أكاديميـة الشـارقـة للتعليـم
SHARJAH EDUCATION ACADEMY

ACADEMY CATALOG

2023-2024

أكاديمية الشارقة للتعليم
SHARJAH EDUCATION ACADEMY

Academy Catalog 2023-2024

Notice

Information in this catalog applies to the academic year 2023-2024 as of September 1, 2023. 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.

Notice

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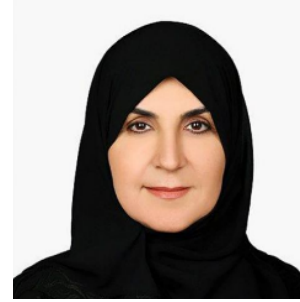
We at SEA embark from the saying of His Highness Sheikh Dr. Sultan bin Muhammad Al Qasimi, member of the Supreme Council and Ruler of the Emirate of Sharjah - may Allah protect him – "We support and assist teachers and learners wherever they are."

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.

1) 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.

2) 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.

3) 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 2023-2024 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 have seen our students 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. Our alumni have impacted learning for their students and often take on new roles after our programs supporting school improvement.

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

Message from the Founding Dean

Greetings, and welcome to the Sharjah Education Academy. The postgraduate programs offered by the Sharjah Education Academy are intended to infuse the global body of knowledge of the education professions with practice that occurs daily, in schools, universities, and other educational organizations. The Sharjah Education Academy believes that educational practice is both a product of research-based evidence and the tacit knowledge of professionals who operate according to global best practice within their unique organizational and classroom contexts.

The programs of the Sharjah Education Academy were developed with the support of the University of Helsinki, with the intent of bringing to Sharjah and the UAE the most productive concepts of Finnish education and teacher education. With a focus on social-emotional learning, the programs emphasize a cohesive classroom and school culture that supports all learners in their pursuit of common educational outcomes.

Welcome to the Sharjah Education Academy! We are glad you have chosen one of our academic programs to build your professional knowledge, skills, and competencies.

Sincerely,

Dr. Ted Purinton

Founding Dean

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

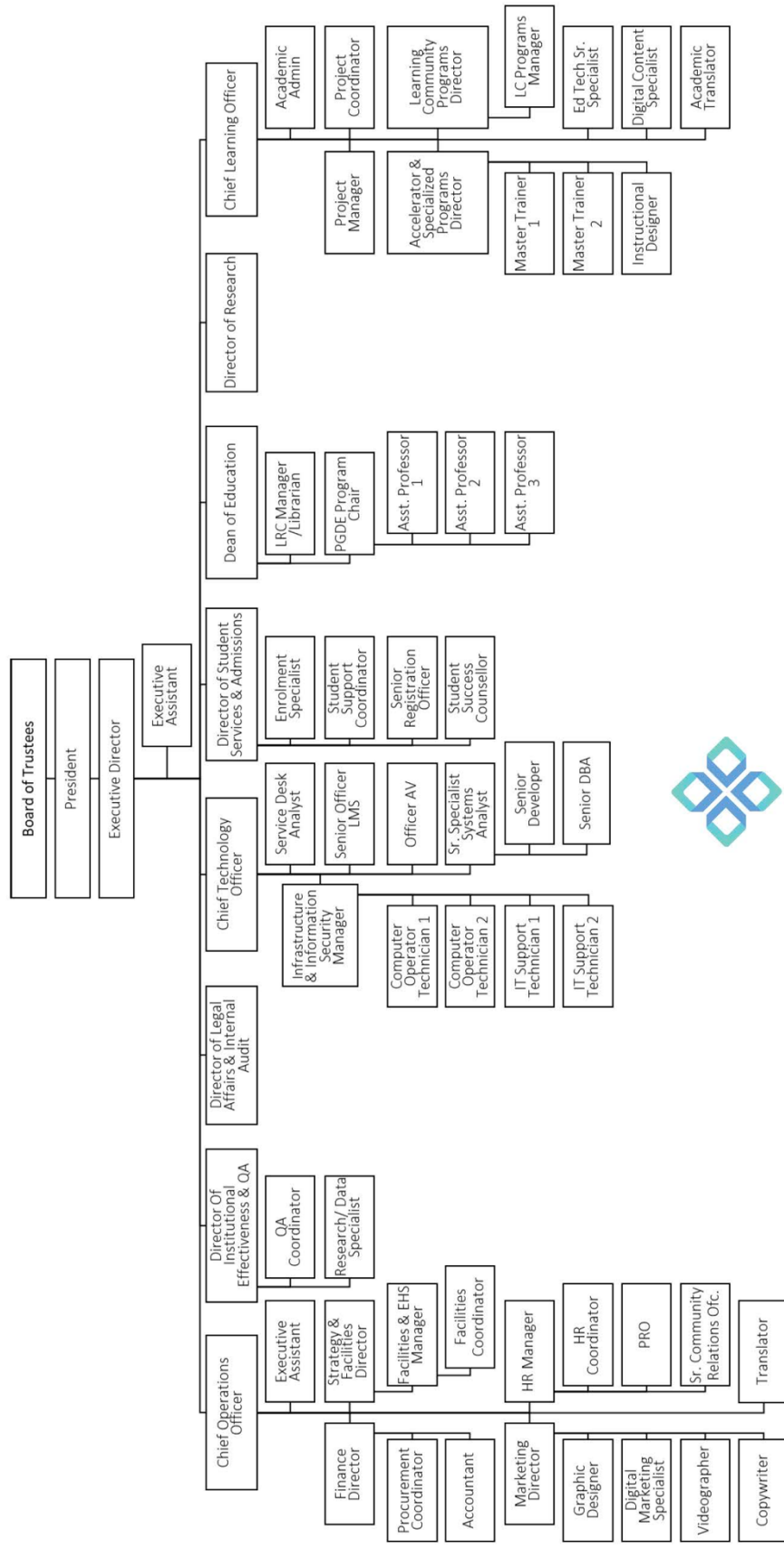**Dr. Hunada Kanbar**, Chief Learning Officer

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

SEA Contact Information

Sharjah Education Academy

PO Box: 1655 Sharjah

Sharjah

United Arab Emirates

Telephone +971 6 506 2222

E-mail info@sea.ac.ae

Department Directory

Department	Email	Telephone
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	

SEA Contact Information

Academic Calendar 2023-24

August

14th – Return of Academic Staff
28th – Fall 2023 Courses (Semester Part A) begins; Late Registration & Add/Drop Period begins
31st – Fall 2023 Add/Drop deadline (last day to withdraw from the program 100% refund)

