

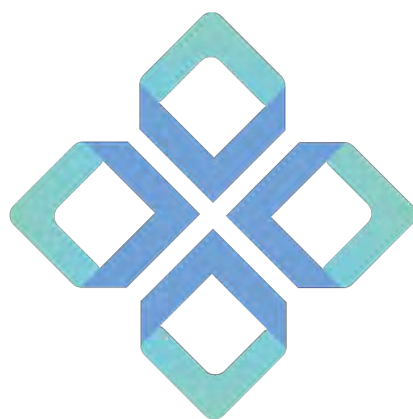


أكاديمية الشارقة للتعليم
SHARJAH EDUCATION ACADEMY



ACADEMY CATALOG

2022-2023



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Notice

Information in this catalog applies to the academic year 2022-2023 as of September 1, 2022. The Academy reserves the right to make changes without prior notice in programs, course offerings, academic requirements, and teaching staff as deemed necessary. This catalog has been drafted to conform to the related UAE laws and Ministry of Education (MOE) rules and regulations. In the event of a contradiction, the UAE laws and MOE rules and regulations take precedence.

Student Responsibility for Catalog Information

Students are responsible for reading, understanding, and adhering to the information in this catalog. Failure to comply with the stated Academy regulations will not exempt students from the ramifications of their ignorance and the penalties that may incur. The terms and conditions in this catalog are considered as a part of contract between students and the Sharjah Education Academy.

This catalog can also be viewed on the Academy website.



His Highness, Sheikh Dr. Sultan bin Muhammad Al Qasimi

Supreme Council Member and Ruler of Sharjah

Message from the President and Chairperson

Welcome to the Sharjah Education Academy (SEA), a new Graduate School of Education, specialized in training and qualifying teachers and educational leaders.

Congratulations on your decision to pursue further learning - you are making an investment that will prove invaluable for your future. As an educator, throughout your career, you are in the unique position to positively influence the lives of thousands.



We at SEA embark from the saying of His Highness Sheikh Dr. Sultan bin Muhammad Al Qasimi, member of the Supreme Council and Ruler of the Emirate of Sharjah - may Allah protect him – “We support and assist teachers and learners wherever they are.”

There are three circles in His Highness’s vision that hold the secret of giving and your success. His Highness has taught us, with his wisdom, the meanings of these three circles and we have applied the concepts during the establishment of SEA.

You, the teachers and educators in the Outer Circle, come from all over the world to Sharjah, the city of knowledge and culture, to reach the SEA building located at the heart of University City. This is the largest university complex in the world which, with its scenic beauty, embraces the most prestigious universities in the UAE.

The Middle Circle is the majestic Sharjah Education Academy building, which was His Highness’s former, honorable, private library and scientific home: a place in which he received scholars and educators. It included the exclusive, scientific holdings of His Highness. This state-of-the-art building is now Sharjah’s home for educators and will remain a cornerstone for intellectual excellence and further learning.

Using these inspiring circles, you will move from the Outer Circle to the Middle to reach the Inner Circle, where excellence is at the core of Sharjah Education Academy. You will be mentored and guided by a world class faculty and a curriculum of the highest standard. SEA brings to educators world-class experiences in training, academic programs and research.

At the Sharjah Education Academy, your journey will be a special one and we are confident that, with united efforts, you will take education to an advanced level.

Welcome to the Sharjah Education Academy!

H.E. Dr. Muhadditha Al Hashimi
President and Chairperson of Sharjah Education Academy

Message from the Executive Director

Welcome Students!

We are excited to have you join us for the 2022-2023 academic year. Here at the Sharjah Education Academy, we are very proud of all of our students, both in-service and pre-service teachers, attending our Academy. We believe that all our students will greatly benefit from the small classes that afford individual attention and the blend of teaching and learning and assessments that draw from the best practices global benchmarks, and methods used by our outstanding faculty. SEA is founded on the belief that every instructor-student should assimilate the most relevant and practical skills to chart out a successful career in K-12 teaching under the careful guidance of our faculty and staff. We further believe that teaching in the 21st century requires not just a good career preparation, but even more importantly technological and attitudinal skills to become a great instructor.



Our curriculum is patterned after some of the world's best instructor education programs and has been developed under an academic collaboration with the University of Helsinki.

We believe the program experience must also include a rich experience outside of the classroom. Our faculty and staff will support a range of activities to enrich the learning experience. Central to our program is a practicum experience in which our students begin their teaching experience at a partner school in Sharjah and the UAE. Through these and other means we seek to grow and foster a culture at SEA that provides our students with a foundation they will build on for a lifetime of learning and professional growth.

On behalf of the administration, I wish you the very best for success at the Sharjah Education Academy as a student and an educator. A decision to be one of our students is one of the most important decisions you will make!

Sincerely,
Dr. Jeanine Romano
Executive Director

Governance and Management

Board of Trustees

The Board of Trustees is the governing body for the Sharjah Education Academy. It ensures that the Executive director and Executive Management fulfill their responsibilities and that SEA achieves its mission, goals, and its obligations as an accredited Higher Education Academy in the UAE.

The Board of Trustees is composed of the following members:

Dr. Muhadditha Al Hashimi, Chair of the Board of Trustees and President of Sharjah Education Academy

Dr. Khawla Al Mulla, Secretary-General, Supreme Council for Family Affairs, Sharjah

Dr. Najwa Al Hosani, Assistant Professor and Dean, United Arab Emirates University

Dr. Kirsti Lonka, Educational Psychology, University of Helsinki, Finland

Dr. Pauline Taylor-Guy, Australian Council for Educational Research

Dr. Dragan Gasevic, Learning Analytics, Monash University, Australia

Dr. Alexandra Allan, Head of Graduate School of Education, Exeter University, UK

Dr. Jeanine Romano, Executive Director, Sharjah Education Academy

Mr. Rashid Abushibs, Sharjah Private Education Authority

Executive Management Team

The Academy is led by the Executive Director and the Executive Management Team who work to fulfill the educational mission of the organization.

The Executive Management Team is composed of the following:

Dr. Jeanine Romano, Executive Director

Dr. Ted Purinton, Founding Dean of Education

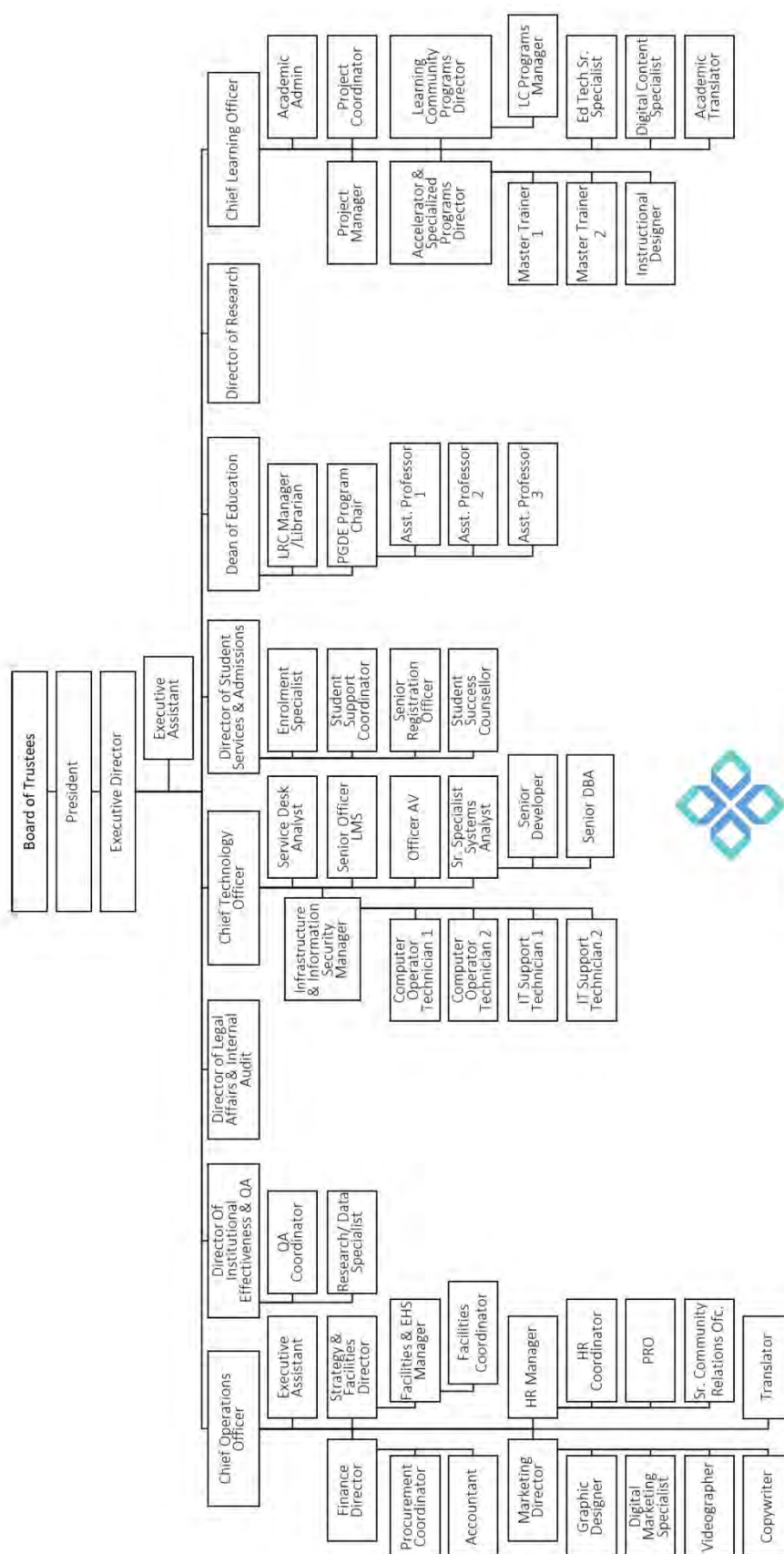
Dr. Hunada Kanbar, Chief Learning Officer

Ms. Khawla Al-Hosani, Chief Operations Officer

Mr. Babu Jose, Chief Technology Officer

Dr. Tadd Kruse, Director of Student Services and Admissions

SEA Organization Chart



أكاديمية الشارقة للتعليم
SHARJAH EDUCATION ACADEMY

SEA Contact Information

Sharjah Education Academy

PO Box: 1655 Sharjah

Sharjah

United Arab Emirates

Telephone +971 80080005

E-mail info@sea.ac.ae

Department Directory

Department	Email	Telephone
Academic Services	acs@sea.ac.ae	
Admissions	admission@sea.ac.ae	+971 6 506 2351
Finance	finance@sea.ac.ae	
Facilities	facilities@sea.ac.ae	
Human Resources	HR@sea.ac.ae	
Information Technology	support.it@sea.ac.ae	+971 6 506 2333
Learning Resource Center	library@sea.ac.ae	
Marketing	marketing@sea.ac.ae	
Procurement	procurement@sea.ac.ae	

Academic Calendar 2022-23

August

15th – Return of Academic Staff
29th – Fall 2022 Courses (Semester Part A) begins

September

1st – Fall 2022 Add/Drop deadline (last day to withdraw from the program 100% refund)

October

8th – Prophet Mohammed's Birthday (*no classes/offices closed*)
20th – Fall 2022 Courses (Semester Part A) end
24th – Fall 2022 Courses (Semester Part B) begin

December

1st – Commemoration Day (*no classes/offices closed*)
2nd – 3rd – UAE National Day (*no classes/offices closed*)
15th – Fall 2022 Courses (Semester Part B) ends

January

1st – New Year's Day (*no classes/offices closed*)
4th – Return of Academic Staff
9th – Spring 2023 Courses (Semester Part A) begin
12th – Spring 2023 Add/Drop deadline (*last day to withdraw from the program 100% refund*)

March

2nd – Spring 2023 Courses (Semester Part A) end
13th – Spring 2023 Courses (Semester Part B) begin
23rd – Holy Month of Ramadan begins
27th – 30th – Spring Break (*no classes*)

April

19th – Holy Month of Ramadan ends
20th – 23rd – Eid Al Fitr* (*no classes/offices closed*)

May

11th – Spring 2023 Courses (Semester Part B) end
23rd – Graduation Commencement Ceremony

June

27th – 30th – Eid Al Adha* (*no classes/offices closed*)

July

19th – Islamic New Year (*no classes/offices closed*)

June 12th - Aug 10th – Summer break
(for designated and approved SEA team members)

*Islamic holidays are determined after sighting of the moon and actual dates may not coincide with the dates in this calendar.

NOTE 1: Holidays and graduation ceremony dates may be subject to change.

NOTE 2: Tuition and fees are due in full at or before the time of the start of the program. Students do have the option to request for a payment plan option where payment for fees shall be completed on a monthly basis. Approval for payment plans must be made in writing (student signature required) and prior to the start of classes.

NOTE 3: The academic calendar will be followed save for any unforeseen circumstances that require review or change. See the SEA website for the most up-to-date academic calendar.

Table of Contents

Notice	ii
Student Responsibility for Catalog Information	ii
Message from the President and Chairperson	iii
Message from the Executive Director.....	iv
Governance and Management	v
Board of Trustees	v
Executive Management Team.....	v
SEA Organization Chart	vi
SEA Contact Information	vii
Department Directory	vii
Academic Calendar 2022-23	ii
Table of Contents.....	1
Academy Overview	3
SEA Streams	4
SEA’s Vision, Mission, and Goals	4
Campus Location and Facilities	5
Licensure and Accreditation.....	6
Cooperative Relationships	6
Admission	6
Application Process and Deadlines	7
General Requirements for Postgraduate Admission.....	7
Withdrawal and Readmission	12
Tuition and Fees.....	13
Financial Assistance.....	15
Academic Policies and Regulations.....	16
Registration and Course Information.....	16
Academic Progress, Grades and Academic Standing	19
Student Records.....	24
Graduation Requirements.....	26
Academic Integrity.....	28
Cheating and Plagiarism	28

Academic Programs	29
Postgraduate Diploma in Education.....	30
Research and Intellectual Property	46
Research Policies	46
Projects/Theses/Dissertations Processes and Policies for Degree Completion	46
Intellectual Property Policy	46
Student Services	47
Student Services Overview	48
Learning Resource Center	50
Innovation Spaces	51
Student Rights and Responsibilities.....	51
Standards of Student Conduct	53
Student Grievances and Appeals.....	54
Academy Faculty.....	58
Definitions of Academic Terminology.....	63

Academy Overview

His Highness Sheikh Dr. Sultan bin Muhammad Al Qasimi, Supreme Council Member and Ruler of Sharjah has established numerous initiatives to improve education over the years. For the Emirate of Sharjah, investing in a prosperous future begins by investing in the education system, and without doubt improving education relies on improving teachers by enabling them to develop the knowledge, skills and competencies required for 21st century education. For this reason, His Highness established the Sharjah Education Academy to lead, innovate and enable educational excellence within a diverse learning community.

Sharjah Education Academy, the University of Helsinki Faculty of Educational Sciences, and Sharjah Private Education Authority (SPEA) have collaboratively built a teacher preparation model that will enable teachers to lead change and innovation within the education sector. The University of Helsinki brings the best global practices, research and international trends, while the Sharjah Education Academy ensures appropriate alignment with the national context and in meeting the UAE's strategic goals.

Cooperation with the University of Helsinki brings international expertise to Sharjah's doorstep and opens unlimited possibilities. This collaboration has developed a world class postgraduate diploma program that can be obtained in the UAE. The impacts will be visibly observable within the local education system, and SEA will adapt said expertise to the local context in helping to achieve the UAE's fifty-year education strategy.

Cooperation with SPEA offers a unique model for the program's practical aspects, as the program is built on five essential pillars that aim to empower teachers with transferable skills, ensuring their continuous development, and enabling them to better meet the demands for change within education, as well as meet their students' learning and wellbeing needs and prepare them for a changeable future career market.

The program focuses on Sustainable and Effective Learning, Curriculum Design and Assessment, Developing Competencies for the Future, Research Methods and a Practicum in addition to digital integration within education. It is aligned with UAE teacher licensing requirements and promotes continuous quality enhancement.

SEA Streams

The overall goal of the Academy is to enable educators to improve their skills to the highest levels in line with best practices and research, advance the educational system, and successfully manage changes to the education system. SEA will provide world-class educational programs catered for teachers and principals in Sharjah, the UAE, and the region.

Sharjah Education Academy's model consists of three main streams:

Professional Development Stream	Academic Stream	Research and Studies Stream
<ol style="list-style-type: none"> 1. Programs to empower professional learning communities and develop schools as institutions. 2. Professional development programs that target teachers and educational leaders as individuals. 	<ol style="list-style-type: none"> 1. Postgraduate Diploma 2. Master 3. Ph.D. 	<ol style="list-style-type: none"> 1. Think Tank 2. Academic research to serve the educational field. 3. Forward-looking research based on artificial intelligence and building a new education model; to support decision-makers.

