mohan.ramdas@didi.ae
+971 4 568 7455

Mona Al Hashimi

Fab Lab Technician
Mona.AlHashimi@didi.ac.ae
+971 4 568 3897

Najat Bouabali

Sr. Operations Manager
najat.bouabali@didi.ae
+971 4 568 7190

Nora Malkawi

Admissions Manager
Nora.Malkawi@didi.ae
+971 4 568 7456

Registrar

Olivia.Ouma@didi.ae
+971 4 568 7296

Razan Al Marzouqi

Student Support and Career Development
Manager
Razan.AlMarzouqi@didi.ae
+971 4 568 4337

Soufiane Boukhari

Finance Manager
Soufiane.Boukhari@didi.ae
+971 52 526 7193

Thulanchali Dinesh

Sr. Student Recruitment Executive
Anchali.Dinesh-t@didi.ae
+971 4 568 3740

Zainab Makki

Marketing & Communication
zainab.makki@didi.ac.ae
+971 4 568 7191

Donabella M. Obias

Olivia Ouma



The Leadership Team

**MALEK AL
MALEK**
**CHAIRMAN, Board
of Directors**
CEO, TECOM Group



Malek Al Malek is the Group CEO of TECOM Group, the core enabler of 11 thriving business communities that host over 5,400 companies with over 86,000-strong workforce operating across the rapidly expanding technology, media, education, design, manufacturing and science sectors. Previously, Al Malek served as Chief Executive Officer of TECOM Business Parks. In this role, he led the transformation of TECOM Group's tech, media, education and science communities into destinations of choice for world-renowned companies and entrepreneurs. Al Malek has played an integral and strategic role in TECOM Group's growth story since joining in 2002, evolving TECOM's status as a key enabler of Dubai's Knowledge Economy Plan.

Through his efforts, he promoted entrepreneurship, built an intellectual framework, and contributed to creating a unique business environment making TECOM a key accelerator of economic development in line with the National Agenda of the UAE Vision 2021. The outcome of his resilient efforts is evident through TECOM's unique business destinations that continue to attract investments from Fortune 500 companies helping to transform Dubai into one of the most innovative cities worldwide.

In addition, Al Malek spearheaded the launch of in5, an integrated innovation platform providing a well-rounded ecosystem that incubates talents, entrepreneurs and start-ups nurturing them to their next phase of growth.

Formerly at TECOM Group, Al Malek was the Managing Director of Dubai Internet City and Dubai Outsource City.

TECOM Group's portfolio of successful business communities include Dubai

Internet City, Dubai Media City, Dubai Knowledge Park, Dubai Design District, Dubai Industrial Park, Dubai Outsource City, Dubai International Academic City, Dubai Studio City, Dubai Production City, Dubai Science Park and Emirates Towers District.

Al Malek serves as a member of the Board of Directors of the National Media Council, Emirates Integrated Telecommunications Company (DU), DXB Entertainment, the Mohammed Bin Rashid Library, as well as actively serving in the development of the UAE's education sector through his roles on the Board of Trustees of the Higher Colleges of Technology (HCT), as a member of HCT's Centre of Excellence for Applied Research & Training (CERT) and as Chairman of the Dubai Institute of Design and Innovation. Previously, Al Malek was a member of the Dubai Free Zones Council, as well as a board member of Energy Management Services International, SmartCity Kochi and SmartCity Malta.

Malek Al Malek holds a bachelor's degree in Business Management from HCT in the UAE.

**ALI
BURUHAIMA**
**MEMBER, Board of
Directors**
**Deputy Director
General, Dubai Creative Clusters
Authority**



Ali BuRuhaima joined the Dubai Creative Clusters Authority in 2001 and was appointed Deputy Director General in 2005. He oversees five Divisions—Zoning, Strategy & Policy, Commercial Affairs, Legal & Regulatory and Corporate Support. He spearheads the delivery of the new mandate of Dubai Creative Clusters Authority to foster the growth of Dubai's creative industries to drive Dubai's Strategy for Innovation.