September

27th – Prophet Mohammed's Birthday

October

19th – Fall 2023 Courses (Semester Part A) end
23rd – Fall 2023 Courses (Semester Part B) begin (deadline Oct 26)

December

1st – Commemoration Day
2nd – 3rd – UAE National Day
14th – Fall 2023 Courses (Semester Part B) ends

January

1st – New Year's Day *(no classes/offices closed)*
3rd – Return of Academic Staff
8th – Spring 2024 Courses (Semester Part A) begin
11th – Spring 2024 Add/Drop deadline *(last day to withdraw from the program 100% refund)*

February

29th – Spring 2024 Courses (Semester Part A) end

March

11th – Spring 2024 Courses (Semester Part B) begin (deadline Mar 14)
11th – Holy Month of Ramadan begins

25th – 28th – Spring Break *(no classes)*

April

7th – Holy Month of Ramadan ends
8th – 11th – Eid Al Fitr* *(no classes/offices closed)*

May

16th – Spring 2024 Courses (Semester Part B) end
23rd – Graduation/Commencement Ceremony (TBC)

June

3rd June – Summer 2024 Courses begin
15th – 18th – Eid Al Adha* *(no classes/offices closed)*

July

7th – Islamic New Year
11th – Summer 2023 Courses end

June 10th - Aug 8th – 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

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 Post-graduate Diploma in Education 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.

The Masters in Teacher Leadership, using the Post-graduate Diploma in Education as a foundation, focuses on the development of scientific and innovative thinking as applied to teacher leadership within schools. A thesis, completed over the course of two semesters, serves as a capstone to the program.

Academy Overview

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
1. Programs to empower professional learning communities and develop schools as institutions. 2. Professional development programs that target teachers and educational leaders as individuals.	1. Postgraduate Diploma 2. Master 3. Ph.D.	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:

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

Campus Location and Facilities

Physical Address

Sharjah Education Academy

Opposite the Capital of Islamic Culture Memorial, off E88

University City, Sharjah

United Arab Emirates
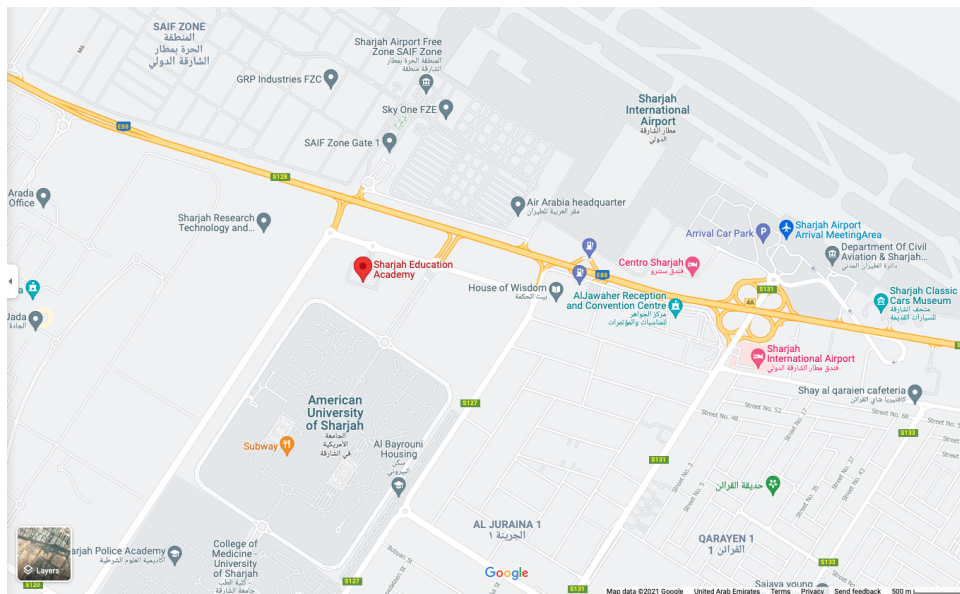
SEA is a teacher education and training institution located in Sharjah, United Arab Emirates. SEA prides itself on the quality of the faculty, careful selection of students and programs, state-of–the art learning technologies, small class sizes and customized study plans in learning and teaching practice, 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, current facility is designed to accommodate the needs of both female and male students while all areas allow provision for people with disabilities using ramps at entrances and lifts to access the second floor.

Currently, the facility is equipped with one large lecture hall, multiple large meeting rooms, offices, a learning resources center, four dedicated state-of-the-art classrooms, small mosque, and flexible seating areas. Improvements are ongoing and will support multi-functional spaces for online instruction, soundproof recording space, expanded parking and other enhancements. While the current facilities are capable of supporting learning improvements will support both online and face-

to-face delivery enabling attainment of educational objectives and student learning outcomes of academic programs.

Since the delivery of current degree programs are approximately 75% online, 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 and others to develop and enhance Acaademy programs. 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 graduate 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.
- Other program specific requirements

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:

	Early Deadline	Deadline
• Fall Semester 2023:	May 31, 2023	July 15, 2023
• Spring Semester 2024:	November 30, 2023	December 14, 2023

General Requirements for Admission to Postgraduate Degree Programs

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 Academy 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 Degree Program

Full Admission

For full admission to a SEA postgraduate degree program (Diploma or Masters), an applicant must meet the general Academy admission requirements detailed in the sections below. Applicants to a postgraduate diploma or masters 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

  o For the English track of a 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.

  o For the Arabic track of a 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.

<u>Waiver of English Language Proficiency Requirement</u>

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.

<u>Conditional Admission</u>

Applicants to a postgraduate degree 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.

General Requirements for Admission to Certificate Programs

Sharjah Education Academy currently offers certificate programs at a sub-postgraduate degree level. All programs are offered as either part-time or full-time enrollment, as outlined for each program.

Entry requirements: Applications from all applicants who wish to study for a certificate program must satisfy the entry requirements set forth for each program:

Early Childhood Education Certification - Leaders & Teachers:

- An undergraduate degree in any discipline or equivalent with attestation from the UAE; and

- Active position in the leadership of a primary school or nursery; and

- Complete and submit a 500-word personal statement (in the selected language of study) outlining why they wish to be considered for this professional certificate program.

Early Childhood Education Certification – Teaching/Classroom Assistants:

- A high-school degree with attestation from the UAE; and

- Active position in teaching/classroom assistant position at a primary school or nursery; and

- Complete and submit a 500-word personal statement (in the selected language of study) outlining why they wish to be considered for this professional certificate program.