SEA's Vision, Mission, and Goals

Vision

Lead, innovate, and enable educational excellence in a diverse learning community.

Mission

To develop expert educators through diverse and innovative professional learning and academic programs, based on research.

Goals

The Academy has defined five (5) goals as presented below:

4. Provide a Recognized Local and Global Professional Learning Community of Well-Trained Teachers and Leaders.
5. Enable Teachers to Develop Adaptive Skills to Allow Our Learning Community to Lead Changes in Education.
6. Support Resilience and Continuity of Educators Through Collaboration with Government and Private Sectors.
7. Develop and Foster Research in Education.
8. Provide an Innovative Environment Both Face-To-Face and Online to Support Teacher Growth.

Campus Location and Facilities

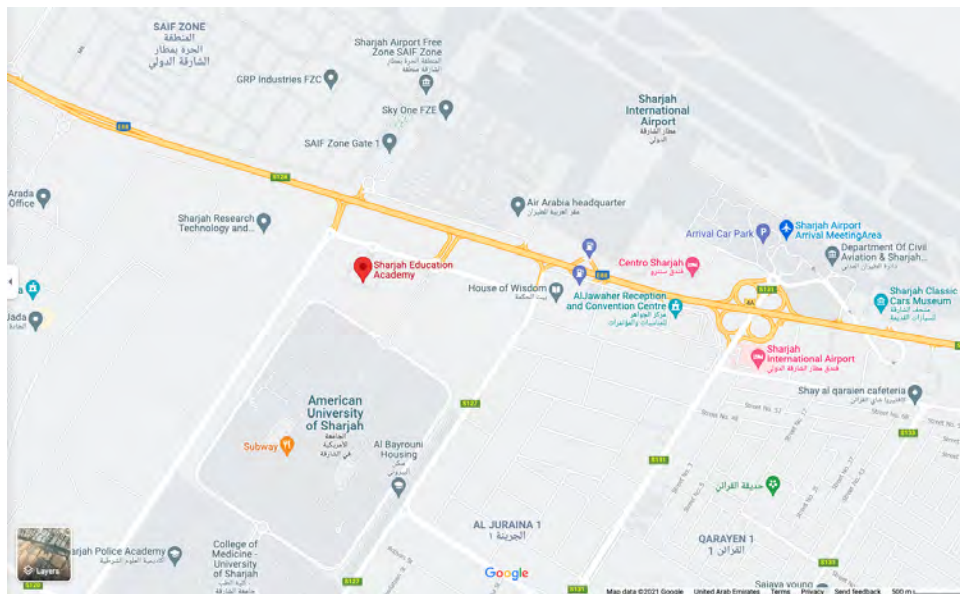
Physical Address

Sharjah Education Academy

Behind capital cultural monument, off E88

University City, Sharjah

United Arab Emirates



SEA is a teacher education and training institution located in Sharjah, United Arab Emirates. SEA prides itself on the quality of the faculty, careful selection of students and programs, state-of-the-art learning technologies, small class sizes and customized study plans in learning and teaching practice, career and academic guidance.

His Highness Sheikh Dr. Sultan bin Muhammad Al Qasimi has granted SEA a large, spacious facility conveniently located in Sharjah right outside of University City. The facility has been previously utilized for offices and research. While this space has not previously been utilized for academic programs, the facility has plenty of room for expansion to accommodate classrooms, collaboration spaces, and recording studios. The current facility is designed to accommodate the needs of both female and male students while all areas allow provision for people with disabilities through the use of ramps at entrances and lifts to access the second floor.

Currently, the facility is equipped with one large lecture hall, one large meeting room, offices, learning resources center, small mosque, and flexible seating areas. In the redesign, one large office area will be dedicated to creating four classrooms (seats 30) along with two soundproof recording rooms. While the current facilities are capable of supporting 50 students through its large meeting areas, the current

redesign will be better equipped to support both online and face-to-face delivery enabling attainment of educational objectives and student learning outcomes of academic programs.

Since the delivery of the program is 75% online, the design and technology of the new classrooms and recording rooms will be state-of-the-art. SEA will utilize interactive/collaborative digital technology that will create flexible modes of education delivery. Faculty will be able to support students face-to-face while simultaneously delivering educational experiences to students online. Students will be able to interact and exchange ideas no matter their location.

Licensure and Accreditation

The Sharjah Education Academy is licensed and its below degree programs are accredited by the Commission for Academic Accreditation of the Ministry of Education's Higher Education Affairs Division in the United Arab Emirates:

- Postgraduate Diploma in Education.

Cooperative Relationships

SEA is a specialized institution focusing on teacher education and professional development to fulfil the teacher qualification, professional development, leadership development needs of the K-12 education sector in Sharjah, UAE and over time the GCC region. Therefore, SEA has entered into a partnership agreement with the University of Helsinki for curriculum development and adaptation with courses taught through hybrid instruction for the diploma program. An instructor supports all hybrid courses on the SEA campus and the classes meet periodically with the local instructor who mentors their progress in a face-to-face instructional format. The classes meet all the standards for distance education in both the UAE and Finland.

Admission

Students enrolling in SEA programs find professional growth and career advancement opportunities. SEA programs foster a stimulating intellectual environment of collaborative exchange to develop educational leaders and teachers. Admission to a postgraduate program at SEA is available to highly qualified students from the UAE and beyond.

All applicants must meet established, clearly communicated minimum requirements to be considered for admission to, and maintain enrollment in, graduate studies at SEA. The application portal contains a list of required documents, application deadlines, application fees and a description of the application process and entry assessment. These items are reviewed annually and updated as required. The admissions rules and requirements stated in this section are the basis on which a prospective student's application is assessed. Applicants should address all inquiries, requests for further information, and correspondence to:

Sharjah Education Academy

Office of Student Services and Admissions – Admissions

PO Box: 1655 Sharjah

Sharjah

United Arab Emirates

admission@sea.ac.ae

+971 6 506 2351

Note: email correspondence is recommended for efficiency.

Application Process and Deadlines

Admission to all SEA programs is processed through the Office of Student Services and Admissions. To apply for SEA programs, applicants must:

- Complete the online application.
- Submit documents and reports on:
 - Academic credentials (the official transcript, graduation diploma) for all post-secondary coursework.
 - Language Proficiency Exam (TOEFL or IELTS or EmSAT) results.
 - Required attestation and equivalency of degrees (see next section below).
 - Personal Identification (passport, UAE National ID, visa, etc.).
 - Submit a current curriculum vitae/resume (optional).
 - Pay the application fee.

Incomplete applications are not processed.

Note: Legal translation of degree certificate and transcript is required for certificates and transcripts that are issued in any language other than Arabic or English.

Applicants should complete online applications and submit supporting materials by the following dates:

	<u>Early Deadline</u>	<u>Deadline</u>
• Spring Semester 2023:	November 1, 2022	December 1, 2022
• Fall Semester 2023:	May 31, 2023	July 15, 2023

General Requirements for Postgraduate Admission

In addition to the academic credentials (the official transcript, diploma, etc.) and language proficiency results, additional requirements may be required based on candidate degree granting institution and overall qualifications.

Some diplomas might require attestation from the Ministry of Education's Higher Education Affairs Division in the UAE. For details, consult the ministry website.

Applicants to a SEA postgraduate program who earned their undergraduate or graduate degree from universities outside the UAE must present a certificate of Equivalency for their degree from the UAE Ministry of Education's Higher Education Affairs Division. Applicants who earned their degrees from universities inside the UAE may be required to present a certificate of Equivalency for their degree from the UAE Ministry of Education's Higher Education Affairs Division. In such cases, Admissions will notify the applicants. For details, consult the ministry website.

Applicants must satisfy the Academy requirements for postgraduate admission and any program-specific admission criteria. The Office of Student Services and Admissions determines if the applicant meets the Academy requirements for admission. Recommendations for admission to a specific program are made by the Student Admissions Committee. The Office of Student Services and Admissions will notify the applicant of the Academy's final decision. All programs are offered as full-time enrollment only, unless otherwise expressly stated.

Admission to a Postgraduate Diploma Program

Full Admission

For full admission to a SEA postgraduate program, an applicant must meet the general Academy admission requirements detailed in the sections below. Applicants to a postgraduate diploma program must:

- Education Qualifications
- Possess an earned bachelor's degree from an accredited institution, preferably in a relevant discipline (Early Childhood Education, Special Education, Physical Education or an area of specialization from a College of Science, Arts, or Humanities, etc.).
- Have attained a minimum cumulative grade point average (CGPA) of 3.0 (on a 4.0 scale), or its equivalent, from an accredited institution.
- Provide attestation of degree(s), and equivalency as required by the UAE Ministry of Education's Higher Education Affairs Division.
- Language Proficiency
 - For the English track of the program:
 - Demonstrate a minimum level of English Proficiency in the form of a score of at least TOEFL 79 iBT, 6.0 IELTS Academic, or EmSAT 1400 or equivalent.
 - For the Arabic track of the program:
 - The applicant must have an Arabic EmSAT score of at least 1100.
 - EmSAT score of 950 for English Language or equivalent English Proficiency test approved by the CAA.

Language Proficiency test scores more than two (2) years old at the time of application will not be accepted.

Waiver of English Language Proficiency Requirement

Applicants to SEA programs may be exempted from the English language proficiency admission requirement. Subject to review and approval by the Academy, the English/Arabic test score requirement may be waived for applicants who are:

- Students who have completed undergraduate education in an English-medium institution might be allowed admission into a graduate program without demonstrating IELTS Academic score of 6.0 (or equivalent). This exemption can be applicable only to those students who undertook all their schooling (K-12) plus a bachelor's degree in English in a reference English speaking country (e.g. UK, USA, Australia, New Zealand).

Decisions regarding exemptions are made by the Office of Student Services and Admissions and require applicants to present the necessary supporting documents.

Conditional Admission

Applicants to a postgraduate diploma program with lower qualifications or who have other extenuating factors in meeting admissions criteria may be admitted to the program in special circumstances. Such applicants will be given conditional admission and must achieve a minimum CGPA of 3.0 out of 4.0 in the first six credits of taught courses. Applicants to a SEA postgraduate program, holding a bachelor's degree from an independently accredited university recognized by the UAE Ministry of Education's Higher Education Affairs Division, but who otherwise do not meet the general Academy requirements for full admission, may be granted conditional admission, provided one of the following requirements is met:

- The applicant has achieved a minimum undergraduate cumulative GPA of 3.00 (on a scale of 4.00) or its equivalent, and has an IELTS Academic score of 5.5 (or equivalency).
- The applicant has achieved an undergraduate cumulative GPA less than 3.00 but greater or equal to 2.50, and have attained a minimum IELTS Academic score of 6.0 (or equivalency).

Conditional admission applicants may be required to meet additional requirements as specified by the Office of Student Services and Admissions or the requested program.

Achieving Full Admission Status

To be accorded full admission into a SEA postgraduate program, conditional admission students must satisfy the following requirements and any other conditions imposed by the degree program:

- Students who did not meet the minimum language proficiency scores for full admission must achieve, before the beginning of the second semester of study, the required minimum scores.

- Students who did not meet the minimum undergraduate cumulative GPA required for full admission must achieve a cumulative GPA of at least 3.00 in the first term of courses (for a minimum of six credit hours). Remedial/bridging courses do not satisfy this requirement.
- Students must meet all other requirements and conditions as previously set forth.

If the above provisions and additional specific conditions imposed are not met, the student will not be allowed to continue studies at SEA. Conditionally admitted students are not eligible to register for more than two or three concurrent postgraduate-level courses per semester (study term) based on the program.

Non-Degree Seeking Students Admission

At the discretion of the Academy, a limited number of individuals may be admitted as non-degree seeking students on either a full-time or part-time basis. Non-degree students are not candidates for a SEA degree. They may be enrolled temporarily or for personal/professional development. Non-degree seeking students must demonstrate that they are qualified to undertake postgraduate course work, satisfy the admission and language proficiency requirements at the time of their admission, and have met prerequisite requirements for any course taken.

Admission as a non-degree postgraduate student is valid only for one semester; a new application for each subsequent semester during which such status is desired must be approved. Approval can only be granted if the student has maintained a minimum grade of B (3.0 on 4.0 scale equivalency) in each course in previous semesters. Admission as a non-degree postgraduate student does not imply any commitment on the part of SEA toward an individual's admissibility to regular student status. If a non-degree postgraduate student is subsequently admitted as a regular postgraduate student, courses completed may be used in partial fulfillment of the requirements for an advanced degree. The program faculty will determine the extent to which the courses meet the requirements of the desired program.

Non-degree graduate applicants must meet the same minimum admission criteria established for full or conditional admission and must complete the online application by the admission deadline dates. After submitting their application, applicants should contact admissions@sea.ac.ae to request admission as non-degree seeking students.

Deferred Admission

Admission is valid only for the academic year specified in the admission letter. If an applicant is offered admission and for some reason does not register but intends to join the Academy in a subsequent year, then he/she should submit a written request to the Admissions Office no later than one month before the beginning of the semester. Admission may normally be deferred for one academic year only. Deferral for National Service is automatically granted. The student must enroll in the Academy in the semester immediately following the completion of national service. If a student is unable to enroll in the semester to which they were deferred, they must reapply for admission.

Transfer Admission and Transfer Credit

The acceptance of transfer students and credits or advanced standing guidelines are in place to ensure consistency in the awarding of transfer credits. The below text summarizes the main provisions of these policies. SEA does not currently award advanced standing credit for academic work completed prior to enrollment at the Academy, nor credit by examination. Transfer credit from an accredited academic institution will be considered.

Admission of Transfer Students

A student who has completed at least one semester of graduate studies at an accredited or recognized institution may be considered for admission as a transfer student. Admission as a transfer student is highly competitive and is based on the number of students that can be accommodated in a particular program or level of study. The decision to admit a transfer student takes into account the student's record of achievement in both undergraduate and graduate studies. The following rules apply:

- Only students in good academic standing with a cumulative grade point average (CGPA) of 3.0 or greater (on a 4.0 scale), or equivalent will be considered for transfer admission.
- Only students transferring from a federal or recognized and lawfully accredited institution in the UAE, or a recognized and lawfully accredited foreign institution of higher learning, are eligible for admission.
- Transfer applicants must meet the admission requirements in effect for the term in which they intend to enroll.
- Official transcripts from all institutions of higher learning previously attended must be submitted.
- Transferred courses (see below) must be equivalent to those offered by the Academy.
- Students must be eligible to continue their enrollment at the institution from which they wish to transfer.

The application for transfer credits will follow the provisions of relevant academic policies as stipulated in the Policies and Procedures Manual. In addition to the complete graduate application, transfer applicants must submit official transcripts of their university studies along with the syllabi for and descriptions of courses they seek to transfer. Transfer applicants may not be granted conditional admission.

Transfer Courses

If a transfer student is admitted, the student may request to transfer courses and credits (not grades) from the student's previous institution to SEA. This request and all supporting documents must be submitted at least two weeks before the start date of the first semester of enrollment at SEA. The decision to accept a course for transfer is discretionary and is based on two factors: a review of the content and level of the course under consideration and an assessment of a student's overall academic performance at the student's previous institution. In order to consider a course for transfer, the

student must have earned a grade of B (3.0) or better in the course. Courses completed more than two years prior to matriculating as a graduate student at SEA are not transferable. The maximum number of approved transfer credits allowed must be less than 25% of the total credits required by the student's graduate degree program at SEA.

Currently enrolled SEA students may also request pre-approval to take course(s) for credit at other federal or licensed institutions in the UAE or a recognized foreign institution of higher learning (as identified by the UAE Ministry of Education). This request and all supporting documents must be submitted at least one month prior to the student taking the course(s) at the other institution. Approval of possible transfer credit must be obtained prior to enrollment in the course. The decision to approve a course is made by the program, is discretionary and is based on two factors: a review of the content and level of the course under consideration by program faculty and an assessment of the student's overall academic performance at SEA. Students who apply for permission to take a course for degree credit at another institution must:

- Be in good academic standing (not on probation).
- Not have transferred more than 25% of the total number of credit hours required for the degree.
- The course must be offered by one of the top 20 schools of education as ranked by the Times Higher Education.

Taking a course for credit at another institution may not be used to avoid the Academy's progression rules or the consequences of poor performance in other SEA courses. A student who fails a SEA course may not complete the course by taking it in transfer at another Academy.

Advanced Standing Credits

Sharjah Education Academy does not award advanced standing credit for academic work completed prior to enrollment at the Academy.

Credit by Examination

Sharjah Education Academy does not award credit by examination.

Falsified Admission Documents

SEA reserves the right to take disciplinary action up to and including the revocation of admission or permanent dismissal from the Academy if it is determined that information has been misrepresented in application documents or falsified documents have been submitted in support of an application for admission or matriculation to a program.