In addition to his role at the Authority, BuRuhaima set up Tamdeen in 2007, a subsidiary of TECOM Group, offering technical project management solutions.



Tamdeen has delivered master planning, infrastructure and building project management for key Dubai Holding projects. In 2009, the regulatory function of the Authority was centralized, under BuRuhaima's leadership, with the addition of Registration, Licensing and Compliance departments. Prior to joining DCCA he spent seven years working in the engineering Division of Dubai Department of Civil Aviation.

BuRuhaima holds a BSc in Mechanical Engineering from the University of South Carolina, USA, and a postgraduate Diploma in Airport Engineering from Nanyang Technological University in Singapore.

ALI M JABER

MEMBER, Board of Directors

Group TV Director, MBC and Dean, Mohammed Bin Rashid School of Communication, American University of Dubai



Ali M Jaber is a journalist, academic, media consultant and television personality. In his early career he set up the Broadcasting Department at Beirut University College and taught a range of courses in television production. Concurrently, he worked as a Journalist covering the conflicts in Lebanon and Iraq and was the correspondent of New York Times and The Times of London, and Chief Correspondent for Lebanon and Syria for the German Press Agency (DPA).

He was appointed as a consultant in 2005 to head Dubai Media Incorporated (DMI), to revamp and re-launch its seven national and pan-Arab satellite channels. Working closely with now UAE Vice President and Prime Minister and Ruler of Dubai His Highness Sheikh Mohammed bin Rashid Al Maktoum, DMI's Board Members and the Chairman of Dubai's governmental organizations, his responsibilities are wide-ranging and have grown to include the development of the media sector in the UAE.

In 2008, His Highness Sheikh Mohammed bin Rashid Al Maktoum instructed Jaber to set up a Communication School at the American University of Dubai, for which he was

appointed as Dean. In 2011 he was approached by Middle East media leader, MBC Group for a different type of challenge—this time in front of the camera, as a judge for the mega successful talent show Arabs Got Talent.

He serves on the board of the Dubai Design & Fashion Council. He also helped set up the non-governmental organization: Young Arab Leaders (YAL) and was on the Advisory Board of American University of Beirut, School of Architecture and Design, in Beirut, Lebanon. He is also the goodwill ambassador for Sanad, the home hospice organization in Lebanon which offers free physical, psychological and spiritual support for terminally ill patients.

He holds a Bachelor of Business Administration from the American University of Beirut, an MS in Communications from Syracuse University, USA, and is currently completing a PhD at the University of Cambridge, UK.

PATRICK CHALHOUB

MEMBER, Board of Directors

CEO, Chalhoub Group



Patrick began his career in 1979 when he decided to become involved in the realisation of his father's vision to build a bridge between the East and West and be the ambassador of luxury lifestyle in the region.

For nearly 30 years, Patrick has been fully involved in the strategic development of the business to guarantee its long-term success. As such, he continues to expand the Group's distribution, retail business, marketing and communication activities and is also eager to strengthen the Group's support services in terms of offer and skills and is very engaged in the Group's digital transformation.

He has been instrumental in guiding the development of a sustainability strategy for the Group, with a focus on People, Partners, Planet and Community Giving through Chalhoub Impact, the Chalhoub Group community giving strategy, which focuses on fostering Education, protecting the Environment and providing Humanitarian relief.



Patrick holds 2 Bachelor's degrees, one in Economics and Finance and the other in Political Science. At the age of 42 the French government awarded him with the medal of Chevalier de l'Ordre National du Mérite. Patrick is also Chevalier de l'Ordre National de la Légion d'Honneur since January 2018.

GHASSAN



HARFOUCHE

MEMBER, Board of Directors

**Group CEO – Middle East
Communications Network (MCN)**

Ghassan Harfouche is Group CEO of the Middle East Communications Network (MCN), the leading advertising and marketing communications agency in the region. He is responsible for developing and driving the vision and strategy of MCN, identifying new growth opportunities in the region and enhancing integration between the various operating companies of the group and their respective global networks (IPG McCann Worldgroup and Media Brands). MCN manages and operates 14 different advertising, media and PR agency brands in 16 cities across 14 countries in the Middle East and North Africa.