Required documents:

- Education Degree: Accredited validated secondary school, undergraduate degree, or graduate degree required based on the program.

- Degree transcripts: Original transcripts to be reviewed with soft copies kept on file.

- Attestation: Degrees attested as per the Ministry of Education guidelines based on the program.

- Experience: A certain level and quantity of work experience may be require for some programs.

- Professional Experience: A current resume outlining past professional experience (optional).

- Essays/Personal Statement: Complete a program specific short essay or personal statement (varies by program).

- Language Proficiency: All Certificate programs will be administered in either Arabic or English language. Proficiency in the selected language of study (reading, writing, and verbal) is required.

For all mentioned above original certificates/documents should be presented for verification.

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 an SEA degree. They may be enrolled temporarily or for personal/professional development. Non-degree seeking students must demonstrate that they are qualified to undertake post-graduate 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 post-graduate 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 post-graduate student does not imply any commitment on the part of SEA toward an individual's admissibility to regular student status. If a non-

degree post-graduate student is subsequently admitted as a regular post-graduate 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 postgraduate 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 up to 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/Courses: Sharjah Education Academy does not currently award transfer admission and transfer credit/courses. The acceptance of transfer students and credits or advanced standing guidelines are in place to ensure consistency in the awarding of transfer credits. The main provisions are listed in the current Academy catalog and the Transfer Credits and Advanced Standing Policy.

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/ Credit by Examination: Sharjah Education Academy does not currently award advanced standing credit for academic work completed prior to enrollment at the Academy,

nor credit by examination. This statement is outlined in the current Academy catalog and the Transfer Credits and Advanced Standing Policy. The Transfer Credits and Advanced Standing Policy may be revised based upon additional academic programs.

Recognition of Prior Learning: Sharjah Education Academy does not currently award credit through other non-traditional sources, such as documented life experience. This statement is outlined in the current Academy catalog and the Recognition of Prior Learning Policy. The Recognition of Prior Learning Policy may be revised based upon additional academic programs.

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 rejoin or be readmitted to the Academy. If a student chooses to rejoin their program of study within one academic year (next two academic fall/spring semesters) from the semester of withdrawal readmission is not required, however a formal request for registration and a program study plan is required. After one academic year, in order to be readmitted, the student must formally reapply for admission.

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 Degree Program Tuition Fees

Tuition		
Program	**Cost per Credit Hour**	**Total Cost**
Postgraduate Diploma	AED 1,000	AED 24,000
Master of Education in Teacher Leadership	AED 2,000	AED 48,000***
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 *(per occurrence – if tuition and fees are not settled by payment date)*	Per occurrence	AED 250**
Declined Check or Credit Card *(per transaction for deferred payments – if credit card is declined upon charging)*	Per Transaction	AED 250**
Graduation Fee *(excludes cap and gown costs)*	Once	AED 350
Degree Certificate (extra)	Per certificate	AED 150
Official Transcript (extra)	Per transcript	AED 30
To Whom it May concern Letter/Certificate *(fee applies post-graduation only)*	Per Letter	AED 20

Deposit amount will be applied toward the total cost of tuition
***5% VAT charge applies*
**** Inclusive of Postgraduate Diploma tuition fees*

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.

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 Department 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 of study. 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 80% 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 faculty member has noted their attendance on the appropriate register for all theory and practical classes. If a student is unable to attend a class, it is the student's responsibility to contact fellow students and the appropriate faculty to obtain missed information.

Students should arrive on time for classes and academic activities to minimize disruption to the learning environment. 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.

To support a student's academic progress and well-being, systems and processes are actioned by the Student Services & Admissions office to contact the student regarding student attendance records. Continued Non-attendance may result in restrictions on the use of practical resources.

Excessive absences may negatively impact a student's academic performance, including their ability to achieve course learning outcomes. Instructors may recommend course withdrawal for students with a significant number of absences that hinder their academic progress. Students with attendance issues may be referred to academic advisors or support services to address their challenges and improve attendance. Students with excused absences may be given the opportunity to make up missed assignments, examinations, or classwork as per the instructor's discretion and course policies.

Initial Maternity Period refers to all enrolled students who have recently given birth during their academic program and refers to the four-week period after giving birth. A student may request initial maternity period support by submitting a formal written request attaching the baby birth certificate to the Office of Student Services and Admissions before expected due date or after the delivery.

During initial maternity period, students should attend classes online, access course materials, and participate in virtual discussions and assessments. Students are encouraged to maintain communication with their instructors and inform them of their maternity status. This will help instructors provide appropriate online resources and support. Students on an initial maternity period will be provided with the opportunity to make up missed work, assignments, and examinations within a reasonable timeframe if required, as determined by the instructor. Students may request extensions for assignments or assessments during this 4-week period, and instructors are encouraged to provide reasonable accommodations. Students may consult with academic advisors for guidance on academic planning and scheduling.

- The week one gives birth (and the subsequent week if needed) from the date labor begins, a student will receive excused absences, and students will not be penalized for missing in-person classes or academic responsibilities during this period. Documentation of medical

treatment/verification of birth is required to qualify. Students may also be granted additional excused absences for medical complications or related during postpartum care.

- Students on initial maternity periods should return to in-person classes after 4-weeks. Instructors and academic advisors will assist students in transitioning back to in-person academic responsibilities. If mitigating circumstances or other medical conditions present, students must provide the appropriate documentation.
- All information related to a student's maternity period will be kept confidential in accordance with applicable privacy laws and the academy policies.
- Students who encounter challenges or issues related to pregnancy or the initial maternity period leave may seek support from instructors, and Student Services & Admissions personnel.

The Academy reserves the right to cancel enrolment or take other remedial action as deemed necessary for any student 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 from the Academy occurs during the add and drop period, the courses are dropped and are not recorded in the student's transcript. If withdrawal from a course or the Academy occurs after, a grade of W or similar given the circumstances 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. Although courses delivered through e-learning may not have the same space restrictions as courses delivered through the traditional face-to-face mode, a class size limit for postgraduate degree courses will normally consist no more than 25 students, with a student faculty ratio of no more than 15 to 1.

Foundational Education and other non-degree course class sizes must be considered in the design and delivery of courses for effective learning. Academic foundations courses that are not credit bearing will normally consist no more than 20 students per section.

Class sizes for certificate program courses will normally consist of 20-30 students, subject to the mode of delivery and nature of the program/course.

Exceptions must be approved by the Dean of Education or Chief Learning Officer per the respective program 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:

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 = 6-12 credit hours during a regular semester.
Part-Time = less than 6 credit hours during a regular semester.