Withdrawal and Readmission

Students may withdraw and be readmitted to the Academy. In order to be readmitted, the student must at the time of withdrawal obtain the permission for readmission from the Dean and Program Chair. Students who withdraw without the required permission must re-apply to the Academy and in no case can they be readmitted if their absence has been for more than two academic years.

Tuition and Fees

The Board of Trustees annually sets the Tuition Fees for the ensuing year. Tuition of students is determined based on the program and number of credit hours registered by the end of the Add and Drop period of a given semester/term, inclusive of the credit hours of audited courses. Student tuition and additional fees are given in the tables below.

Table 1. Student Tuition Fees

Tuition		
Program	Cost per Credit Hour	Total Cost
Postgraduate Diploma	AED 1,000	AED 24,000
Fees (in AED)		
Status	Frequency	Amount
Application Fee	Once	AED 100
Program Deposit (upon admission)	Once	AED 600*
Technology Fee	Per Semester	No Charge
Late Payment <i>(per occurrence – if tuition and fees are not settled by payment date)</i>	Per occurrence	AED 250**
Declined Check or Credit Card <i>(per transaction for deferred payments – if credit card is declined upon charging)</i>	Per Transaction	AED 250**
Graduation Fee <i>(excludes cap and gown costs)</i>	Once	AED 350
Degree Certificate (extra)	Per certificate	AED 150
Official Transcript (extra)	Per transcript	AED 30
To Whom it May concern Letter/Certificate <i>(fee applies post-graduation only)</i>	Per Letter	AED 20

*Deposit amount will be applied toward the total cost of tuition

**5% VAT charge applies

Note: The maximum annual tuition increase may be up to 1% per fiscal year as set by the SEA Board of Trustees.

For information on the deferment of tuition and fees to a payment plan, please see the Payment Plan section below.

Late Fees or Declined Transactions

All students must adhere to Academy deadlines, rules and regulations. Late fees, with 5% VAT if applicable, may apply for late payments or declined transactions.

Payment Methods

Tuition and fees are due in full at or before the time of the start of the program. Currently, SEA accepts the methods of payment listed below.

- Debit/Credit Card.
- Bank Transfer.
- Cheque.
- Cash.

Payment Plan

Tuition and fees are due in full at or before the time of the start of the program. Students do have the option to request for a payment plan option where payment for fees shall be completed on a monthly basis. Approval for payment plans must be made in writing (student signature required) and prior to the start of classes. Failure to make payments on time or declined transaction will result in a penalty fee as stated in the tuition and fees table.

Enrolment/Withdrawal and Financial Requirements

In the event that a student does not withdraw/defer from a course or program by the posted deadline at the start of each semester or instruction period the student will be responsible for the full amount of tuition and fees. Additionally, a student will be automatically considered as re-enrolled for the next term (continued enrollment) unless they formally complete necessary processes per the Academy policies and procedures for withdrawal.

In the event a student wishes to withdraw from the institution or defer admission to the next term without being financially liable, the student has to complete withdrawal/deferral process no later than the “Add/Drop deadline” (last day of the first week of classes for the current term).

In the event the student withdraws/defers after the “Add/Drop deadline” no refund of the tuition fees will be administered. In the case of extreme circumstances special requests for refunds after the stated deadline must be submitted in writing with justification and supporting materials for consideration to be reviewed Tuition Refund Appeals group.

The Academy may offer, in any given year, scholarships or financial aid to students applying for admission based on academic merit, the Academy’s goal of a diverse student body, or other considerations. Such scholarships will be credited against the fees payable by a student on a pro rata basis each term. An annual scholarship may not be taken in its entirety in a single term.

Financial Assistance

The financial packages offered by SEA are designed to attract top students and support those with financial needs, thereby enriching our campus community. SEA, along with its partners, offers a number of graduate scholarships for both UAE nationals and qualified expatriate and international students.

SEA supports selected students through the provision of the financial awards (e.g. Proud to Be a Teacher, SEA Dean scholarship). Eligibility criteria for these is published on the Academy website. Notification of the award occurs through an official offer letter. The letter provides information on the terms of the award and is explicit and clear with respect to expectations. Acceptance of an award offer occurs through the signing of a formal agreement (contract) developed by SEA and reviewed by the Academy's legal department. Compensation and payment are as per the terms of the signed contract.

SEA Scholarships: A scholarship awarded to students by the Academy, normally covering tuition fees plus a stipend. The Academy determines the recipients and the dirham amount awarded. These include scholarships for UAE national students who have recently graduated from an accredited higher education institute and are residents of Sharjah, and a limited number of scholarships for Non-UAE national students subject to approval.

- **Scholarships for UAE Nationals:** Full scholarships covering 100 % of tuition fees are provided by Sharjah Education Academy to qualified UAE national students who are resident of the Emirate of Sharjah. A monthly stipend is also provided to eligible UAE National students based on their CGPA. Details of the available scholarships are listed below. Further details are available in the Proud to Be a Teacher Program policy documents.

Table 2. UAE National Scholarship Fees

Newly Enrolled UAE National Students		
Status	Scholarship	Stipend (monthly)
UAE nationals who are a recent graduate of a bachelor's degree program and a member of the Proud to Be a Teacher Program	100% of tuition fees	AED 25,000
UAE national who are currently teaching in a Sharjah private schools	100% of tuition fees	0
Other UAE National Students		
Status	Scholarship	Stipend
Nationals maintaining CGPA 3.0 – 4.0	50% of tuition fees	0

- **Scholarships for NON-UAE Nationals**

Full Scholarships: A limited number of full-scholarships are available for non-national students with outstanding academic performance and personal qualities. These scholarships are highly competitive. They cover 100% of the tuition fees. To retain their full-scholarship, non-national

students must maintain a CGPA of 3.7 or higher. Students who do not maintain a CGPA of 3.7 in a semester will have their scholarship reduced and will consequently be charged a percentage of the tuition fees. Terms of agreements will include a requirement that scholarships recipients commit to teaching in Sharjah schools for a period of five years following graduation. Failure to do so will require repayment of scholarship funds received. Details of the available scholarships are listed below:

Table 3. Expatriate Scholarship Fees

Expat Scholarship – New Students		
Status	Scholarship	Stipend (per month)
Non-UAE nationals who are a recent graduate of a bachelor's degree program and either a Sharjah resident or a member of the Proud to Be a Teacher Program	100% of tuition	0
Non-UAE nationals who are currently teaching in a Sharjah private school	50% of tuition	0

Academic Policies and Regulations

Registration and Course Information

Orientation Program

Prior to the start of classes, student services and each program hold an orientation session to familiarize students with its specific regulations and assist them with onboarding processes. These sessions are also to inform the students about existing resources, research, the opportunity to meet their Program Chair/faculty, and serve as an introduction to academic policies and regulations. In addition, students are provided access to a Pre-Orientation and Onboarding training via the Academy's Learning Management System once registered for courses.

Registration Process

Before the start of classes, students are registered for their course blocks. This catalog provides pertinent information on courses and the student information system provides details on class dates, times and meeting patterns. A continually updated list of courses offered is posted on the online student information system as well.

Add and Drop

Students are allowed to add and/or drop courses at the beginning of every semester/term. The add and drop period begins on the first day of class. The duration of the add and drop period may vary, and the actual dates are published in the academic calendar. Courses dropped during the add and drop period are not recorded in a student's transcript. The semester/term tuition is recalculated accordingly with no fee penalty charged. Students interested in adding and/or dropping courses

should first consult with their respective advisors and complete the required registration/de-registration processes.

Attendance, Lateness and Withdrawal

Attendance and participation in all class and workshop sessions (whether in-person or virtual) are essential to the SEA educational process. Students benefit from the lectures and exchanges with their instructors and fellow students. For this reason, students are expected to attend class regularly.

Absence or lateness hinders progress for the individual and the class, affecting overall academic achievement.

Students are required to be present for scheduled classes and consultations with their advisor as prescribed by the course syllabus and module guides. The Academy has a 90% attendance requirement for all units of study.

SEA reserves the right to cancel a student's enrolment or take other disciplinary action as deemed necessary where a student may be at risk of falling below the required minimum. Exceptions will only be granted in the case of demonstrable mitigating circumstances and, should nonattendance have resulted from medical reasons, students will be required to present the appropriate medical certificates. In certain circumstances, non-attendance of theory classes may result in restrictions on the use of practical resources.

It is the responsibility of students to ensure that the relevant staff member has noted their attendance on the appropriate register for all theory and practical classes. Attendance is normally monitored periodically through screening of attendance registers. If a student is unable to attend a class, it is the student's responsibility to contact the appropriate faculty to obtain copies of handouts and notes for the class missed.

Late arrival to class by more than five (5) minutes without any mitigating circumstances, shall mark a student as absent. In addition, and at the discretion of the faculty, a student may be excluded from class until a suitable break in proceedings. If a student is consistently late for class, they may have their course of study suspended.

Attendance is monitored periodically through screening of attendance registers and records. In order to support a student's academic progress and well-being, systems and processes are actioned by the Student Services department to regularly contact the student regarding student attendance records. Continued Non-attendance may result in restrictions on the use of practical resources.

Students falling below 90% attendance for a course, are required to:

- Meet with the Lecturer/Course Coordinator and/or Student Services before they are permitted to attend further sessions in the course and access to practical resources is renewed.
- Submit supporting documentation (medical certificate, proof of travel etc.) to the Lecturer/Course Coordinator and/or Student Services before they are permitted to attend further sessions in the course and access to practical resources is renewed.

- Be aware that access to the Learning Resource Center and Learning Management Systems may be revoked until the student has met with the Course Coordinator and/or Student Services.
- Be aware that the student ID, internal networks and internet access may be revoked until the student has met with the Course Coordinator and/or Student Services.
- Be aware that access to grades may be revoked until the student has met with the Course Coordinator and/or Student Services.

The Academy reserves the right to cancel enrolment or take other remedial action as deemed necessary where the student may be at risk of falling below this required minimum. Students are fully responsible for dropping or withdrawing from courses that they are not attending.

Students may withdraw from courses without grade penalty by completing the required registration processes for withdrawal from a course under special circumstances. If a student with a documented medical condition (e.g., operation, hospital stay, serious illness, etc.) needs to withdraw from a course after the established add/drop deadline, the student may submit a formal written request with the appropriate original medical documents. The Office of Student Services and Admissions will verify the claims and approve the change of status to a W. A student may not withdraw from a course in which an academic integrity offense was committed until the case has been reviewed and the adjudication process is complete.

Withdrawal from the Academy - Students seeking to withdraw from the Academy must complete the required registration processes for withdrawal. If complete withdrawal occurs during the add and drop period, the courses are dropped and are not recorded in the student's transcript. If withdrawal occurs after, a grade of W is assigned to the student for the specific course.

Course Descriptions and Syllabi

Descriptions of courses offered are listed in the Academic Programs section of this catalog. Courses are grouped by program and sorted by course subject and course code. Descriptions of courses are also accessible online via the student information system or learning management system.

Course syllabi are available from the program or instructional faculty. They include course title and course code; prerequisites (if any) and co-requisites (if any); name, contact information and office hours of the instructor; course description; course outcomes; course schedule; assignments and due dates; assessment methods and the weights assigned to them; grading metrics/scale; and reading material/ course texts.

Course Prerequisites/Corequisites

Certain courses require a minimum background of knowledge, as indicated by prerequisite courses cited in individual course descriptions. Titles and numbers refer to SEA courses. Equivalent courses satisfactorily completed at other institutions may also meet prerequisite requirements by transfer credit hours as accepted. Further some courses are offered concurrently with others requiring or allowing for the obtainment of knowledge concurrently, and are indicated as corequisite courses.

Courses Offerings and Schedules are offered at the discretion of the individual programs.

Class Size

SEA recognizes that class size is an important factor in promoting student academic success and is committed to maintaining optimal class sizes based upon sound pedagogical evidence that is carefully considered in the design and delivery of all. Graduate courses will normally consist of 20 -30 students. The Academy aims to have a class size of less than 30 students in more than 80% of courses offered. Normally, the recommended maximum for lecture and seminar-based courses is 45 students. For project-based courses involving substantial team work, the recommended maximum is 25 students per section. Exceptions must be approved by the Academic and Curriculum Council and the Dean of Education and must be based on sound educational rationale.

Academic Progress, Grades and Academic Standing**Evaluation of Student's Performance**

The student's performance is assessed on a continuous basis during the term. Overall, the assessment of student learning is guided by Academy policy. Assessment of the students' performance in a course will normally include a combination of examinations, coursework, and curriculum projects where relevant. Depending on the course, the coursework component may include assignments, quizzes, research papers, projects, etc.

Grading will be clearly articulated on the syllabus and students should be informed as to how exactly their work will be evaluated throughout the entire course. Students have the right to understand how they are being assessed within their courses and to be alerted if they are failing or are at risk of failing. Grades must be submitted by the deadline each term.

The grading of students is based on measurement of their achievement of set learning outcomes and performance indicators. Course assessments are explained in detail during the first lecture and in the online learning environment of the course. A completed course may consist of several smaller component assignments in addition to an examination or other learning assignment. All component assignments must be completed in order to complete the course. Only the final grade from a completed course is entered into student records. A cumulative 3.0 GPA is required for a status of Satisfactory Progress.

SEA will allow students to repeat courses once without pre-approval. A second repeat requires approval from the Dean of Education. Grades are calculated only one time for each course (the best grade). If a student fails a course and repeats it successfully, the failing grade is not taken into consideration in calculating the grade point average.

Study Mode and Academic/Course Load

Student study mode and academic/course load must be considered in the design and delivery of programs and courses to determine a balance between reasonable progress toward degree completion and a manageable academic workload for students.

Student Study Mode: the student classification of study mode is determined based on the academic load (credit hours attempted) in an academic semester into either full-time status or part-time status.

- Full-Time = 9 - 12 credit hours during a regular semester.
- Part-Time = less than 9 credit hours during a regular semester.

Academic Load for Postgraduate Programs includes the following criteria:

- Study load for a postgraduate diploma student per semester is not more than 12 credit hours.
- Maximum study load in a summer semester is 6 credit hours.
- Study load for conditionally admitted student's is determined by the conditions of admission set-forth at the time of the offer of admission.
- In exceptional cases, a learner can register per semester for up to 15 credit hours after obtaining permission from the Dean of Education if this additional load enables the learner to graduate in the current semester.

Grading System

Courses are graded using letter grades. The GPA is based on a four-point scale. The following grades and guidelines are adopted at Sharjah Education Academy:

Table 4a. Grading System Guidelines

Letter Grade	Grade Point	Description
A	4.00	Excellent
B	3.00	Satisfactory
C	2.00	Less than Satisfactory
F	0.00	Fail
WF	0.00	Withdrew Failing

Additional letter grades are used to denote special cases. These letter grades do not have corresponding grade points, and hence are not used in calculating a student's GPA. See below:

Table 4b. Grading System Guidelines

Letter Grade	Description
W	Withdrew between end of late registration and deadline for course withdrawal.

WP	Withdrew Passing after the deadline for course withdrawal through the last day of classes. A WP grade must be approved by the Dean (or designee).
WA	Administratively withdrawn due to absences.
S	Satisfactory in a Pass/Fail course.
U	Unsatisfactory (denotes failing in a Pass/Fail course)
I	Incomplete* (See Below)
IP	In Progress (May be assigned prior to a final grade in a multi-course sequence.)
AU	Audit
EX	Student Exempt from a Course (No credit given.)
TR	Transfer (Credit counted.)
N	No Grade Submitted
XF	Failure Due to Academic Dishonesty (This grade can only be assigned after an academic dishonesty hearing. A student may petition to change this grade to F.)

Incomplete Grade: The incomplete grade is an exceptional grade that can only be assigned when a student has satisfactorily completed a major portion of the work in a course but, for non-academic reasons beyond the student's control and deemed to be acceptable in accordance with Academy regulations, was unable to meet the full requirements of the course.

- Approval by the Dean (or designee) must be secured by the instructor before a grade of "I" may be assigned or changed.
- An incomplete grade assigned in a course must be removed and the grade change submitted by the end of classes in the term immediately following. Failure to remove the "I" grade by this deadline will result in the "I" grade changing to "F".
- It is the student's responsibility to meet with the faculty member and request arrangements for the completion of the missing required coursework.
- Once course requirements are completed a request for grade change must be made by the instructor.

Only in exceptional cases, such as a compelling medical or other emergency certified in writing by a medical or other professional, is a student assigned an incomplete (I) grade in a given course, provided the student has been in attendance up until the end of the withdrawal period of the semester/term. A student who is on academic probation and who was approved for an I grade in a specific

semester/term is not eligible for early registration for an upcoming semester/term. Prospective candidates for graduation with incomplete grades will be awarded their degrees in the semester/term where their courses are successfully completed.

The minimum passing grade for a graduate course is B. Students who receive an F grade in a graduate course will not be allowed to continue in the Academy.