Prior to joining MCN, he was the Managing Director of the Middle East Media Services (MEMS) for nine years, where he was responsible for establishing and growing the MEMS operation. Previously, he was the Deputy Executive Director at Saudi Arabian public company Tihama for Advertising and Public Relations, where he contributed to its restructuring and led its media representation network. In addition, he has held the position of Trade Marketing Director for De Beers, the world's leading diamond company, covering the MENA region. He has also served as a media economics professor at the American University in Dubai.

Harfouche holds an Executive MBA from London Business School and a Master's Degree in Economics from St Joseph University.



MOHAMMAD ABDULLAH

PRESIDENT, DIDI

Prior to joining DIDI, Mohammad Abdullah served as Managing Director of Dubai Knowledge Park and Dubai International Academic City, Dubai's principal vehicles for advancing academic learning and corporate training. He is responsible for aligning over 500 businesses and 27 universities with Dubai's long-term strategy for creating a sustainable, knowledge-based economy.

Mohammad was formerly Managing Director of TECOM's Media Sector comprising of Dubai Media City, Dubai Production City and Dubai Studio City. Drawing on two decades of journalistic experience, Mohammad built a thriving media community of 1,800 companies. Prior to joining TECOM Group, he was Executive Vice-President of CNBC Arabiya, where he was responsible for guiding company strategies and implementation of the corporate vision.

He also held key media roles with Emirates Media Inc. as Director of Strategy and Planning, Director of press and Head of News Centre at Abu Dhabi TV.

Mohammad holds a Bachelors' degree in Mass Communication and French literature from UAE University and a Master's degree in Broadcast Journalism from Emerson College in Boston, USA.



Dubai Institute of Design an Innovation Tuition Fee and Other Fees

Undergraduate Degree Program	2024/25
	AED

A1. Tuition Fee

Bachelor of Design	95,000
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A2. Laboratory Fees

Full Year Fab Lab access for regular students	3,000
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TOTAL FEE	98,000*
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	Students not requiring a DIDI Student Residence Visa	Students requiring a DIDI Student Residence Visa
Total Fees for Academic Year 2022/23	98,000*	98,000*



APPENDIX A - DIDI Fee Structure

Advance Payment (for enrollment)	2,500	2,500
New Visa & EID Fee (Normal)	-	1,970*
New Visa & EID Fee (Express)	-	3,280*
Renewal of Visa & EID Fee (Normal)	-	1,620*
Renewal of Visa & EID Fee (Express)	-	2,380*
Visa Cancellation (Normal)	-	450*
Visa Cancellation (Express)	-	1,000*
Medical Insurance	-	1,030*

**All prices listed above are in AED and exclusive of VAT.*

- **Student Residence Visa** – an endorsement on a passport indicating that the holder is a student in the UAE and is allowed to enter, leave, or stay for a specified period of time in the UAE.
- **Emirates ID** – is a "portable personal database" and is a legal requirement for all UAE citizens and residents. The Emirates ID must be carried at all times.
- **Medical and Biometrics Test** – A test required to be taken as prescribed by the General Directorate of Residency and Foreigners Affairs (GDRFA) upon issuing a Sponsored Student Residence Visa in the UAE.
- All Fees (Tuition and Non-Tuition) may be revised annually ahead of each academic year as deemed necessary. Students will be informed by the end of the spring semester of any revisions in the fees.
- Scholarships are only valid for the Tuition fees (Tuition + Lab Fees) excluding VAT. All remaining fees must be paid promptly.

Dubai Design District, Building 4, Ground Floor
Within UAE: 800 DIDI DXB (3434 392); From Outside of UAE: +971 4 568 3911
Email: info@didi.ac.ae