Academic Study Load for Postgraduate Programs includes the following criteria:

- Study load for a postgraduate candidate per semester is not more than 12 credit hours.
- Maximum study load in a summer semester is 6 credit hours.
- Study load for a conditionally admitted candidate 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.
- Part-Time status may be available for students under extenuating circumstances (such as health conditions, accommodation for disability, graduate during final semester, etc.)
- The minimum registration load for full-time students can be less than 6 credit hours, subject to meeting one of the following conditions:
  - obtaining permission from the Dean of Education;
  - **OR** where only completion of the thesis remains.
- Each 2 credit hour courses are 90 hours of study of which 30 hours are in-class hours and 60 hours are outside class hours.
- Students registered for fewer than the minimum credit hours allowed without prior approval will be dropped and considered to be absent from the semester.

- The student must register 0 credit hours every semester after the completion of the graduate degree credit hours until the thesis is defended.

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

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.
WF	Withdrew Failing - after the deadline for course withdrawal through the last day of classes.
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.)

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

Grades for the Satisfactory (Pass)/Unsatisfactory (Fail) credit courses shall not be counted as part of the CGPA.

For Foundational Education courses a good (B) grade or above is required to pass a course.

Practicum courses will be graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis

A course Withdrawal designation (W, WF, WP, or WA) can be assigned for different reasons depending on the circumstances and progress of a student. A student whose absence exceeds the attendance policy will be deemed to have withdrawn from the course and will receive a (WA) grade. A (W) designation on their record will be assigned if they presented an acceptable excuse, and study in that course will be considered postponed.

If a student wishes to withdraw (W) from a program or all the courses in a given semester will receive a "W" grade for the courses of that semester. A student's complete withdrawal from the program in which they were admitted, provided that a Withdrawal Request form is submitted no later than 2 weeks before the start of the final exams. A student who withdraws will not be allowed to enroll in the same program if they possess a CGPA less than 3.00 at the time of withdrawal.

If an Incomplete (I) grade is to be assigned, faculty must submit an "Incomplete Grade Form" to the Office of Student Services & Admissions during the final grading period.

It is the faculty member's obligation to complete and submit grades by the designated date each academic term. Grades are to be submitted via the designated online system.

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.

- An Incomplete Grade Form must be completed by the instructor and submitted prior to the grade submission date. The form must include details on the outstanding coursework with brief summary and a revised completion due date.   Approval by the Chair and 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 only be allowed to continue in the Academy after a petition to the Dean of Education and an approved updated Plan of Study.

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 fail 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 Department Chair offering the course and approval of the Dean.

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 appropriate Academy Grievances and Appeals processes.

Only with the endorsement of the faculty (course instructor), department chair and approval of the dean. can a final course grade be changed. Grade changes are permitted when it is 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 convened committee will be communicated by the Chair to the concerned faculty member, Department Chair, and Dean of Education.

Grade Appeals and Grade Changes Procedures
STEP 1: Consultation with the Faculty Member: First, 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 Department 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 Department 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 Department Chair and Dean of Education will review and if conditions for appeal are warranted they may approve. If, at the discretion of the dean, any conditions/factors may be deemed unclear or require further consideration the dean may convene a committee to review the grade appeal in alignment with Academy policies.

STEP 3: Committee Decision: The committee chair will convene a committee meeting 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 Department 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.

Postgraduate students who receive an F grade in a graduate course may be academically dismissed from the Academy, and may only be allowed to continue in the Academy after a petition to the Dean of Education and an approved updated Plan of Study.

Students who have been academically dismissed may petition for reinstatement to the student's Department Chair, one month ahead of registration of the semester immediately following academic

dismissal. Petitions will be reviewed by the Department 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 reinstatement.

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

<u>Code Violations</u>

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 Department 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 graduate degree:

- 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 in the program language of instruction 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 or Arabic, 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).

Thesis

For a Master's degree, successful completion of a thesis is required. The thesis requirements are embedded into specified courses, labeled as thesis within the program requirements, indicated in the syllabus. Completion of the thesis is required for completion of the final course in the sequence of courses related to the thesis. The supervisor of the thesis, assigned by the Dean, and a second reader, must read and evaluate the final thesis. Graduation requirements are considered complete when the final course in the sequence of courses related to the thesis has been completed and assigned a grade of pass.

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 Conduct Review Committee.

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 21stcentury, 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:

a.   Foundations for Sustainable and Effective Learning (8 credit hours).

b.   Assessment (2 credit hours).

c.   Developing Competencies and Curriculum Design for the Future (4 credit hours).

d.   Research Methods (4 credit hours).

e.   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		EDPG 8403	Preparing for the Teacher Licensing Exam	
	OR	2		OR	2
EDPG 8404	Development plan for the future		EDPG 8404	Development plan for the future	
EDPG 8102	Neuroscience in learning	2	EDPG 8102	Neuroscience in learning	2
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		EDPG 8501	Practicum for pre-service teachers: Teaching practice	
	OR	4		OR	4
EDPG 8502	Practicum for in-service Teachers: Teaching practice		EDPG 8502	Practicum for in-service Teachers: Teaching practice	

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.

Master of Education in Teacher Leadership

About the Program

The Master of Education in Teacher Leadership program fosters the development of scientific and innovative thinking as applied to teacher leadership within schools, using the Sharjah Education Academy Postgraduate Diploma in Education as a foundation for knowledge and skills that are extended within the requirements of the Master of Education in Teacher Leadership.

The Master of Education in Teacher Leadership program requires a total of 36 credit hours, divided into two categories: (a) requirements that satisfy the Postgraduate Diploma in Education, equalling 24 credit hours (this category consists of the first year of the Master of Education in Teacher Leadership degree); (b) requirements that satisfy the additional year that comprises the Master of Education in Teacher Leadership, equalling 12 additional credit hours, half of which is reserved for the thesis.

This program offers teachers with appropriate knowledge and skills related to contemporary educational psychology theory and cutting-edge research methods, as applied to teaching practice and school improvement. The aim is to equip candidates with scientific literacy skills that enable them to implement research-based and meaningful teaching and learning practices in their classrooms and schools. In guided academic contexts, candidates work with challenging and complex problems within classroom and school environments, while gaining the confidence to face uncertainties with bold and creative solutions. Through the program, candidates will support their students, as well as their school-based colleagues, as they attempt to meet future challenges and build broad-based competencies that are needed to creatively navigate in a globalizing and digitizing society. Additionally, this program will offer candidates opportunities after graduation to further their academic career within the higher education to the level 10.