Grade Point Average

SEA uses two grade point averages: (1) the semester grade point average (SGPA), and (2) the cumulative grade point average (CGPA).

- *Quality Points* = The quality points earned in a course are calculated by multiplying the grade point value of the letter grade by the number of credit hours the course is worth.
- *Semester Grade Point Average (SGPA)* = The SGPA is the grade point average of grades earned in a particular semester/term. It is calculated by dividing the sum of the quality points of courses taken in a particular semester/term by the total number of credit hours of the courses taken in that same semester/term.
- *Cumulative Grade Point Average (CGPA)* = The CGPA is calculated by dividing the sum of the quality points of courses taken in all semesters/terms by the total number of credit hours of all courses taken in all semesters/terms. Only the last entry of a repeated course is considered in the CGPA calculation.

Grade Appeals and Grade Changes

Sharjah Education Academy is strongly committed to supporting academic learning and fair professional evaluation of academic performance. Final course grades, officially reported by the instructor at the end of an academic semester or summer term, are recorded by the Student Services and Admissions Office. A request to change a grade may be initiated, in writing, by the instructor of the course within a one-week period following the posting of grades. After this period, an instructor may change an officially recorded grade only with the endorsement of the Program Chair offering the course and approval of the Dean via the Student Grievances and Appeals Committee.

A grade appeal must be submitted no later than the first day of the next spring or fall semester (whichever comes first) or by the 11th business day following the posting of grades (for meeting periods less than a full semester) after the assignment of the grade that is appealed. Failure to do so will preclude any possibility of subsequent action. Students should avoid taking the same course until the appeal case is resolved.

A final course grade assigned by an instructor may be appealed based on the following:

- a. There was a clerical/mathematical error in the calculation of the final grade.
- b. There were inconsistent standards of evaluation such as:

- Deviation from the grading criteria as outlined in the course syllabus.
- The final grade determination was based on factors other than the student's performance in the course and/or completion of course requirements.
- The student's final grade was determined by different standards than other students in the same section of the course.

The burden of proof of these conditions warranting a grade appeal rests on the student.

A grade resulting from absences, beyond what the catalog allows, and academic dishonesty cannot be appealed. In cases where the grade appeal is based on a complaint involving prejudice, discrimination, harassment, etc., the student is referred to the Student Grievances and Appeals Committee.

The Dean of Education may, only upon recommendation of the Student Grievances and Appeals Committee, approve to change a final course grade determined to have been awarded in an unfair manner, or not in the best interest of the Academy. In such cases, the recommendation of the Student Grievances and Appeals Committee will be communicated by the Chair to the concerned faculty member, Program Chair, and Dean of Education.

Grade Appeals and Grade Changes Procedures

STEP 1: Consultation with the Faculty Member: When a student does not agree with the final grade assigned for a course, s/he should first meet with the course faculty member responsible to discuss the grade within 1 week once final grades are officially made available to students. This requirement allows for any clerical/calculation grade errors to be corrected by the faculty member by means of the Change of Grade Form without the necessity of filing an appeal. If the grade is still in dispute after consultation, the student may complete the Grade Appeal Form.

STEP 2: Appeal to Program Chair/Dean: Students may file a formal grade appeal to the Dean of Education by completing and signing the "Grade Appeal Form" and submitting it to the Program Chair, no later than the deadline noted previously. The student's Grade Appeal Packet must include a completed and signed Grade Appeal form (with supporting documentation). The Program Chair and Dean of Education will review and if conditions for appeal are met will forward to the Student Grievance and Appeals Committee.

STEP 3: Student Grievance and Appeals Committee Decision: Upon receiving the Grade Appeal Packet, the Program Chair will review with the Dean and if agreed forward it to the Chair of Student Grievances and Appeals Committee, who will convene a meeting of the committee and provide a final decision within one week from the submission date. The Committee Chair will communicate its decision, together with its findings/reasons, to the student, the faculty member, the Program Chair, and the Dean. The Committee's decision is final and binding on all parties.

Academic Standing

A student's academic standing is determined by their CGPA.

- **Good Academic Standing:** In order to be considered in good academic standing, graduate students must maintain a CGPA of at least 3.00 out of 4.00.

A student must be in good academic standing to be eligible for graduation.

Academic Probation

If a student's cumulative GPA falls below 3.00 at the end of any given semester, the student is placed on academic probation. A student placed on academic probation, who fails to remove his/her academic probation by the end of the second term following their being placed on probation, will maintain his/her academic probationary status.

During probationary status, a student on academic probation may be limited in the number of courses they can register in a semester (typically six credit hours in a semester).

Academic probation is removed at the end of any semester/term in which the student attains a CGPA of 3.00.

Academic Dismissal

A student on academic probation who does not achieve good academic standing by the specified time (two semester following the semester in which the cumulative GPA fell below 3.00, with the academic probationary status) is academically dismissed from the Academy.

Graduate students who receive an F grade in a graduate course are academically dismissed from the Academy.

Students who have been academically dismissed may petition for reinstatement to the student's Program Chair, one month ahead of registration of the semester immediately following academic dismissal. Petitions will be reviewed by the Program Chair and the Dean of Education who will make a written recommendation to the Executive Director. Reinstatement following academic dismissal is granted only in exceptional circumstances.

Academically dismissed students who have been away longer than two consecutive semesters may not apply for readmission.

Student Records

Student records, degrees, transcripts, and related documents submitted by students from other institutions to the Sharjah Education Academy, when applying for a course or program, are the property of the Academy – all such documents of which are controlled and managed by Office of Student Services and Admissions. The Academy is not required to provide (or allow the making of) copies of these documents. Transcripts submitted to SEA for admission or transfer credits cannot be returned to the student or forwarded to other institutions.

The academic record of an individual student is maintained by the Office of Student Services and Admissions for a maximum period of five years after the student graduates or leaves SEA. Beyond this retention limit, documents in a student's record are managed in accordance with the SEA best practices on file retention, which could entail permanent destruction of some of these documents.

Student Privacy and Information Release

The Academy shall assure that student records are maintained in compliance with applicable laws relating to the privacy of student records.

The Office of Student Services and Admissions shall direct the implementation of appropriate safeguards to assure student records cannot be accessed or modified by any unauthorized person.

Any currently enrolled or former student of Sharjah Education Academy shall have a right of access to view their educational student records. Students have the right to update their personal data, such as their telephone number, correspondence address, and email address, which shall be notified by the student to the Office of Student Services and Admissions.

No representative of the Academy shall release the contents of a student record to any member of the public without the prior written consent of the student, other than the following:

- i. To disclose students' records to the private or public authority sponsoring the student, if applicable.
- iii. Information sought pursuant to a court order or lawfully issued request by any UAE governing body, authority, or ministry, or as otherwise authorized by applicable laws.

Academic Transcripts

The Student Services and Admissions maintains and updates the academic records of all students who register at the Academy. The permanent record reflecting the academic achievements of each student throughout his/her entire study period at the Academy is referred to as an academic transcript or transcript.

At the end of every semester/term, academic records are updated for students who were registered in that semester/term. Students may access their unofficial transcripts through the secure online student information system. Students are encouraged to review their records online periodically.

Students may obtain copies of their academic transcripts, which will only be released with a signed request from the student concerned. A nominal fee may apply. The Academy will issue only complete transcripts, not parts of the student record.

A brief explanation of the Academy's grading system is provided with every official transcript. The detailed explanation is included in the Grades and Academic Standing section herein.

Records on Student Academic Integrity

Code Violations

The retention of records on academic integrity code violations is governed by the following:

- All records pertaining to the infringement of the Student Academic Integrity Code are maintained by the student's program. If the student does not graduate from SEA, the records are retained for five years after the student's last registration.
- The notation indicating a violation of the Student Academic Integrity Code will become a permanent part of the student's file maintained by the Office of Student Services and Admissions.

Records on Student Academic Integrity Code violations maintained by the Office of Student Services and Admissions are subject to Academy regulations concerning the confidentiality of student records. Upon written request, students have the right to inspect their records related to violations of the integrity code.

Enrollment Verifications and Certifications

Students may need different types of official verifications pertaining to their academic record at SEA. These certificates must be requested from the Office of Student Services and Admissions. Following the processes specified. A nominal fee may apply.

Graduation Requirements

The graduation requirements for any individual student are determined by the catalog that was effective when the student was admitted, referred to as the catalog of record. Every individual student is personally responsible for meeting all graduation requirements as detailed in his/her catalog of record.

If a required course within a degree program changes its number of credit hours, then the number of credit hours required by the degree program for graduation may, at the discretion of the college/school, change by the same amount provided the CGPA is at least 3.00. In case of substantial changes in course offerings, equivalent graduation requirements are determined by the Dean of Education.

Disclaimer: Course information, content and prerequisites may be subject to change as a result of the ongoing commitment by the Academy toward continual improvement in academic programs.

The Office of Student Services and Admissions shall complete during the first six weeks of the final semester a degree audit for all students expected to complete their degree requirements by the end of that semester. Each Program Chair will review applicable students, noting corrections, and will communicate issues to the registration personnel. Upon verification of eligibility, the Dean shall confirm the list of students expected to graduate. At the end of each semester, the registration

personnel shall complete a final record audit, and share the names of students meeting degree requirements to the Dean of Education for certification, followed by confirmation by the Executive Director and SEA President.

Requirements of a Postgraduate Degree Program

Program participants must meet established minimum requirements in order to complete the postgraduate degree program. The specific requirements are listed for each program. Details of the graduation requirements of a degree program are provided under the corresponding program section in this catalog.

The following constitute the graduation requirements for a Postgraduate Diploma in Education:

- A student must have an overall cumulative grade point average of 3.0.
- A student must successfully pass all program components (taught courses, practicum and, where applicable, thesis/dissertation) within the allowed time to completion.

Time Limit on Duration of Study and Academic Standing Requirement

Regardless of the catalog by which the student's graduation requirements are governed, all degree requirements must be completed within five years of admission to a SEA program, inclusive of any leave. Further, a student must be in good academic standing to be eligible for graduation.

Application for Graduation

Candidates for graduate degrees file an Application for Graduation form with the Office of Student Services and Admissions for select programs. Only after the form has been filed can the processing of the necessary information or final certification for graduation begin.

Students who fail to complete all degree requirements by the end of the semester/term for which they apply to graduate need not reapply for graduation. Their previous application will be automatically moved to the following semester/term.

Conferral of Degrees and Information on Diplomas (Name and Degree)

Degrees are conferred at the end of the semester/term in which students have successfully completed program degree requirements. Conferral of the degree is noted on the academic transcript of the graduate with the date of graduation.

The names of SEA students will be spelled in English exactly as they appear on their passports or identity cards when printed on diplomas. If a name on a passport or an identity card does not appear in English, then the spelling of the name will be printed according to the personal preference of the student. The diploma will list the full name of the degree program awarded, as well as the applicable concentration(s).

Academic Integrity

Academy policies demonstrate the Academy's commitment to the principles of truth and academic honesty. All students are expected to conduct themselves in their academic studies honestly and ethically and are expected to carefully acknowledge the work of others in all academic activities and respect intellectual property rights.

Cheating and Plagiarism

Students will be notified in each program syllabus that academic honesty is one of the fundamental bases for the academic community. To this end, the Academy assists students in defining acceptable standards of academic honesty as they pertain to written work. It is important to acknowledge sources used when writing papers. Plagiarism – to take and submit someone else's work as one's own work or using the work or ideas of another are forms of academic dishonesty.

Plagiarism may be any one of the following:

- Verbatim copying without proper acknowledgment.
- Paraphrasing without proper acknowledgment.
- Assembling a "patchwork" paper from diverse sources, without proper acknowledgment of those sources.
- Unacknowledged appropriation of information or of someone else's ideas.

Mechanisms for Accountability

The Honor Code (Pledge) is a short statement that the student will fully comply with the Academy's Student Academic Integrity Policy. Every student admitted to SEA will sign the Honor Code electronically via the SIS/LMS prior to enrollment in classes.

SEA faculty will have access to utilize a plagiarism/similarity checker via the LMS platform. The utilization of "Turn-it-In" allows faculty an additional resource to authentic original student work and contributions to the learning process.

Filing a Complaint of a Student Academic Integrity Violation

If a student has committed an act of plagiarism or cheating, instructors should:

- a. Complete a "Academic Integrity Violation" form outlining the student's action.
- b. Attach all relevant documentation, e.g. paper, sources, etc.
- c. Submit the documents to the Dean of Education.

It is assumed faculty have already approached the student, cited policy and consequences from the program syllabus and informed him/her the act is a violation of student conduct and has been reported. In cases of Major Violations, the instructor shall inform the Dean of Education and the violation will be reviewed by the Academic and Curriculum Council.

Faculty must report student code of conduct violations in writing no later than 5 working days after the incident by submitting the specified form.

For “Good Cause” or extremely serious violations an instructor may request a student be suspended from the entire Academy for up to 10 days by filing a student code of conduct complaint on the appropriate form. A student may not be permanently suspended from a class or the Academy without benefit of due process.

Students cannot be permanently removed or dropped from a class without benefit of due process. Assigning a failing grade for the class must be based upon the holistic grading procedures of the instructor; academic sanctions for plagiarism and/or cheating that may be applied by the instructor include assigning a failing grade for the assignment or zero points for the assignment.

Once the Dean of Education receives the above documents, the student will be issued a written warning that includes sanctions for future incidents.

Disciplinary Action

Disciplinary action may be taken as a result of violation of academic integrity policies. Appropriate Academy officials may impose the following range of penalties:

- *Warning:* Oral or written that continuation of wrongful conduct may be cause for additional disciplinary action.
- *Reprimand:* Written statement of violation of a regulation including the possibility of more extreme disciplinary action. Includes reduction of grade.
- *Suspension:* Exclusion from classes and other privileges and activities for a specified period of time that may include exclusion from the campus.
- *Expulsion:* Termination of student status for an indefinite period. The conditions of readmission, if permitted, shall be stated in the order of expulsion.

Academic Programs

The Academy adopted Academy-wide learning outcomes to help guide programs in light of the institution’s vision, mission, and values. These are:

1. **Independent and Collaborative Learners.** Instilling a belief in one’s own independent efforts and the pursuit of excellence. Promoting classroom collaboration as a learning skill as well as a social benefit. Developing practical skills and knowledge of the workplace and career options through hands-on real-life projects.

2. **Responsible and Self-Directed Learners.** Recognizing that respect for others and honesty are the standards of the Academy community. Understanding the positive and negative influences as well as responsibilities associated with life choices. Becoming self-directed in learning and not reliant solely on the teacher.
3. **Lifelong Learners.** Promoting a passion for life-long learning. Developing the habits of study and inquiry required for Academy and career success. Emphasizing the need for critical thinking and fostering creativity throughout the curriculum.
4. **Effective Communicators.** Encouraging self-reliance, student voice, the courage to take a stand, and the ability to express oneself in an effective and responsible manner. Facilitating technological competence and ease of exploring emerging technologies and innovative systems of working and learning.
5. **Citizens of the World.** Demonstrating appreciation and tolerance for differences in a culturally diverse world. Encouraging participation in a variety of school and community activities to develop self-esteem, leadership, and self-awareness of ability to affect change in oneself and their community.

Postgraduate Diploma in Education

About the Program

The Postgraduate Diploma in Education program is designed to provide both pre- and in-service teachers with pedagogical studies that develop the participant's 21st century competencies and enable them to be innovative educators. It engages the participants in a learning process that is both enjoyable and useful, even a life-changer. The faculty are high-quality teacher educators with extensive experience and up-to-date scientific knowledge. During this program, participants acquire knowledge and skills that will help their whole community to flourish. Those who gain the most from this program will be the participant's pupils and schools. The teachers who graduate from this program will have learned how to enjoy learning, and also, how to support the motivation and well-being of their pupils. The program is delivered in both an English track and an Arabic track.

Vision

We deliver a high-quality teacher education program that meets international standards and fosters the prosperity and sustainable development of society through development of lifelong learning and 21st century knowledge, skills and competencies of both future and in-service teachers.

Mission

The Postgraduate Diploma in Education program puts into practice world-class knowledge and expertise to educate current and future teachers. Our teaching methods are up-to-date, research-based and technology-mediated. We engage the learners in deep learning whilst simultaneously supporting their well-being.

Values

- *Deep-level Learning* - Innovative, research-based teaching and learning methods are applied to enable teachers to promote deep learning by their students.
- *Future Skills and Competencies* - We endeavor to train future-ready teachers to put their expertise in action; they will be trained to promote lifelong learning as well as emphasizing the need for digital competency in the 21st century, including digital literacy as a method of ensuring long-term societal sustainability and prosperity.
- *Collaboration and Well-being* - Our teaching and learning methods foster collaboration, well-being and motivation in both teachers and their students.
- *Scientific Literacy* - We train teachers who possess the required scientific literacy to promote both critical and creative thinking and to take control of their own continued professional development, remaining up-to-date with developments in teaching and learning theory.