Vision of the M.Ed. in Teacher Leadership

The M.Ed. in Teacher Leadership is a high-quality program that extends the outcomes of the Postgraduate Diploma in Education, based on international standards, to foster the prosperity and sustainable development of society through lifelong learning and 21st Century knowledge, skills and competencies of educators who contribute to the holistic development of their schools.

Mission of the M.Ed. in Teacher Leadership

The M.Ed. in Teacher Leadership puts into practice world-class knowledge and expertise to ensure that school-based educators are active participants in the improvement of their schools, through their own teaching, and through their collegial leadership within their school environments. The program teaching methods are research-based, technology-mediated, and professionally governed. The program engages learners in professional, evidence-based practices, whilst simultaneously supporting their well-being.

Values of the M.Ed. in Teacher Leadership

Deep-level Learning Innovative, research-based teaching and learning methods are applied to enable teachers to promote collaborative school improvement.

Future Skills and Competencies Adaptive and agile educators, who are committed to school improvement, educational reform, and instructional excellence in all aspects.

Collaboration and Well-being All teachers can be instrumental for positive improvement and productive change within their schools.

Scientific Literacy All educators should be adept in scientific literacy to promote both critical and creative thinking and to take control of their own continued professional development, while also promoting productive change within their schools.

Program Goals

The overall goals of Sharjah Education Academy's Master of Education in Teacher Leadership program are to:

- Shape dynamic educators who make classroom- and school-level decisions based on evidence, research, and theoretical soundness.
- Enhance the education professions in the UAE and region through skills and knowledge that ensure high quality teaching and learning in schools.
- Create pathways for pre-service teacher development or in-service teacher development, flexibly, based on the needs of candidates, schools, and stakeholders.
- Support teachers in achieving their licensing requirements.
- 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, candidates will achieve these Program Learning Outcomes, divided into two categories:

(1) Program Learning Outcomes relevant to the first year of the program, which is the curriculum for the previously approved Postgraduate Diploma in Education:

PLO1 Explain, apply and analyse the foundations of human learning, motivation and social interaction in complex familiar and unfamiliar educational contexts.

PLO2 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.

PLO3 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.

PLO4 Design innovative learning environments based on contemporary educational research.
PLO5 Problem-solve curricular issues and actively participate in curricular reforms collaboratively.

(2) Additional Program Learning Outcomes relevant to the full program, as a whole, including both the first year and second year:

PLO 6 Candidates, in a self-directed manner within educational organizations, apply knowledge of evidence-based educational practice to the implementation, evaluation, and leadership of complex and innovative teaching strategies.
PLO 7 Candidates act as innovative practitioner-scholars, formulating and analyzing practice-based solutions in unpredictable contexts.
PLO 8 Candidates, as reflective practitioners, use the tools of educational research to engage the knowledge base, execute a study, and modify their practices based on their developed scientific literacy.
PLO 9 Candidates apply collaborative knowledge creation and professional communication skills for school and learning improvement projects within organizational contexts of differing capacities, knowledge bases, and structures.
PLO 10 Candidates demonstrate leadership in ethical and evidence-based decision-making practices among teams of educational professionals and school stakeholders.

The program aims to simultaneously provide the required knowledge base and skills as well as the broader competencies required in the teaching profession for our rapidly changing world. The tables below illustrates where the program learning outcomes are addressed in the curriculum. The following table demonstrates how the curriculum addresses the QF Emirates Level 9 descriptors.

All program learning outcomes have been aligned with the *QFEmirates* Level 8 and Level 9 descriptors regarding the knowledge and skills consistent with the level of rigor for a Level 9 program. Each PLO has been mapped to the descriptors and has been identified each course syllabus. These mappings are illustrated in **Tables 10 - 13** below.

Table 10. Mapping of Program Learning Outcomes (PLOs) to QFEmirates Level-8 Descriptors: Aspects of Knowledge, Skills, and Componence. (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 11. 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		

Table 12. Mapping of program learning outcomes (PLOs) to QFEmirates Level-9 Descriptors: Aspects of Competence. (F = Fully, P = Partially).

QFEmirates LEVEL 9 Descriptors		Program Learning Outcomes				
		PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
Knowledge						
K1	Comprehensive, highly specialized knowledge in a field of work, discipline and/or professional practice, and at the interface between different fields, including frontier concepts and recent developments	P		P		P
K2	Advanced knowledge of applicable research principles and methods	P	P	F		P
K3	Critical awareness of knowledge issues, as the basis for original thinking; encompassing appropriate processes of enquiry and current processes of knowledge production	P		P	P	P
K4	Detailed body of knowledge of recent developments in a field of work, and/or discipline	F		F		P
Skills						
S1	Advanced skills required in research, analysis, evaluation and/or innovation of complex ideas, information, concepts and/or activities	F		F	F	P
S2	Skills to develop new knowledge and procedures and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence to the field of work or discipline		P	P	F	P

S3	Advanced problem-solving skills to analyze highly complex issues with incomplete data and develop innovative solutions and proposals relevant to an academic/ professional field, field of work or discipline planning skills to develop and execute a major project or comparable activities (that includes a significant range of variables and complexity) with appropriately selected research methodologies producing sound conclusions	F		F	P	P
S4	Highly developed specialist communication and information technology skills to present, explain and/or critique highly complex matters		P	P	P	P

Program Structure and Requirements

The Master of Education in Teacher Leadership program offers educators with appropriate knowledge and skills related to contemporary educational psychology theory and cutting-edge research methods, as applied to teaching practice and school improvement. The aim is to equip candidates with scientific literacy skills that enable them to implement research-based and meaningful teaching and learning practices. In guided academic contexts, candidates work with challenging and complex problems within classroom and school environments, while gaining the confidence to face uncertainties with bold and creative solutions. Through the program, candidates will support their students, as well as their school-based colleagues, as they attempt to meet future challenges and build broad-based competencies that are needed to creatively navigate in a globalizing and digitizing society. Additionally, this program will offer candidates opportunities after graduation to further their academic career within the higher education to the level 10.

The first year of the program consists of the curriculum of the Postgraduate Diploma in Education, approved for delivery in 2022 by the CAA, and now in its second year of operation. These 24 credits, taken over one year (two semesters), provide candidates with all the necessary tools, knowledge, and competencies to become excellent, innovative teachers with an enhanced teaching skill set. Requirements for the first year are divided into five sections: (a) Foundations for Sustainable and Effective Learning (8 credit hours); (b) Assessment (2 credit hours); (c) Developing Competencies and Curriculum Design for the Future (4 credit hours); (d) Research Methods (4 credit hours); and (e) Practicum (6 credit hours).