Program Goals

The overall goals of Sharjah Education Academy's Postgraduate Diploma in Education degree program are to:

- Open the door to employment of new teachers by highlighting their skills in schools where they will be trained.
- Provide teachers with the flexibility to allow them to achieve their qualifications while they are teaching.
- Support teachers in achieving their licensing requirements.
- Improve the education system and student outcomes by empowering teachers with needed skills for the new hybrid model in education.
- Empower teachers in Sharjah and the UAE with world-class qualifications to enable students to improve the quality and range of their learning opportunities.
- Enable teachers to plan, track and deliver personalized learning and effective teaching.
- Enable teachers to communicate with parents effectively and engage them in supporting their child's learning.

Program Learning Outcomes

On successful completion of this program, the graduate will have the necessary knowledge, skills, 21st century competencies, and life-long learning that future teachers shall need to successfully work in society.

On successful completion of this program, the graduate will have:

- **PLO 1** - Explain, apply, and analyze the foundations of human learning, motivation and social interaction in complex familiar and unfamiliar educational contexts.
- **PLO 2** - Demonstrate life-long learning competencies and entrepreneurship, including basic research and scientific literacy in the field of education, and promote thinking skills, metacognition, and self-regulation in their students.
- **PLO 3** - Develop and implement strategies for motivating students to engage in constructive dialogue and practices in the school context to participate in building a sustainable society together.
- **PLO 4** - Design innovative learning environments based on contemporary educational research.
- **PLO 5** - Problem-solve curricular issues and actively participate in curricular reforms collaboratively.

All program learning outcomes have been aligned with the *QFEmirates* Level 8 descriptors regarding the knowledge and skills consistent with the level of rigor for a Level 8 program. Each PLO has been mapped to the descriptors and has been identified each course syllabus. These mappings are illustrated in **Tables 5** and **6** below.

Table 5. Mapping of program learning outcomes (PLOs) to QFEmirates Level-8 Descriptors: Aspects of Knowledge and Skills. (F = Fully, P = Partially).

QFEmirates LEVEL 8 Descriptors		Program Learning Outcomes				
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
	Knowledge					
K1	Advanced specialized knowledge and critical understanding in a specialized field of work or discipline and at the interface between fields.	P	P		F	
K2	Comprehensive understanding of critical approaches to creating a systematic and coherent body of knowledge and concepts gained from a range of sources.	F	P			
K3	Comprehensive knowledge of current research and innovations in a field of work, discipline or professional practice and impact of these developments on accepted theory and practice.		F		P	
	Skills					

S1	Problem-solving skills applied to a specialist field and the integration of knowledge from different fields of work or disciplines to solve complex unpredictable and/or abstract problems with intellectual independence.				P	F
S2	Identify appropriate sources of information or analytical techniques in investigations that lead to conclusions and solutions to problems.	P	F	P		
S3	Critical selection of appropriate research instruments and strategies associated with the field of work or discipline.		P		F	
S4	Highly developed advanced communication and information technology skills to present, explain and/or critique substantively complex matters.	P		P		F

Table 6. Mapping of program learning outcomes (PLOs) to QFEmirates Level-8 Descriptors: Aspects of Competence. (F = Fully, P = Partially).

QFEmirates LEVEL 8 Descriptors		Program Learning Outcomes				
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
	Aspects of Competence (Autonomy and Responsibility)					
C1	Can take responsibility for designing and developing creative approaches to managing and evaluating complex work processes and organization, resources or learning, including leading and managing teams within a technical or professional activity or working effectively as an individual.		P		F	
C2	Can express a comprehensive, internalized, personal worldview, while accepting responsibility to society at large and to sociocultural norms and relationships.		F	P		
	Aspects of Competence (Role in Context)					
C3	Can manage professional activity that may be in a complex environment.	P		F	P	

C4	Can take responsibility for leading the strategic performance of professional teams and self.		P	F		P
C5	Can coordinate peer relationships with qualified practitioners and lead multiple, complex groups.			F		F
C6	Can initiate and support the management of professional development mentoring activities.		F			
Aspects of Competence (Self-Development)						
C7	Can self-evaluate and take responsibility for contributing to professional practice in complex and sometimes unfamiliar learning contexts.		F		P	
C8	Can self-evaluate and take responsibility for maintaining and enhancing currency in the profession or discipline.		F			F
C9	Can lead, contribute and implement ethical standards.		P	F		

Program Structure and Requirements

The 24-credit hour Postgraduate Diploma in Education is a full-time program providing you with all the necessary tools, knowledge and competencies to become an excellent, innovative teacher with an enhanced teaching skill set. The program calls for active participation and deep-level learning.

The program is divided into five (5) major areas:

- Foundations for Sustainable and Effective Learning (8 credit hours).
- Assessment (2 credit hours).
- Developing Competencies and Curriculum Design for the Future (4 credit hours).
- Research Methods (4 credit hours).
- Practicum (6 credit hours).

The purposes of the taught courses, research, and practicum components are briefly described. The courses within each area are then shown in the following table.

Taught Courses

The courses of the diploma program are based on best practices from Finland, which has a highly regarded international reputation and a proven track record in the quality of teaching. The courses are based on modern educational psychology and pedagogy. The overall goals of taught courses include future teachers' ability to promote their students' well-being and create a safe and engaging learning environment.

Practicum

The Postgraduate Diploma in Education degree program culminates with a substantial student teaching experience where you will apply the knowledge gained in your program in a classroom setting with a host teacher. The Practicum experiences are tailored differently for pre-service and in-service teachers, the former focusing on teacher training, and the latter focusing on developing the school and collaboratively implementing new ideas learned during the program. Host teachers are selected from among those who have been rated as highly effective on their most recent performance appraisals. The practicum module is in partnership with the Sharjah Private Education Authority (SPEA) and is supported by two mentors, a SEA faculty member and a SPEA subject expert mentor. The practicum elements draw inspiration from the SPEA mentorship model, which is led by school subject experts and school improvement advisors. This model enables development of deep pedagogical content knowledge and allows in-service teachers to apply knowledge within their own environment. This partnership also provides practicum experience for pre-service teachers in one of three high caliber private teaching schools.

Research

All teaching is based on research and all the courses are integrated with reflection and inquiry. The aim is to educate autonomous and reflective teachers who are capable of using research in their teaching, who can be defined as pedagogically thinking teachers, and who can carry out their own action research in the classroom.

Teaching and Learning Methods in the Program

The learning experiences occur through a variety of educational pedagogies including, but not necessarily limited to, instructional videos, problem-based learning, case-based learning sessions, seminars, small group sessions, flipped classrooms, team-based learning sessions, self-study, and curriculum projects. These methodologies may be part of both in-class and online environments, both synchronous and asynchronous. For example, in EDPG 8101 Introduction to Human Learning and Educational Psychology, a flipped learning approach means that the student first studies the content online independently or with other students and then, after that, the contact teaching takes place. In each module, the content is first presented online with the help of videos, readings, and podcasts as a logically designed learning path, including self-evaluations, group discussions, and learning journals that are diagnostic in nature. Progress tests (measuring the accumulation of knowledge and skills) take place online during the course. In each module, after independent online learning the content is discussed in webinars or face-to-face sessions that intend to activate the students. In synchronized sessions, interactive technology and PowerPoint presentations are used. The instructors' role in the course is to facilitate the learning process. The intention of these various approaches and teaching practices is to allow students to become aware of ideas and concepts, to hear the perspectives of others and to have the opportunity to practice, gain feedback, and enhance their learning.

The program is delivered using the principles of blended or hybrid learning, with a given course typically including 75% online and 25% face-to-face instruction. The approach to online teaching and learning is research-based, developed by academics from the University of Helsinki Faculty of Educational Sciences who have extensive experience in teacher education and research in educational psychology. The courses consist of instructional videos, discussion forums, teaching simulations, case

studies and online activities, where online activities are organized according to the principles of engaging learning solutions and are supported by high-quality materials. The student can follow asynchronous study paths between sessions and they can constantly monitor their own progress with engaging self-assessment tasks.

Program Components

Table 7. Program Components

Area	Courses
a. Foundations for Sustainable and Effective Learning (8 credit hours)	i. Introduction to Human Learning and Educational Psychology (2 credit hours). ii. Neuroscience in Learning (2 credit hours). iii. Social and Emotional Learning (2 credit hours). iv. How to Motivate Students (2 credit hours).
b. Assessment (2 credit hours)	i. Motivating Assessment (2 credit hours).
c. Developing Competencies and Curriculum Design for the Future (4 credit hours)	i. Curriculum Design for the Future: From Theory to Practice (2 credit hours). ii. Core Skills, Life-Long Learning and Ethical School Culture in the Digital Age (21st Century Skills) (2 credit hour).
d. Research Methods (4 credit hours)	i. Project Work A: Teacher as a Researcher (2 credit hours). ii. Project Work B: Teacher as a Researcher (2 credit hours).
e. Practicum (6 credit hours)	i. Practicum a. Practicum for Pre-Service Teachers: Teaching Practice (4 credit hours) OR b. Practicum for In-Service Teachers: Teaching Practice (4 credit hours). AND a. Preparing for the Teacher Licensing Exam (2 credit hours). OR b. Development Plan for the Future (2 credit hours).

Program Study Plan

Courses run six or eight weeks in length such that each 16-week semester consists of two shorter periods, termed A and B. This allows students to be more focused on the specific content during each period, an approach underpinned by sound pedagogical principles. The approach allows sufficient time for preparation, reflection, analysis, assessment, and the achievement of course learning outcomes. Most courses have a weighting of two credit hours.

Table 8. Study Plan for Full-time Students

Postgraduate Diploma in Education (24 credit hours - Hybrid mode)					
FALL COHORT - August Start			SPRING COHORT - January Start		
First Semester (Aug-Dec)			First Semester (Jan-May)		
Part A - 8 Weeks (6 credit hours)			Part A - 8 Weeks (6 credit hours)		
Course #	Course Name	Credit Hours	Course #	Course Name	Credit Hours
EDPG 8101	Introduction to human learning and educational psychology	2	EDPG 8101	Introduction to human learning and educational psychology	2
EDPG 8103	Social and emotional learning	2	EDPG 8103	Social and emotional learning	2
EDPG 8104	How to motivate students	2	EDPG 8104	How to motivate students	2
Part B - 8 Weeks (6 credit hours)			Part B - 8 Weeks (6 credit hours)		
EDPG 8201	Motivating assessment	2	EDPG 8201	Motivating assessment	2
EDPG 8301	Curriculum design for the future: From theory to practice	2	EDPG 8301	Curriculum design for the future: From theory to practice	2
EDPG 8302	Core skills, life-long learning and ethical school culture in the digital age (21st century skills)	2	EDPG 8302	Core skills, life-long learning and ethical school culture in the digital age (21st century skills)	2
Second Semester (Jan-May)			Second Semester (Aug-Dec)		
Part A - 8 Weeks (6 credit hours)			Part A - 8 Weeks (4 credit hours)		
EDPG 8401	Project Work A: Teacher as a researcher	2	EDPG 8401	Project Work A: Teacher as a researcher	2
EDPG 8403	Preparing for the Teacher Licensing Exam	2	EDPG 8403	Preparing for the Teacher Licensing Exam	2
	OR			OR	
EDPG 8404	Development plan for the future	2	EDPG 8404	Development plan for the future	2
EDPG 8102	Neuroscience in learning		EDPG 8102	Neuroscience in learning	
Part B - 8 Weeks (6 credit hours)			Part B - 8 Weeks (6 credit hours)		
EDPG 8402	Project Work B: Teacher as a researcher	2	EDPG 8402	Project Work B: Teacher as a researcher	2
EDPG 8501	Practicum for pre-service teachers: Teaching practice	4	EDPG 8501	Practicum for pre-service teachers: Teaching practice	4

OR EDPG 8502 Practicum for in-service Teachers: Teaching practice	OR EDPG 8502 Practicum for in-service Teachers: Teaching practice
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NOTE: Each of the above courses is offered in English (E) and Arabic (A). Course numbers are marked accordingly based on the specified language of instruction, (e.g. Social & Emotional Learning course is EDPG 8103E in English, and EDPG 8103A in Arabic).

Assessment

Assessment of student learning occurs through a variety of means including learning journals, teaching assignments, case-based online examinations and multiple-choice questions requiring the ability to conceptualize and apply knowledge from the course. The assessment is based on assignments and formative online assessments during the course with a summative assessment at the end of the course that may be a final exam, paper, curriculum unit, or research project depending on the nature of the course. Assessment focuses on the application and conceptualization of the knowledge presented in the course. Participants apply theoretical understanding to solve the challenges and questions presented in course assignments and in examinations. In addition, students will carry out a practicum period at school, where they put into practice what they have learned.

Grading Scales

The grading of students is based on measurement of their achievement of set learning outcomes and performance indicators. Course assessments are explained in detail during the first lecture and in the online learning environment of the course. A completed course may consist of several smaller component assignments in addition to an examination or other learning assignment. All component assignments must be completed in order to complete the course. Only the final grade from a completed course is entered into student records.

Each student is graded on his/her individual performance with respect to the outcomes, and not in relation to the performance of others.

Table 9. SEA Grading Assessment

SEA Grades	ECTS* (Finland)
4.0 (Excellent A; 90-100)	5 (Excellent)
3.0 (Good B; 80-89.99)	3 (Good)
2.0 (Less than Satisfactory C; 70-79.99)	1 (Passable)
0 (Fail F; Less than 70)	0 (Fail)

*ECTS: *European Credit Transfer and Accumulation System*

For postgraduate level courses and above a good (B) grade or better is required to pass a course.

The Practicum course will be graded on a Satisfactory (Pass)/Unsatisfactory (Fail)/incomplete basis.

Postgraduate Diploma in Education Course Descriptions (English & Arabic)

Foundations for Sustainable and Effective Learning (8 Credit Hours)

EDPG 8101E INTRODUCTION TO HUMAN LEARNING AND EDUCATIONAL PSYCHOLOGY

(2 credit hours, 8 weeks)

Co-requisites: EDPG 8103E, EDPG 8104E.

In this course you will become familiar with the foundations of learning and the key results of modern learning sciences. The course covers the key principles of educational psychology and how to design teaching according to our cognitive system: attention, memory, self-regulation and study strategies. Teachers' epistemic beliefs (conceptions of learning and knowledge) are also addressed. Then we proceed towards socio-constructivist theories of learning. The course includes an introduction to the research related to the main themes of the course. The themes will be examined combining theory and practice and students will become acquainted with the teaching practices ideal for effective and meaningful learning.

EDPG 8102E NEUROSCIENCE IN LEARNING

(2 credit hours, 6 or 8 weeks)

Prerequisites: None

This course will teach you how we use our brain when learning and how neurosciences see the role of sleep, breaks, healthy habits and exercise in learning. The connections among sports, music, arts and handicraft with learning and cognition are explored. The course covers how neurosciences can be used as an effective tool for understanding learning and teaching. Learn about the most mind-blowing insights from neuroscience research

and find out about the role of our brain in learning!

EDPG 8103E SOCIAL AND EMOTIONAL LEARNING

(2 credit hours, 8 weeks)

Corequisites: EDPG 8101E, EDPG 8104E.

This course introduces the theories and concepts of social and emotional learning and group development in order to promote students' learning and well-being. You will learn about self-awareness, self-management, social awareness, relationship skills and responsible decision making. You will practice effective pedagogical interaction and how to give feedback (feed forward) to your students in respectful and constructive ways that promote learning and overall well-being. The focus is on how to put these skills into practice. This course is helpful in understanding group dynamics and collaboration with students' families and colleagues at school, too.

EDPG 8104E HOW TO MOTIVATE STUDENTS

(2 credit hours, 8 weeks)

Corequisites: EDPG 8101E, EDPG 8103E.

In this course, you will become familiar with various forms of motivation, academic emotions, and interest. The engaging learning model puts together cognitive, social, emotional, and motivational aspects of learning. You will learn in practice, how to promote interest, motivate your students and make learning enjoyable. You will also learn about how to balance the challenges and skills of your students in order to promote flow experiences in learning. You will understand how essential motivation and emotion are for engaging and sustainable learning.

Assessment (2 Credit Hours)

EDPG 8201E MOTIVATING ASSESSMENT*(2 credit hours, 8 weeks)**Co-requisites: EDPG 8301E, EDPG 8302E.*

In this course you will become familiar with principal ideas of assessment and learn to choose and use different kinds of assessment methods aligned with the pedagogical needs. The course covers not only the basic ideas and methods of assessment, but also the creation of such an assessment culture in school which aims at promoting learning and motivating learners. You will also gain understanding of assessment of interdisciplinary projects.