Table 13. Program Components (Year One)

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).

Table 14. Program Components (Year Two)

Area	Courses
Teacher Leadership	i. EDTL 9101E Knowledge Creation, Communication, and Research-based Innovation (2 credit hours) ii. EDTL 9102E Teachers as Reflective Researchers (2 credit hours) iii. EDTL 9103E Teachers as Leaders and Drivers of Organizational Change (2 credit hours)
Thesis	i. EDTL 9201E Thesis Project & Seminar I (2 credit hours) ii. EDTL 9202E Thesis Project & Seminar II (2 credit hours) iii. EDTL 9203E Thesis Project & Seminar III (2 credit hours)

Taught Courses

The courses 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.

Practicum

During the practicum, candidates apply the studied theories and concepts. They become familiarized with the newest learning technologies in an authentic environment. Candidates' learning during the practicum will be facilitated by trained host teachers.

Thesis

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 can use research in their teaching, who can be defined as pedagogically expert teachers, and who can carry out their own action research in the classroom.

As a result, the program culminates with the submission of a thesis. The thesis is a capstone on each individual candidate's program learning, as well as a learning task, itself. The process of carrying out the thesis is an important component to the development of each individual candidate in the program.

It is guided by faculty in a carefully constructed curriculum based on the tenets of Finnish teacher education.

While the thesis will be developed within a series of three course 2-credit hour courses, sequentially taken, and supervised by assigned faculty, final review of the thesis occurs through the review of two faculty members. The first faculty member is the supervisor, while the second is assigned among the faculty by the Dean. Students present the thesis within the third thesis course. The review of the thesis by the two faculty members occurs before the end of the course term. As the thesis courses provide guidance on all steps, the timeline toward completion is built into the course structure. The three courses, each 2 credit hours, are divided over two semesters. Each course requires steps toward the thesis to be completed. Incomplete or inadequate submissions of requirements results in a fail grade for that course, though according to the regulations guiding incomplete grades, the faculty member may, with the approval of the Dean, request up to eight weeks of Incomplete status following the completion of the study period for that course for the candidate to complete the requirements. Revisions may be requested, which should be completed with the time period of the third course, as the final decision to accept the thesis is the step immediately prior to a pass grade assigned for the third thesis course.

The learning outcomes for a thesis are the basis for evaluation of the quality of the final product. A pass/fail grade on the transcript of the third thesis course, which occurs at the end of the degree program, will be given. In addition, the title of the thesis will be printed on the transcript. According to the standards set by the University of Helsinki, the grading of a master's thesis follows the scale from 0 to 5, wherein 5=excellent, 4=very good, 3=good, 2=satisfactory, 1=pass, 0=fail. This grade is reported to the candidate and maintained for Quality Assurance records, however, it is not printed on the transcript.

> 5 (excellent) The thesis is exceptionally good. It demonstrates the author's scientific maturity, critical thinking and in-depth knowledge of the subject matter. The thesis partakes in scientific debate and produces new scientific knowledge which could/may be, for example, a research result, methodological insight or theoretical improvement. The thesis discusses the essential topics and forms a coherent, logical, clear and well-argued whole. As a whole, the thesis fulfils the requirements set for a final thesis excellently.

> 4 (very good) The thesis is very good and demonstrates the author's commendable scientific competence, critical thinking and knowledge of the subject matter. The thesis discusses the essential topics and forms a logical, clear and well-argued whole. As a whole, the thesis fulfils the requirements set for a final thesis commendably.

> 3 (good) The thesis discusses the essential topics in a logical order and forms a coherent whole. As a whole, the thesis fulfils the requirements set for a final thesis well.

> 2 (satisfactory) The thesis forms an understandable and sufficiently logical whole. As a whole, the thesis fulfils the requirements set for a final thesis satisfactorily.

> 1 (pass) The thesis contains essential topics in somewhat logical order and exceeds the pass mark. As a whole, the thesis fulfils the requirements set for a final thesis passably.

0 (failed): The thesis fails to form a coherent and logical whole. The requirements related to the various components of thesis assessment are not met in an acceptable manner.

For any thesis graded as 5, 1, or 0, according to the methods used by the University of Helsinki, a third reviewer from among the faculty will be selected by the Dean in order to confirm that grade.

Program Study Plan

In the first year, courses run for eight weeks in length such that each 16-week semester consists of two shorter periods, termed A and B. Eight weeks of studying time 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. Courses have a weighting of 2 credit hours. The Practicum is offered in the final of the four eight-week sessions and is 4 credit hours.

In the second year, the "Thesis Project and Seminars" course runs for the whole academic year of 32 study weeks, divided into three 2 credit course registrations. This allows sufficient time for creative process and the epistemic development in scientific thinking and literacy. The other three courses in the second year support this process, and the whole entity is based on long-term research in creative collaboration, university student learning, and the psychology of writing. The three other courses run for eight weeks in length, such that each 16-week semester consists of two shorter periods, termed A and B.

Currently the Master of Education in Teacher Leadership program will be only offered full time, where candidates move through the program as a cohort, such that they either start with a fall cohort or a spring cohort. No cohorts or candidates are allowed to start the program in the summer. In the future, depending on demand and need, part-time candidates will be considered.

To illustrate the logic of Year Two courses, please see below two versions of the sequence, with the first version for cohorts that begin in September, and the second version for cohorts that begin in January. This illustrates how the taught courses match up to the thesis.