Developing Competencies and Curriculum Design for the Future (4 Credit Hours)

EDPG 8301E CURRICULUM DESIGN FOR THE FUTURE: FROM THEORY TO PRACTICE*(2 credit hours, 8 weeks)**Co-requisites: EDPG 8201E, EDPG 8302E.*

In this course you will become familiar with curriculum design. There are various ways of creating a curriculum, and internationally the practices vary. For instance, subject-matter based, project-based, problem-based, or integrated curriculum are promoted to differing degrees in different curricula. Usually, the school curriculum is national and, in many cases, well-defined according to the local policy. This course looks at the curriculum design principles in your own culture, but also the international trends. After this course, you shall understand better what the meaning of curriculum is in the teacher's work and at the school level.

EDPG 8302E CORE SKILLS, LIFE-LONG LEARNING AND ETHICAL SCHOOL CULTURE IN THE DIGITAL AGE (21st century skills)*(2 credit hours, 8 weeks)**Co-requisites: EDPG 8201E, EDPG 8301E.*

During this course you shall learn the most important 21st century skills that are needed for successful learning to be successful in a modern society. The course covers the latest ideas of how to implement new ideas and technologies in practice. Through this course, you learn how to support the entrepreneurial mindset of your students and help them to develop the needed future skills. You shall be able to carry out innovative projects and use the latest technologies and follow the demands of the national curriculum and support broad-based competencies in your students.

Research Methods (4 Credit Hours)

EDPG 8401E PROJECT WORK A: TEACHER AS A RESEARCHER*(2 credit hours, 8 weeks)**Prerequisites: None*

In this course you will learn the basics of quantitative research in order to have sufficient scientific literacy to interpret various sources of knowledge and understand what research-based teaching is. You shall learn how to interpret and understand various quantitative methodological perspectives in social sciences and education. As a teacher, you shall make informed choices that are informed by latest research.

EDPG 8402E PROJECT WORK B: TEACHER AS A RESEARCHER

(2 credit hours, 8 weeks)

Prerequisites: EDPG 8401E.

In this course you will continue the process you started on the 8401 course. You shall be able to look at qualitative assessment practices from methodological perspectives and carry out small scale investigations, when necessary. You learn to be critical towards approaches to teaching and learning that may be harmful for your students and apply some central scientific concepts in your work.

Practicum (6 Credit Hours)

EDPG 8403E PREPARING FOR THE TEACHER LICENSING EXAM

(2 credit hours, 8 weeks)

-- This is a required course for the students who do not hold the Teacher license. --

During this course teachers learn about the UAE teaching standards and the UAE vision for the coming 50 years in education, with specific expectations pertaining to all teachers to implement a first-rate education system. The students will be exposed to the teaching license examination and prepare for the pedagogy exam. Followed by the subject's exam as dictated by the MoE. The course will support preparation towards the license exam and is not a substitute for any qualification requirement as per the Ministry of Education requirement.

EDPG 8404E DEVELOPMENT PLAN FOR THE FUTURE

(2 credit hours, 8 weeks)

-- This is a required course for the students who hold a valid Teacher license. --

During this course you will make a portfolio of your certificates and diplomas showing your knowledge, skills, and competencies for a teacher profession. Based on your portfolio and what you have learned you will make a plan on how to maintain your expertise and how to foster your professional development based on the relevant scientific literature. You will have an opportunity to deepen your understanding of topics you are interested in related to the teaching profession by creating a plan on how to move on to reach this understanding.

EDPG 8501E PRACTICUM FOR PRE-SERVICE TEACHERS: TEACHING PRACTICE

(4 credit hours, 8 weeks)

Prerequisites: 18 credit hours of PGDE coursework completed

The fundamental purpose of the teaching practice is to offer the teacher trainee as truthful and real a picture of the teacher's work as possible. Teaching practice includes a lot of learning, self-development and growing to become a professional teacher. It enables teacher trainees to test various pedagogical methods under the guidance of professionals. In the safe learning environment teacher trainees can receive feedback, analyse their experiences, and reflect their learning. During the practicum experience, you will have two mentors, a SEA faculty member and a SPEA subject expert who serves as a school improvement advisor. In addition, the host teacher of the class you teach will give you practical advice on the teacher's daily work.

*EDPG 8502E PRACTICUM FOR IN-SERVICE**TEACHERS: TEACHING PRACTICE**(4 credit hours, 8 weeks)**Prerequisites: 18 credit hours of PGDE coursework completed*

The fundamental purpose of the teaching practice is to offer the teacher trainee as truthful and real a picture of the teacher's work as possible. Teaching practice includes a lot of learning, self-development and growing to become a professional teacher. It enables teacher trainees to test various pedagogical methods under the guidance of professionals. In the safe learning environment teacher trainees can receive feedback, analyze their experiences, and reflect on their learning. During the practicum experience, you will have two mentors, a SEA faculty member and a SPEA subject expert who serves as a school improvement advisor.

التغذية الراجعة (تعليقات الدفع قدماً) لطلبتهم بأساليب لبقة وبناء تعزز التعلم والرفاه. ويركز هذا المساق على كيفية وضع هذه المهارات موضع التطبيق، كما يفيد في فهم ديناميكيات المجموعة والتعاون مع عائلات الطلبة والزلاء في المدرسة أيضاً.

EDPG 8104A كيفية تشجيع الطلبة وتحفيزهم

(ساعتان معتمدتان، 8 أسابيع)

EDPG 8103A، EDPG 8101A المتطلبات المتزامنة:

سيطلع الطلبة في هذا المساق على الأشكال المختلفة للتحفيز والمشاعر والاهتمامات الأكاديمية، حيث يجمع نموذج التعلم هذا بين الجوانب المعرفية والاجتماعية والعاطفية والتحفيزية للتعلم. وسيطبق الطلبة عملياً كيفية تعزيز الاهتمامات وتحفيز الطلبة وجعل التعلم ممتعاً، إلى جانب معرفة كيفية تحقيق التوازن بين الصعوبات التي يواجهها طلبتهم ومهاراتهم لتعزيز تجارب التعلم الانسيابية. إضافة إلى فهم أهمية التحفيز والعواطف في التعلم التشاركي المستدام.

التقييم (ساعتان معتمدتان)

EDPG 8201A التقييم المحفز

(ساعتان معتمدتان، 8 أسابيع)

EDPG 8103A، EDPG 8101A المتطلبات المتزامنة:

سيطلع الطلبة في هذا المساق على الأفكار الرئيسية للتقييم، ويتعلمون اختيار أنواع مختلفة من أساليب التقييم واستخدامها حسب الحاجات التربوية. ولا يغطي هذا المساق التدريبي أفكار التقييم وأساليبه الأساسية فحسب، بل يتعامل أيضاً مع إنشاء ثقافة التقييم في المدارس؛ بهدف تعزيز التعلم وتحفيز المتعلمين. إضافة إلى اكتساب الطلبة لفهم تقييم المشاريع متعددة التخصصات.

تطوير الكفاءات وتصميم المناهج للمستقبل (4 ساعات معتمدة)

EDPG 8301A تصميم المناهج للمستقبل: من النظرية للتطبيق

(ساعتان معتمدتان، 8 أسابيع)

EDPG 8201A، EDPF 8302A المتطلبات المتزامنة:

سيطلع الطلبة في هذا المساق على تصميم المناهج، حيث إن هناك طرقاً مختلفة لبناء المناهج. كما تختلف الممارسات الخاصة بذلك على المستوى الدولي، مثل: المنهج المستند إلى الموضوع، والمنهج

أسس التعلم المستدام والفعال (8 ساعات معتمدة)

EDPG 8101A مقدمة في التعلم البشري وعلم النفس التربوي

(ساعتان معتمدتان، 8 أسابيع)

EDPG 8104A، EDPG 8103A المتطلبات المتزامنة:

في نهاية هذا المساق، سيطلع الطلبة على أسس التعلم والنتائج الرئيسية لعلوم التعلم الحديثة. يشمل هذا المساق المبادئ الرئيسية لعلم النفس التربوي، وكيفية تصميم العملية التعليمية وفقاً لنظامنا المعرفي: الانتباه، والذاكرة، والانضباط الذاتي، واستراتيجيات الدراسة، إلى جانب تصورات المعلمين المعرفية (مفاهيم المعرفة والتعلم). ثم سيكمل الطلبة رحلتهم في هذا المساق؛ ليتعرفوا على نظريات التعلم الاجتماعية البنائية، حيث يتضمن المساق مقدمة حول البحوث المتعلقة بموضوعاته الأساسية، والتي سنلقي الضوء عليها بالجمع بين النظرية والتطبيق، ما سيساعد الطلبة على الإلمام بالممارسات التعليمية المثالية للتعلم الهادف والفعال.

EDPG8102A دور علم الأعصاب في التعلم

(ساعتان معتمدتان، 6 أو 8 أسابيع)

المتطلبات المسبقة: لا يوجد

سيتعلم الطلبة في نهاية هذا المساق كيفية استخدامنا لأدمغتنا عند التعلم ونظرة علم الأعصاب لدور النوم، والاستراحات، والعادات الصحية، والتمارين الرياضية في التعلم، وسيستكشفون ما يربط الرياضة والموسيقى والفنون والأعمال اليدوية بالتعلم والإدراك. ويدور هذا المساق حول كيفية استخدام علم الأعصاب أداة فعالة لفهم التعلم والتعليم، والاطلاع على أكثر المعارف إبهاراً في بحوث علم الأعصاب.

EDPG 8103A التعلم الاجتماعي والعاطفي

(ساعتان معتمدتان، 8 ساعات)

EDPG 8101A، EDPG 8104A المتطلبات المتزامنة:

يعرف هذا المساق الطلبة على نظريات ومفاهيم التعلم الاجتماعي والعاطفي، وتطور المجموعة لتعزيز تعلم الطلبة ورفاههم. وسيتعلم الطلبة في هذا المساق حول الوعي الذاتي، وإدارة الذات، والوعي الاجتماعي، ومهارات العلاقات، واتخاذ القرارات بمسؤولية. كما سيتعلمون التفاعل التربوي الفال وكيفية تقديم تعليقات

وجهة النظر المنهجية، وتنفيذ بعض الاستقصاءات على نطاق صغير عند الضرورة. كما سيتعلم الطلبة نقد مقاربات التعليم والتعلم، التي قد تُضر بطلبتهم وتطبيق بعض المفاهيم العلمية الأساسية في عملهم.

التدريب العملي (6 ساعات معتمدة)

EDPG 8403A التحضير لامتحان مزاولة مهنة التعليم

(ساعتان معتمدتان، 8 أسابيع)

- هذا المساق مطلوب للطلاب الذين لا يحملون رخصة معلم سيتعرف الطلبة في هذا المساق إلى معايير التعليم في دولة الإمارات العربية المتحدة ورؤيتها للخمسين عاماً القادمة فيما يخص التعليم، إلى جانب الأمور المعينة، التي يُتوقع من المعلمين تطبيقها لتحقيق نظم تعليمي من الدرجة الأولى سيتعرف الطلبة على امتحانات الحصول على رخصة المعلم، ويستعدون للامتحان التربوي، الذي يليه الامتحان التخصصي، حسب مقتضيات وزارة التعليم في الدولة. وسيدعم هذا المساق التدريبي تحضيرات المعلمين لامتحان نيل الرخص؛ لكنه لا يعد بديلاً عن أي متطلبات تأهيلية تفرضها متطلبات وزارة التعليم.

EDPG 8404A خُطة التنمية للمستقبل

(ساعتان معتمدتان، 8 أسابيع)

- هذا المساق مطلوب للطلاب الذين يحملون رخصة معلم خلال هذا المساق، سيجز الطلبة ملف شهادتهم ودرجاتهم العلمية، التي تُظهر معرفتهم ومهاراتهم وكفاءاتهم في مهنة التعليم، وبناء على هذا الملف، وما تعلموه، سيضعون خُطة للحفاظ على خبرتهم، وتعزيز تطوّرهم المهني استناداً إلى المؤلفات العلمية ذات الصلة. كما سيحصلون على فرصة لتعميق فهمهم للموضوعات، التي تهمهم حول مهنة التدريس من خلال وضع خُطة حول كميّة المُضي قدماً لتحقيق هذا الفهم .

EDPG 8501A التدريب العملي للمعلمين قبل مزاولة المهنة:

ممارسة التدريس

(4 ساعات معتمدة، 8 أسابيع)

المتطلبات المسبقة: استكمال 18 ساعة معتمدة من العمل الدراسي في برنامج الدراسات العليا في التعليم إن تقديم صورة صادقة وحقيقية ما أمكن لعمل المعلم للمعلم المتدرب هو الغرض الأساسي لممارسة التدريس، التي تتضمن الكثير

المستند إلى المشروع، والمنهج المستند إلى المشكلة، والمنهج المتكامل، الذي يتم الترويج لها بدرجات مختلفة في مناهج مختلفة. وعادة، ما تكون المناهج المدرسية وطنية، ومحددة بوضوح في حالات كثيرة وفقاً للسياسة المحلية. ويتضمن هذا المساق أيضاً نظرة على مفاهيم تصميم المناهج في ثقافة الطلبة، وعلى الأنماط العالمية على حد سواء. وبعد الانتهاء من هذا المساق، سيتمكن الطلبة من فهم معنى المنهاج في عمل المعلم، وعلى مستوى المدرسة بشكل أفضل.

EDPG 8302A المهارات الأساسية وتشجيع التعلّم طويل المدى

وثقافة المدرسة الأخلاقية في عصر الرقمنة

(ساعتان معتمدتان، 8 أسابيع)

المتطلبات المترتبة: EDPG 8201A، EDPG 8301A

سيتعلم الطلبة في هذا المساق أهم مهارات القرن الحادي والعشرين، اللازمة للتعلم الناجح، والنجاح في المجتمع الحديث. ويغطي هذا المساق أحدث الأفكار حول كيفية وضع الأفكار والتقنيات الجديدة موضع التطبيق. وسيتعلم الطلبة خلال هذا المساق كيفية دعم عقلية النمو لدى طلبتهم ومساعدتهم على تطوير المهارات اللازمة للمستقبل. كما سيتمكن الطلبة من تنفيذ مشاريع مبتكرة، واستخدام أحدث التقنيات، وتحقيق متطلبات المنهاج الوطني، ودعم كفاءات طلبتهم على نطاق واسع.

أساليب البحث العلمي (4 ساعات معتمدة)

EDPG 8401A العمل القائم على المشاريع (1): المعلم باحثاً

(ساعتان معتمدتان، 8 أسابيع)

المتطلبات المسبقة: لا يوجد

سيتعلم الطلبة في هذا المساق أساسيات البحث العلمي الكمي، للحصول على معرفة علمية كافية، لتفسير مصادر المعرفة المختلفة، وفهم التعليم المستند إلى البحث العلمي. وسيتعلم الطلبة كيفية تفسير وفهم وجهات النظر المنهجية الكمية في العلوم الاجتماعية والتعليم. وبصفتهم معلمين، فسيتخذون قرارات مستنيرة مبنية على أحدث البحوث العلمية.

EDPG 8402A العمل القائم على المشاريع (2): المعلم باحثاً

(ساعتان معتمدتان، 8 أسابيع)

المتطلبات المسبقة: EDPG8401A

سيتابع الطلبة في هذا المساق العملية التي بدأت في المساق 8401، وسيصبحون قادرين على النظر إلى ممارسات التقييم الكمية من

من التعلُّم، وتطوير الذات، والنمو؛ ليصبح المرء مدرِّسًا محترفًا، ويتمكَّن المعلمون المتدربون من اختبار مختلف الأساليب التربويَّة تحت إشراف متخصصين في بيئة تعلُّم آمنة. كما سيحصل المدرِّسون المتدربون على التغذية الراجعة حول تجاربهم وتحليلها؛ ليطبقوا ما تعلَّموه. وسيحصل الطالب على توجيهين أثناء تجربة التدريب العملي: أحدهما عضو هيئة تدريس في الأكاديمية، والآخر خبير في التربية من هيئة الشارقة للتعليم الخاص، يعمل مستشاراً لتحسين المدرسة. إضافة إلى ذلك، سيقدم لك المعلم المضيف للفصل الذي تدرسه نصائحَ عمليَّة حول عمل المعلم اليومي.

EDPG 8502A التدريب العملي للمعلمين المزاولين للمهنة:

ممارسة التدريس

(4 ساعات معتمدة، 8 أسابيع)

المتطلبات المسبقة: استكمال 18 ساعة معتمدة من العمل الدراسي في برنامج الدراسات العليا في التعليم
إن تقديم صورة صادقة وحقيقية ما أمكن لعمل المعلم للمعلم المتدرب هو الغرض الأساسي لممارسة التدريس، التي تتضمن الكثير من التعلُّم وتطوير الذات والنمو؛ ليصبح المرء مدرِّسًا محترفًا، ويتمكَّن المعلمون المتدربون من اختبار مختلف الأساليب التربويَّة تحت إشراف متخصصين في بيئة تعلُّم آمنة. وسيحصل المعلمون المتدربون في بيئة تعلُّم آمنة، على التغذية الراجعة حول تجاربهم وتحليلها؛ ليطبقوا ما تعلَّموه. وسيحصل الطالب على توجيهين أثناء تجربة التدريب العملي، أحدهما عضو هيئة تدريس في الأكاديمية، والآخر خبير في التربية من هيئة الشارقة للتعليم الخاص، يعمل مستشاراً لتحسين المدرسة.

Research and Intellectual Property

Research Policies

Scholarship and research activities are a core component of SEA's programs, its student experience, and its commitment to improving education in Sharjah and beyond. Scholarship and research support within the context of Sharjah Education Academy's mission and the requirements of the CAA are contextualized in a number of regulatory guidelines and is placed within the mission of Sharjah Education Academy. In so doing, policies assist faculty in understanding the role that scholarship and research plays within the organization.

For a full list of Research related policies refer to the Academy Policies and Procedures Manual section on "Research and Scholarly Activities" which includes policies covering ethical research, student involvement in research, and research integrity among others.

Projects/Theses/Dissertations Processes and Policies for Degree Completion

SEA currently does not offer Master's or Doctoral programs, only a PG-Diploma that does not include/require a final project/theses/dissertation or other form of independent student research for program completion. For details on awarding of the degree see the *Graduation Requirements* section in this catalog.

Intellectual Property Policy

Sharjah Education Academy promotes academic research, scientific discoveries, and innovation. The Academy recognizes the importance of intellectual property and innovation in transferring educational knowledge and discoveries into products or services for the public benefit and the economic development of Sharjah, the UAE, and the rest of the world. All internal and external research activity is subject to the scholarly and research framework and intellectual property policies.

Student Services

SEA understands its duty of care and responsibilities towards you as a student, across a whole range of aspects of student life. We have developed a range of support services to provide you with assistance in areas of possible needs such as study skills, academic issues, organization issues and personal counseling needs. If you are referred to external support services, you will not be charged for the referral; however, there may be charges associated with the external services provided to you, and you will need to cover these costs.

Should you have any concerns regarding your personal welfare, you should approach the designated Student Services Advisor. S/he will assist you by providing support, guidance and appropriate follow-up action to address your concerns.

The Office of Student Services and Admissions contributes to the achievement of the mission of SEA by promoting and contributing to an environment centered on student learning and success. The mission of Student Services is to:

- Provide extra- and co-curricular activities and services that address the holistic development of the student.
- Identify and respond to students' needs with personalized student services.
- Create and maintain a healthy and safe environment that supports and sustains recruitment, retention and student development.
- Foster an inclusive, diverse and multicultural community where civility and respect for each individual are valued and respected.
- Ensure confidentiality of every student's personal and professional information.

SEA's Office of Student Services and Admissions strives to empower you to make better choices. It celebrates differences, encourages creativity, and supports leadership development. The overall philosophy is to promote independence while challenging and educating you to accept individual responsibility while developing as a professional your confidence, stability, self-respect, healthy interpersonal relationships and coping skills. Student support services are available through a variety of means including printed and electronic publications, web-based information services, campus programs/activities, student groups, and formal and informal groups.

SEA practices an integrative approach to engage students outside the classroom in order to bridge the gaps among the schools, work-life balance, and engage positively with the local community. It promotes student groups and organizations, cultural diversity and local traditions, active student involvement, entrepreneurship, innovation and leadership. Student engagement is at the heart of this practice. The Student Handbook describes various aspects of student services including student life and activities, counseling, career planning and health services, as well as academic advising.

Student Services Overview

The overarching aim of the Student Services Programs is to provide student-centered services and experiences to allow each student to develop their capacity to achieve academic and professional success while also providing opportunities for meaningful personal and professional growth. The program focuses on four key areas:

1. *Academic Support and Retention* The Academy closely monitors student learning and provides additional support structures as required, to ensure that all students are achieving their highest learning potential. Each student is assigned an advisor to help guide them through the onboarding process and to support a journey resulting in *student success*. The Academy provides additional academic support sessions outside of class hours to support students working on individual projects, or who are refining their skills. LRC and online content access is available to enrolled students.
2. *Student Engagement* It is important that students are engaged not just in the classroom, but also outside of the classroom and with the local K-12 schools. Student Services provides an opportunity for professional growth through participation in targeted events and activities as well as in partnership with the Professional Development stream across such areas as leadership, innovation, and entrepreneurship. Students are encouraged to become involved in volunteering in local K-12 schools, leading discussions in schools, exploring new ideas and contributing to the local community.
3. *Digital Community* A digital platform is intentionally an integrated part of the SEA virtual community offering spaces to message, engage in workshops, or other exchanges. Additionally, an interface for sharing successes and jointly finding solutions to challenges online exists specific to all courses. Both serves as a place to enhance the sense of belonging to the Academy community.
4. *Student Wellbeing Initiative* This program provides a framework for monitoring student well-being and providing activities that support student well-being during their time at SEA. Student well-being is paramount for academic and professional success. The SEA Wellbeing Initiative adopts, an advocacy-wellness model, and includes six dimensions: *intellectual, emotional, cultural, physical, social and personal*. The framework for the initiative includes providing access to services, programs, and activities that support students in each of the six dimensions all while providing mechanisms to identify students who may need support or may be considered at-risk to effectively in advance their studies. An integrated approach across student and academic services will enable interventions during early stages to assist students. The Academy acknowledges that student life can be stressful and that at times issues and problems a student might encounter cannot always be easily resolved, therefore students are provided with alternative avenues of support including referrals to Academy and, as needed, external services.

Throughout their time at SEA, the first point of contact for a student on academic matters is the faculty member or the academic advisor depending on the nature of the matter. Where necessary, the academic advisor will refer unresolved matters to an appropriate member of the SEA support staff. For matters of a personal or confidential nature, the Director of Student Services and Admissions or Student Success Counselor can be consulted directly.

Additional information is presented in the Student Handbook including information on student council, organizations, activities, support services, and more.

Educational and Academic Planning

Career exploration is an important aspect of the Academy for many students. From time to time, the Academy offers seminars in career exploration and brings in well-known leaders from the education sector and other fields to share their experiences and inspire students. These community leaders put the students and faculty in touch with many opportunities for keeping up to date with the changing scene of a rapidly evolving global society and the constantly changing career fields that are emerging. Further details are presented in the Student Handbook.

Information for Students of Determination or Special Learning Needs

SEA is committed to providing equal opportunities for Persons of Determination or special learning needs and promotes strategies to develop a flexible teaching and learning environment, which can meet the needs of a diverse range of students.

If you have a special need, you are encouraged to discuss your requirements with the Director of Student Services and Admissions or the Student Success Counselor and to provide information (including medical or other professional advice) regarding the nature of any disability or special needs during your application and enrolment process so that reasonable accommodation can be explored. An accommodation is a modification or adjustment to a course, program, service, job, activity or facility that enables a student or employee with a qualifying disability to participate equally.

Common accommodations include but are not limited to:

- (a) additional time to complete assignments.
- (b) alternate formats for printed course materials.
- (c) assistive technology.
- (d) audio descriptions/captioning services.
- (e) classroom relocation.
- (f) document conversion.
- (g) extended time on exams.
- (h) exam proctoring.
- (i) facility modifications.
- (j) note-taking services.
- (k) recording device use.

Access to specific accommodations is evaluated on a case-by-case basis and based on Academy capabilities. It is important that you provide SEA with these details as early as possible so that we can assess your support needs and ensure you are able to succeed in your chosen course of study.

Student Activities and Health Service

Recreational activities in Sharjah are organized with students at off-campus locations at a variety of venues, including activities in a variety of mediums based on student interests.

Student Health Services are available through contracted student health services providers or the nearby University of Sharjah Hospital if required. Sharjah Education Academy requires all its students to have sufficient medical and health insurance coverage (self-insured) in compliance with applicable UAE laws, and prior to attending classes/activities at SEA. This is in order to minimize physical, mental and financial strain that could result from an illness or related condition(s), during the student's enrolment at the Academy. For information on services contact the Office of Student Services and Admissions.

Student News Media are any news, feature, or entertainment publications, productions, or social media issued under the name of and funded by the Academy, and produced by students in connection with an instructional program. Academy instructional news media are governed by the legal requirements of the UAE Communications regulations. Determinations about specific content are primarily based on instructional needs as assessed by faculty. Secondary considerations for media content or programming involve input from students enrolled in classes connected with the Student Newspaper, audience acquisition and retention, Academy publicity and events, and local public affairs. Standards of academic freedom apply but do not override the principle that students must apply standards of behavior that uphold the image and reputation of the Academy, or UAE law.

Academy instructional news media serve the entire Academy community by presenting publications with selected coverage that includes, but is not limited to Academy events and activities; by providing a forum for comment and criticism, and encouraging free expression. The editorial and advertising materials published in each Academy medium, including any opinions expressed, are the responsibility of the student staff or of the general public who may comment as part of a public affairs program or letter to the editor; or of those whose opinions may be voiced in a Board meeting or other Academy gathering and subsequently published; not the faculty, staff, or administration of the Academy; nor of its Board of Trustees as a whole.

Additional information is presented in the Student Handbook including information on student council, other programs and services.

Learning Resource Center

The SEA learning resource center (LRC) has adequate space to support the learning services including space for students to study and conduct research. The LRC provides photocopiers/scanners, book scanners, and computers to search the online catalog and databases and to conduct research. The LRC offers access to instructional and study rooms equipped with computers, whiteboards and projectors. Study tables and group study rooms are also available. The LRC houses current scholarly information, regardless of format, which supports the research, administrative and educational needs of its patrons. The IT department also provides access to the lecture studios, which allows faculty to create high-quality audio recordings and editing, in addition to conducting online classes. The LRC also

provides individual study carrels for quiet study. There are additional rooms for instruction and workshops, offices, workrooms and storage facilities. Additional information is presented in the Student Handbook.

Innovation Spaces

Sharjah Education Academy houses a 550 square meter innovation space where students and faculty of the Postgraduate Diploma in Education program can collaborate to develop innovative materials and approaches for teaching. Instructors and pre- and in-service teachers have access to course authoring tools such as Articulate or Adobe Cloud Suite to develop materials and interactive online activities for their own students. Collaboration is central to driving innovation forward. The layout of the innovation space facilitates collaboration and makes chance encounters happen, spurring creativity. The spaces are equipped with appropriate furniture and wireless presentation displays.

As a participant in the postgraduate diploma program, teacher trainees prepare high-fidelity and high-definition content using our acoustically treated content studios. These are equipped with high performance workstations and appropriate software tools to help the users to create multimedia rich content for classroom teaching. The innovation space provides tools and systems needed to support project work. Two soundproof recording rooms are available where students and faculty can record instructional videos for asynchronous delivery. All faculty, pre- and in-service teachers, and support staff will be provided with Microsoft Office 365 tools to better support their teaching, learning and administrative related tasks and other requirements, and have full access to ProQuest Education Collection eLearning resources.

Student Rights and Responsibilities

In joining the academic community, students have the right and share the responsibility to exercise the freedom to learn, to express themselves and their opinions in an open academic environment.

Student's Rights

SEA students should expect quality instruction and support services delivered by a dedicated team of engaged faculty and staff. SEA students have the following general rights as outlined.

These rights include, but are not limited to:

- The right to be treated equally in academic and social settings.
- The right to attend classes in a physically safe environment.
- The right to be free from discrimination and harassment.
- The right to express diverse opinions.
- The right to learn without disruption.
- The right to due process.

- The right to access academic and support services that enhance student learning.
- The right to explore personal growth and development.
- The right to participate in the creation of knowledge.
- The right to know academic requirements and to be evaluated fairly.
- The right to be informed of, and share opinions on, matters affecting the Academy community.
- The right to have access to leadership development opportunities.
- The right to engage in educational opportunities that enhance learning outcomes, both within and outside of the campus community.
- The right to form student organizations and peacefully assemble on campus property per the guidelines set forth in Academy policy.

Student's Responsibilities

All SEA students have responsibilities inherent to members of the Academy community. Admission to SEA is a privilege; and the mission, values, policies, and procedures of the Academy are accepted by each student upon his/her admission and subsequent voluntary registration. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire SEA community. All SEA students are responsible for upholding Academy policies and promoting the highest standards of moral and ethical responsibility.

General responsibilities include, but are not limited to:

- Personal responsibility and accountability for one's own actions.
- Responsibility to maintain the property and facilities of the Academy.
- Responsibility for showing respect to faculty, staff, and fellow students.
- Responsibility for cultivating personal growth and development.
- Responsibility to communicate and work towards problem resolution utilizing appropriate methods.
- Responsibility to pursue educational opportunities to the best of one's ability.
- Responsibility for academic progression and career planning.
- Responsibility to participate in campus life.
- Responsibility for approaching differing and diverse viewpoints with an open mind.
- Responsibility to recognize the value of diversity and an exchange of ideas within the Academy community.
- Responsibility to the community.
- Responsibility for being acquainted with and complying with rules and regulations (both academic and social).

- Responsibility to maintain a positive image of the Academy.

Note: *Specific standards of behavior are outlined in the Student Code of Conduct section.*

Like other members of the academic community, students are expected to conduct themselves in accordance with standards of the Academy that are designed to perpetuate its educational purposes and provide for a safe and supportive learning community. Students must adhere to the Code of Student Conduct and otherwise participate as responsible adults within the Academy, its programs and services.

SEA's Student Code of Conduct provides student rights and responsibilities, the standards for academic and nonacademic conduct, and penalties for violating the code of conduct.

Standards of Student Conduct

The following provides basic information pertaining to student conduct and expectations for your quick reference. For comprehensive information on the Student Code of Conduct (including processes) and on Student Grievances and Appeals see the Student Handbook.

In joining the Academy community, students have the right and share the responsibility to exercise freedom to learn. Students are expected to conduct themselves in accordance with standards of the Academy that are designed to perpetuate its educational purposes.

Students shall respect and obey Sharjah and UAE laws, and may be referred to law enforcement authorities for violation of laws.

Procedures of the Academy shall not prohibit the right of students to exercise free expression as per the laws of the UAE, including but not limited to the use of public spaces, the distribution of printed materials that are appropriate to the Academy campus, and the wearing of buttons, badges or other insignia not otherwise deemed illegal by civil authorities.

Speech shall be prohibited that is defamatory, obscene, or which incites others as to create a clear and present danger of the commission of unlawful acts on Academy property or the substantial disruption of the orderly operation of the Academy.

The following conduct constitutes good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

- Dishonesty, such as cheating, plagiarism, knowingly furnishing false information to the Academy.
- Forgery, alteration, or misuse of Academy documents, records or identification.
- Obstruction or disruption of instruction or other Academy activities or processes.

- Disrupting the peace of the campus by threatening conduct such as verbal abuse, quarreling, or challenging to fight, or by fighting.
- Defiance of the authority of the Academy personnel or abuse of said personnel.
- Assault of any kind or any other threat of force or violence upon student or Academy personnel.
- Any form of harassment of a member of the Academy community or visitor.
- Creating damage to any real or personal property owned by the Academy or members of the Academy community.
- Theft of any property belonging to the Academy or a member of the Academy community.
- The use, sale or possession on campus, or presence on campus of or under the influence of an illicit substance classified as such by Government laws and regulations.
- Failure to comply with lawful directions of Academy officials acting in performance of their duties.
- Possession or use of explosive, dangerous chemicals, or deadly weapons on Academy property or at an Academy function without prior authorization by Academy officials.
- Persistent, serious misconduct where other means of counseling and correction have failed to bring about proper conduct.

Student Grievances and Appeals

Sharjah Education Academy aims to provide a fair, equitable and productive learning environment for all of its students that includes a variety of means by which student grievances are brought to consideration and subsequent resolution in a timely manner. Academy policy defines your right to file a grievance or appeal a decision or ruling, and procedures for doing so. The Academy treats all grievances seriously and is committed to ensuring students have access to a transparent process for the resolution of grievances.

The Dean of Education is responsible for receiving academic grievances, violation of student rights is coordinated by the director of student services and admissions, and violations of employee rights is coordinated by the head of human resources. Each designated individual is charged in coordinating the investigation. The investigation of complaints may be assigned to other staff or to outside persons or organizations.

It is the policy of the Academy that all students who believe they have been treated unfairly or inappropriately have the right to pursue a grievance against the person(s) alleged to have committed the unfair act or acts against the student.

A formal process has been established for student grievance; however, as part of the administrative procedures, a student must first attempt to resolve the conflict with the person(s) before the official grievance may be filed and the process initiated.

Where a student wishes to discuss an issue pertaining to a course, an instructor or other academic related issues, the student may direct his/her concern to the respective Office of Student Services and

Admissions. If, in their judgment, the grievance is of such gravity or its resolution would have such impact on the welfare of students generally or on the conduct of professional responsibilities at the Academy as to require even more formal safeguards for the aggrieved student and faculty member involved, the Director of Student Services and Admissions in accordance with the Dean of Education, will consider and seek to resolve the matter further as necessary.