Table 15. Study Plan for Full-time Students – Year One

Year One (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		EDPG 8404	Development plan for the future	
EDPG 8102	Neuroscience in learning	2	EDPG 8102	Neuroscience in learning	2
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			OR	
EDPG 8502	Practicum for in-service Teachers: Teaching practice		EDPG 8502	Practicum for in-service Teachers: Teaching practice	

Table 16. Study Plan for Full-time Students – Year Two

Year Two (12 Credit Hours - Hybrid mode)					
FALL COHORT – August/September Start			**SPRING COHORT - January Start**		
First Semester (Aug-Dec)			**First Semester (Jan-May)**		
Course #	Course Name	Credit Hours	Course #	Course Name	Credit Hours
Full Semester (all 16 weeks)			Full Semester (all 16 weeks)		
EDTL 9201E	Thesis Project & Seminar I	2	EDTL 9201E	Thesis Project & Seminar I	2
Part A 8 Weeks			Part A 8 Weeks		
EDTL 9101E	Knowledge Creation, Communication, and Research-based Innovation	2	EDTL 9101E	Knowledge Creation, Communication, and Research-based Innovation	2
Part B 8 Weeks			Part B 8 Weeks		
EDTL 9102E	Teachers as Reflective Researchers	2	EDTL 9102E	Teachers as Reflective Researchers	2
Second Semester (Jan-May)			**Second Semester (Aug-Dec)**		
Part A 8 Weeks			Part A 8 Weeks		
EDTL 9103E	Teachers as Leaders and Drivers of Organizational Change	2	EDTL 9103E	Teachers as Leaders and Drivers of Organizational Change	2
EDTL 9202E	Thesis Project & Seminar II	2	EDTL 9202E	Thesis Project & Seminar II	2
Part B 8 Weeks			Part B 8 Weeks		
EDTL 9203E	Thesis Project & Seminar III	2	EDTL 9203E	Thesis Project & Seminar III	2

Teaching and Learning Methods and the Role of the Supervising Faculty

Throughout the program, the following methods will be used, and support will be provided to the students and faculty. The learning experiences in taught courses 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 classroom activities, 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. In each course, the content is first presented online with the help of videos and readings as a logically-designed learning path, including self-evaluations, group discussions, and learning journals that are diagnostic in nature. Progress assessments (measuring the accumulation of knowledge and skills) and formative self-evaluation assignments take place online during the course. In each course, after independent online learning, the content is discussed in webinars or face-to-face sessions that intend to activate the students' analysis and experiential learning. 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 opportunity to practice, gain feedback, and enhance their learning.

Quality assurance is secured based on constantly following how the Program Learning Outcomes and Course Learning Outcomes of each course are met, based on formative and summative assessment and student feedback. There is a dynamic feedback loop during each course to ensure that the online and face-to-face teaching are constructively aligned to support the goals of the program and the course in question.

The Practicum for pre-service teachers and in-service teachers draws inspiration from the model of the Faculty of Educational sciences of University of Helsinki. Practicum is led by host teachers at the Practicum schools (only in the Practicum for pre-service teachers) and the faculty of the Sharjah Education Academy. Teaching practice will be organized in schools selected according to the criteria [BB7] of Guidelines for Good Practice in Internship or teaching practices (Annex 12: Procedural Manual for Initial Program Accreditation, 2019). In addition, the learning processes and outcomes are constantly evaluated based on the Program Learning Outcomes and Course Learning Outcomes that specifically apply the Practicum course. The practicum includes Orientation week at the campus (week 1), six-week Intensive In-School Teaching Practice (weeks 2-7) and Closing week at campus (week 8). The Practicum will be organised fully face-to-face.

By the second year, in the content that is not included in the Postgraduate Diploma in Education but is rather fully reserved for the Master of Education in Teacher Leadership, the structure of the courses supports ongoing evaluation of students' learning and promotes systematically their learning process and the progression of the thesis. The structure also includes regular meetings with other students and faculty providing an engaging learning environment and a community of practice for every student

The program will utilize the flipped classroom method as a continuous approach from the Postgraduate Diploma in Education program. Proposed lectures and/or webinars are conducted by the faculty with a primary purpose of helping students to discuss the theories and concepts presented in learning packages.

Field-based theory and empirical concepts are provided in the Postgraduate Diploma in Education portion of the degree, thereby reducing the need for new theory to be presented in the second year of the program. The second year, composing one third of the total credit requirements of the program, intends to extend the content into application of evidence-based school transformation through teacher leadership. Mentoring by the faculty members offers insights into the atmosphere of the class. Possible concerns, worries and positive experiences of the students will be collected during the mentoring hour. This feedback will be analyzed in faculty meetings.

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 17. 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.

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

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.

EDTL 9101E Knowledge Creation, Communication, and Research-based Innovation

(2 credit hours, 8 weeks)

Prerequisites: All Year 1 (Postgraduate Diploma in Education) coursework completed

This course supports the thesis process by connecting human creativity with innovation processes, disciplinary theory and evidence, and professional practice within schools. Co-constructing knowledge between the academic environment of the thesis process and the professional environment of the school allows innovation design,

dissemination, implementation, and evaluation. Candidates will carry out various inquiries on contemporary professional issues in education, both globally and locally. Candidates will also recognize their roles as diplomatic change agents within their schools through scientific and leadership strategies of listening, respect, human cultivation, and intellectual growth.

EDTL 9102E Teachers as Reflective Researchers

(2 credit hours, 8 weeks)

Prerequisites: All Year 1 (Postgraduate Diploma in Education) coursework completed

This course provides candidates with direct experience in the use of modern educational and educational psychological methodologies, including data analysis and psychological measurement, intended to support learning. Key principles on evaluation of value and applicability of research results are covered. Candidates will gain quantitative, qualitative, and mixed-methods research skills and a deep understanding of such methodological characteristics, such that they have sufficient scientific literacy to interpret various sources of knowledge and understand evidenced-based teaching. Candidates will also learn how to interpret and understand deep-level quantitative methodological perspectives in social sciences and education by critically reading and evaluating educational science research papers from methodological perspectives. Candidates will focus on their individual methodological interests and analyze data sets from their own data collection during the course.

_____

EDTL 9103E Teachers as Leaders and Drivers of Organizational Change

(2 credit hours, 8 weeks)

Prerequisites: All Year 1 (Postgraduate Diploma in Education) coursework completed

This course aims at putting theoretical and research-based knowledge in the school practice. Candidates will learn about leadership and teachers' life-long learning. Candidates of the program will carry out a project that helps to drive personal and organizational development in their own school. The students will agree on a broad phenomenon. Carrying out a practical project helps the participants to simulate how to define and solve complex real-life problems that call for interdisciplinary collaboration of various stakeholders.

Thesis (6 credit hours)
_____

EDTL 9201E Thesis Project & Seminar I

(2 credit hours, 16 weeks)

Prerequisites: All Year 1 (Postgraduate Diploma in Education) coursework completed

In this course, the previous knowledge from Year 1 (the content of the Postgraduate Diploma in Education) shall be activated into a practical project. Candidates are encouraged to collectively brainstorm and reflect on a preliminary research topic that is meaningful both professionally and personally, as well as linked to the contemporary research in educational sciences. The online materials support this process by providing assignments and reflection tasks. This part ends with the presentation of a tentative research plan. The

plan consists of a brief theoretical and empirical motivation, research questions and description of the intended data.