Items that are grievable include:

- Issues of student access or alleged illegal discrimination.
- Any form of harassment or other areas protected under the law.
- Unfair acts where the act has a negative impact on the student or employee.

Items that are not grievable include:

- Grades, except with evidence of:
 - Mistake – unintentional error on part of the instructor.
 - Fraud – intentional misrepresentation of any or all facts, which lead to a negative outcome.
 - Bad Faith – includes fraud and any other intentional act of the instructor, which negatively impacts the grade of the student.
- Acts by another student that are violations of conduct policy (see Student Code of Conduct).
- Acts which, though deemed unfair, do not have a specific negative impact on the student. Included among non-grievable issues are situations that are deemed to be petty or to have no significant negative impact upon the student in question.
- Acts that affect another student: Only the student affected by an act may file a grievance. A student may not file on behalf of another student.

Grievances Process

All communications related to a grievance are to remain confidential for the entire process and be documented. Individuals will not be reprimanded or discriminated against for voicing a concern.

1. If initial discussion does not produce a satisfactory resolution of the grievance, the student shall file a written grievance with the Office of Student Services and Admissions, setting forth the reasons for the grievance and the requested remedy. The submission of the written grievance should be within five (5) business days of the occurrence of the event giving rise to the grievance. The Office of Student Services and Admissions will forward the grievance to the relevant line manager (e.g., Program Chair, department head).
2. Within five (5) business days of submitting the written grievance the student shall have a meeting with the line manager to orally present his/her grievance, providing any additional documentation. The line manager shall document his/her findings and recommended resolution in writing. If the grievance is resolved no other actions will be required. If the discussion does not

produce a satisfactory resolution of the grievance, the line manager will forward all documents and materials to his/her line manager within five (5) business days.

3. Within five (5) business days of the receipt of the grievance materials, the appropriate director or Dean shall, after his/her evaluation of the grievance and any accompanying documentation, seek additional clarification from the involved parties, if required. If the grievance is resolved, no other action is required. If the discussion does not produce a resolution of the grievance, the respective director or Dean shall document his/her findings and recommendations in writing and then, within five (5) business days, turn all grievance materials over to the Executive Director.
4. Within five (5) business days of the receipt of all grievance materials, the Executive Director will seek to hold a Student Grievances & Appeals meeting if deemed necessary. The committee shall gather all relevant facts and interview the parties involved with the grievance. The respective shall make a final recommendation to the Executive Director – of which their decision shall be final.

Appeals

A student has the right to appeal an Academy imposed academic or non-academic sanction or a financial ruling subject to the following provisions:

- All appeals must be in writing and provide new information not considered previously.
- A student may appeal an officially recorded grade through submission of a “Grade Appeal” form to registration via the Office of Student Services and Admissions, no later than the first day of the next spring or fall semester (whichever comes first) or by the 11th business day following the posting of grades (for meeting periods less than a full semester) after the assignment of the grade that is appealed.
- All appeals of a sanction imposed for an academic integrity violation must be submitted to the Dean of Education within ten (10) working days from the decision date.
- All appeals of a dismissal due to poor academic performance must be submitted to the Dean of Education within five (5) working days from the decision date.
- All appeals of a sanction imposed for a code of conduct violation must be submitted to the Director of Student Services and Admissions, within ten (10) working days from the decision date.
- Financial appeals must be submitted to the Director of Finance, by the last day of the add/drop period of the current semester.
- Appeals may result in the application of a lesser, identical or more severe sanction or grade.

Upon consideration of appeals, the following shall be taken into consideration:

- The investigating committee/council/taskforce.
- Reviews submitted documentation.
- Where necessary, gathers additional information.
- Takes into consideration a student’s academic progress or special circumstances.
- Recommend to the chief academic officer a lesser, identical or more severe sanction.

Decisions by the Dean of Education and Executive Director based on the recommendation of the relevant appeal committee are final.

Results of an academic appeal will be provided to the student in writing by the Registrar's Office and a copy of the final decision placed in the student's file.

Academy Faculty

The following identifies the current full-time faculty members indicating their academic rank, terminal degree, conferring institution, experience, and research interests:

Dr. Markus Talvio

Associate Professor and Program Chair

Ph.D., University of Helsinki, 2015

Experience: Dr. Markus Talvio has been an Adjunct Professor at the University of Helsinki, Finland having over 30 years of experience in the field of education. He served as a senior lecturer at the University of Helsinki from 2018-2021 responsible for training on interaction skills, group development and educational psychology in Finnish and English, pedagogy and educational psychology for Finnish and foreign students in the Faculty of Educational Sciences. He has provided supervision of two doctoral students and about 40 master and bachelor students. He has been responsible teacher for innovative flipped learning courses and their digitalization with the team on Educational Psychology since 2018. Markus has produced 29 international scientific publications and he has conducted altogether 40 presentations in international scientific conferences and events since 2008.

Since 2008, Markus has been the Managing Director, Koulutus ja työnohjaus Talvio Oy [Training and Consulting Talvio Inc.] providing administration, evaluating, consulting, and implementing social and emotional learning, student engagement, teambuilding and social interaction skills training worldwide. He has conducted over 50 workshops in over 10 countries (China, Czech Republic, Estonia, Finland, Germany, Hungary, Latvia, Lebanon, Lithuania, Spain, and Sweden).

Research Interests: His research is based on modern educational psychology and it is focused on teachers' pedagogical thinking, social and emotional learning, overall wellbeing and exploring practices promoting them. For example, investigating the benefits of training interventions to teachers' pedagogical thinking, learners and learning environment in multimethodological way is in the focus of his research interest.

Dr. Lawrence Meda

Associate Professor

Ph.D., University of KwaZulu Natal, 2014

Experience: Dr. Lawrence Meda is an Associate Professor and Director of Research at SEA. He has 14 years' experience of working in different universities. He worked as a Chair of the Education Studies Department and Chair of the Curriculum Review Committee at Zayed University in Dubai. He has supervised Masters and Doctoral students and marked many theses as an external examiner. Dr. Meda currently has 49 publications to his name, including articles in top-tier international journals. He has helped many novice researchers by collaborating and co-publishing with them. He has experience of teaching comfortably using contemporary teaching approaches, whether face-to-face, blended or fully online. He achieved the designation of a certified online instructor recently.

Research Interests: Dr. Meda's research is focused on Curriculum Development, Teacher Education, Inclusive Education and Educational Technology.

Dr. Cara Williams

Assistant Professor

Ph.D., Texas A&M University, 2014

Experience: Dr. Cara D. Williams is an Assistant Professor at SEA. She has over 19 years experience working with students who have mild-to-moderate learning differences, such as specific learning disabilities and Attention Deficit Hyperactivity Disorder (ADHD). Dr. Cara incorporates various evidence-based practices in her teaching, including game-based learning, Universal Design for Learning, differentiated instruction, and strategy implementation. Previously, Dr. Cara was employed by the Emirates College for Advanced Education in Abu Dhabi as an assistant professor and Program Coordinator for Special Education. Dr. Cara has presented research and workshops at numerous international conferences. She was a Special Education Teacher in the United States. Dr. Cara founded Enlighten Lounge, a game-based learning center, in Abu Dhabi to spark a passion for life-long learning in today's youth.

Research Interests: Dr. Cara's research is focused on game-based learning, inclusive education, and at-risk student populations.

Dr. Heba Nuseibah

Assistant Professor

Ph.D., University of South Florida, 2017

Experience: Dr. Heba has more than 15 years of teaching experience in both distance learning and face-to-face. She is an Assistant Professor in the Postgraduate Diploma in Education program at the Sharjah Education Academy. Face-to-face methods, in higher education and K-12 settings. She taught graduate courses at Penn State University – USA, and at the Arab American University of Palestine where she also serves on students dissertations committees. In her early career life, Dr. Nuseibah's was a Technology school teacher in Palestine and a member at the school development team for the Math, English and Science curriculum. She also established a collaboration initiative for grades 9,10, and 11 with teachers and students from New Mexico state in the United States to learn programing coding remotely. Furthermore, she was an instructor for the Model School Network project funded by USAID that helped in preparing teachers to use Technology and enhance their computer and technical skills.

Dr. Heba taught at the IT & Business departments at Al Quds University and then moved to the United States to earn her Ph.D. degree from the University of South Florida. Her dissertation was about *Faculty Perceptions Towards the Transitioning Process from Face-to-Face to Online Instruction*, where she focused on the distance learning experience of the faculty. During her doctorate studies

she cooperated with the Adult Education faculty and the Engineering faculty to convert their F2F courses to online versions by designing, developing and implementing these courses using Blackboard and Canvas. And by using appropriate instructional technologies and various multimedia applications to fit the conversion process. Dr. Nuseibah presented at numerous international conferences and was a guest speaker at different international universities as well.

Research Interests: Dr. Heba is tremendously dedicated to the field of education and educational technology, she is passionate about integrating technology into education. Her current research agenda focuses on distance education, higher and K-12 education, classroom pedagogy, instructional technology, and global cultural aspects.

Dr. Ted Purinton

Founding Dean of Education

Ed.D, University of Southern California, 2005

Experience: Dr. Ted Purinton is Founding Dean of the Sharjah Education Academy. Previously as Senior Education Advisor for the Economic Development Board of Bahrain (seconded as Chief Executive/Dean of the Bahrain Teachers College), Purinton doubled the size of the college and expanded its programs and consultative capacity for educational reform within Bahrain. Previous to that, he served as Dean of the Graduate School of Education at the American University in Cairo (AUC), as well as Associate Provost for the University (AUC's senior internationalization officer, also responsible for academic administration and strategic initiatives); Chair of the Department of Educational Administration at National Louis University in Chicago; Associate at the Center for Literacy, North Central Regional Educational Laboratory; programs administrator at the Paramount Unified School District in Los Angeles; and a high school/intermediate school English teacher in Los Angeles.

He holds a doctorate in educational policy, planning, and administration from the University of Southern California. Purinton has served on multiple boards for various schools and other educational institutions and has consulted for a wide range of educational organizations and governments on issues ranging from organizational restructuring to teacher professional development, university budget allocation to tertiary system redesign, and more.

Research Interests: Dr. Purinton's research focuses on the political, social, and economic dynamics of educator and academic professionalism, internationalization, educational research, school and university governance, and school and higher education policy. His most recent book is Knowledge Mobility is the New Internationalization: Guiding Educational Globalization One Educator at a Time (with Jennifer Skaggs, Rowman & Littlefield/Lexington, 2022). Previous books include: Six Degrees of School Improvement: Empowering a New Profession of Teaching (IAP, 2011); Making Sense of Social Networks in Schools, co-authored with Terry Deal and Daria Cook Waetjen (Corwin Press, 2008, American Association of School Administrators book selection); Creating Engagement between Schools & Their Communities: Lessons from Educational Leaders, co-edited with Carlos Azcoitia (Lexington Books, 2016); American Universities Abroad: Leadership of Transnational Higher Education,

co-edited with Jennifer Skaggs (Oxford University Press/AUC Press, 2017); and Global Perspectives on Teacher Performance Improvement, co-edited with Osama Al Mahdi (IGI Global, 2022). Dr. Purinton has published many articles on educational research, school governance, transnational higher education, and school funding.

Dr. Jeanine Romano

Professor and Executive Director

Ph.D, University of South Florida, 2007

Experience: Dr. Jeanine Romano has a PhD in Curriculum and Instruction with an emphasis in Measurement and Evaluation. She previously worked as Director, Business Education Data, Benchmarking, and Analysis at AACSB International- The Association to Advance Collegiate Schools of Business. In addition, she previously worked as a Psychometrician at The American Board of Pathology and was the Project Manager for their CertLink MOC Assessment Initiative.

Dr. Romano has worked in the field of Higher Education for over 25 years as a faculty member and in Institutional Research and Assessment both in the United States and the Middle East. She is a founding member of the Middle East North Africa Association of Institutional Research (MENA-AIR) . She has participated in over 80 research conference presentations. Her work has been published in the Journal of Experimental Education, Journal of Educational and Psychological Measurement, Journal of College Student Development, and Internet and Higher Education. She has been nominated for the Florida Educational Research Association's distinguished paper award six times and has won this award both in 2004 and 2006. She was also the recipient of the 2007 Florida Association of Institutional Research Best Paper award.

Research Interests: Her research interests are in the areas of Statistics, Educational Measurement, and Institutional Effectiveness and Assessment in Higher Education.

Dr. Hunada Kanbar

Assistant Professor and Chief Learning Officer

Ph.D, University of Sharjah, 2021

Experience: Dr. Hunada Kanbar holds a PhD in Philosophy. She is currently serving as the founding Chief Learning Officer and Assistant Professor for Sharjah Education Academy. Her experience spans across 25 years and five countries (USA, Canada, UK, UAE and KSA). She has held several positions including: Change Management Advisor, School Improvement Advisor, Educational Consultant, Efficacy Reviewer, and Associate School Inspector.

Dr. Hunada has worked with leading private companies to transform international education, as well as government entities on a strategic level. She was part of the team that authored and reviewed six frameworks: Inspection framework, Evaluation framework in education, Digital transformation framework in education. She holds several accreditations in leadership and coaching: an accredited leadership coach from the National College for School Leadership in UAE, a certified teacher trainer

from Edexcel, Pearson award for Special Mention Award. She was both a judge and an awards' standard developer in Sharjah. She has inspected 300 schools.

Research Interests: Her research interests include topics on advanced learning analysis in the education sector for both the government and private sector.

Dr. Tadd Kruse

Assistant Professor and Director of Student Services and Admissions

Ed.D, University of Southern California, 2020

Experience: Dr. Tadd Kruse has an Ed.D in Organizational Change and Leadership. He has worked at universities in the US, UK and Middle East spanning more than 20 years including 17 years of experience outside of the United States. For over a decade Tadd has worked in roles serving on senior campus leadership teams as well as in progressively responsible administrative positions to include serving as both a Dean and Assistant Dean of Student Affairs. He currently serves as the Director of Student Services and Admissions and as a Higher Education Consultant. He recently served for almost a decade as the Assistant to the President for Institutional Planning and Effectiveness and has managed administrative units and supported multiple institutional initiatives including strategic planning, assessment, accreditation processes, policy development, and institution-wide project management.

Dr. Kruse has taught at the undergraduate and graduate levels and draws from his experience in education to help guide his instructional approach. He values mentoring and ongoing professional growth as shown through his association service and development of internship and mentoring programs, having served as a mentor to graduate students and young professionals in the US and abroad for more than five years. Tadd has been an avid presenter and active member in various higher education professional associations serving in leadership roles for IASAS (International Association of Student Affairs and Services) and NASPA (Student Affairs Administrators in Higher Education) as a member of various boards/committees, conference director/chair, and serving as the director of the MENASA Area Board.

Research Interests: He believes in drawing from experience to bridge the gap between practice and research. His research interests focus on educational initiatives that foster intercultural capacity, identity, engagement/sense of belonging, building more inclusive climates, organizational effectiveness, and the experiences of underrepresented groups.

Definitions of Academic Terminology

Academic/Course Load: refers to the total credit hours attempted during a particular academic period and includes restrictions on credit hours based on student enrollment status (full-time or part-time).

Clear Standing: Indicates that a student's grade point average in the previous term and cumulative grade point average are B (3.0) or better.

Corequisite: A course requirement that the course must be completed simultaneously/concurrently with one or more other courses.

Credit hour: 1 credit hour equals 45 hours of total course learning time (instructional hours + independent learning hours).

Diploma: A postgraduate diploma typically includes one year of full-time study, and at least 24 semester credits (or equivalent) of course work beyond the bachelor's degree. The postgraduate diploma is equated to Level 8 of the QF Emirates National Qualification Framework.

Dismissal: A status caused by low academic or progress performance.

Elective: Any course which is not compulsory for students. Electives may be *free*—selected by the student from any course offerings, or *restricted*—chosen from a pre-determined list of options.

Full-Time Status: the academic load for a full-time postgraduate diploma student is between 9-12 credit hours during a regular semester.

Grade Point Average (GPA): The total number of points earned for all grades assigned is divided by the number of credit hours taken and the result is the GPA.

Part-Time Status: the academic load for a part-time postgraduate diploma student is less than 9 credit hours during a regular semester.

Plagiarism: Representing another's words or ideas as one's own or failing to give appropriate credit to outside sources of information in any academic assignment, exercise, examination, project, presentation, report, etc.

Prerequisite: A course requirement that must be completed before a certain course can be taken.

Registration: The process of signing up for classes at the beginning of the term.

Required Course: Any course that is prescribed by the program. Students must complete all the required courses identified by their degree program. A choice is sometimes allowed between required courses, provided the minimum number of credit hours in required courses is met.

Transcript: Official copy of a student's academic record (programs and grades) from the Academy.