_____

EDTL 9202E Thesis Project & Seminar II

(2 credit hours, 8 weeks)

Prerequisites: EDTL 9201E Thesis Project & Seminar I

This course is dedicated to test the research plan against evidence. Candidates are supported to go deeper into theory, practice, and data and to reflect on the research method that has potential to answer their research questions. In the end of this part, candidates shall present some preliminary analyses, results and/or theoretical reflections.

_____

EDTL 9203E Thesis Project & Seminar III

(2 credit hours, 8 weeks)

Prerequisites: EDTL 9202E Thesis Project & Seminar II

This course is dedicated to finishing the thesis project. The writing process is supported by the group, by the teachers, and by the online materials. Candidates are also encouraged to test their ideas with their colleagues and students. This course ends with submitting the thesis for evaluation.

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

EDPG 8104A كيفية تشجيع الطلبة وتحفيزهم
(ساعتان معتمدتان، 8 أسابيع)
المتطلبات المتزامنة: EDPG 8101A، EDPG 8103A
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)
المتطلبات المتزامنة: EDPG 8101A، EDPG 8103A
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)
المتطلبات المتزامنة: EDPG 8201A، EDPF 8302A
سيطلع الطلبة في هذا المساق على تصميم المناهج، حيث إن هناك طرقاً مختلفةً 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)

المتطلبات المتزامنة: EDPG 8103A، EDPG 8104A

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 والفعّال.

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 فعّالة لفهم التعلم والتعليم، والاطلاع على أكثر المعارف إبهاراً في بحوث علم الأعصاب.

EDPG 8103A التعلم الاجتماعي والعاطفي
(ساعتان معتمدتان، 8 ساعات)
المتطلبات المتزامنة: EDPG 8101A ، EDPG 8104A
يعرّف 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 الفعّال 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 نظلم 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 خُطَّة التنمية للمستقبل

(ساعتان معتمدتان، 8 أسابيع)

- هذا المساق مطلوب للطلاب الذين يحملون رخصة معلم

خلال هذا المساق، سيجهز الطلبة ملف شهاداتهم ودرجاتهم العلمية، التي تُظهر معرفتهم ومهاراتهم وكفاءاتهم في مهنة التعليم، وبناء على هذا المِلف، وما تعلموه، سيضعون خُطة للحفاظ على خبرتهم، وتعزيز تطوُّرهم المهني استناداً إلى المؤلفات العلميَّة ذات الصِلة. كما سيحصلون على فرصة لتعميق فهمهم للموضوعات، التي تهمهم حول مهنة التدريس من خلال وضع خُطة حول كيفيَّة المُضي قدمًا 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 وحقيقيَّة ما أمكن لعمل المعلّم للمعلّم المتدرّب 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، و على الأنماط العالمية على حد سواء. وبعد الانتهاء من هذا المساق، سيتمكن ا الطلبة من فهم معنى المنهاج في عمل المعلم، وعلى مستوى المدرسة بشكل أفضل.

EDPG 8302A المهارات الأساسيَّة وتشجيع التعلُّم طويل المدى وثقافة المدرسة الأخلاقيَّة في عصر الرَّقمنة

(ساعتان معتمدتان، 8 أسابيع)

المتطلبات المتزامنة: 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، ويتمكَّنُ المعلّمون المتدرِّبون من اختبار مختلف الأساليب التربويَّة تحت إشراف متخصصين في بيئة تعلُّم آمنة. كما سيحصل المدرِّسون المتدرِّبون على التغذية الراجعة حول تجاربهم وتحليلها؛ ليطبقوا ما تعلَّموه. وسيحصل الطالب على موجهين أثناء تجربة التدريب العملي: أحدهما عضو هيئة تدريس في الأكاديميَّة، والآخر خبير في التربية من هيئة الشارقة للتعليم الخاص، يعمل مستشاراً لتحسين المدرسة. إضافة إلى ذلك، سيقدم لك المعلّم المضيفُ للفصل الذي تدرِّسه نصائحَ عمليَّة حول عمل المعلّم 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 وحقيقيَّة ما أمكن لعمل المعلّم المتدرِّب هو الغرض الأساسي لممارسة التدريس، التي تتضمن الكثير من التعلُّم وتطوير الذات والنمو؛ ليصبح المرء مدرِّسًا محترفًا، ويتمكَّنُ المعلّمون المتدرِّبون 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 موجهين أثناء تجربة التدريب العملي، أحدهما عضو هيئة تدريس في الأكاديميَّة ، 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 offers a Master's of Education that requires a final thesis for program completion. For details on the Thesis requirements see the previous related program section, and for 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 devise 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.

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 grievances and complaints 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:

    o Mistake – unintentional error on part of the instructor.

    o Fraud – intentional misrepresentation of any or all facts, which lead to a negative outcome.

    o 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 Office of Student Services & Admissions 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. Fatima Bailey

Chair of the Department of Teacher Education

EdD, Educational Leadership, Mills College California, 2012

Dr. Fatima Bailey has over 25 years' experience in education. In the early years of her career, Dr. Bailey worked in Pre-K-12 education as a director, school principal, vice principal and teacher in the UAE and US. She has led planning, development, and implementation of hybrid educational activities across multiple institutions. She was instrumental in achieving CAEP accreditation for Zayed University, and in exceeding accreditation KPIs. Dr. Bailey also serves as a mentor in the Ta'Alouf Program for Career Based Teacher Development at the Al Jalila Foundation.

Dr. Bailey served as an advisor on projects such as the Zayed University Provost Leadership Task Force, the NQA QFEmirates Handbook and Framework, and the UAE Ministry of Education Teacher Licensing System. Dr. Bailey is the recipient of the Gordon Allport Prize for Outstanding Papers on Intergroup Relations, Society for the Psychological Study of Social Issues. Research interests include: action research, grounded theory, thematic analysis, collaborative autoethnography, innovative leadership, agile leadership, culturally responsive leadership, communities of practice, remodeled, best and promising practices, hybrid teaching and learning, trauma informed pedagogy, innovative pedagogy and digital andragogy.

Dr. Lawrence Meda

Director of Research; Associate Professor, Department of Teacher Education

Ph.D., University of KwaZulu Natal, 2014

Dr. Lawrence Meda has nearly a decade and a half of academic teaching and research experience. Dr. Meda has worked as a Curriculum Specialist, Senior Lecturer, and Teaching and Learning Coordinator in two universities in South Africa.

Dr. Meda directs SEA's research endeavors and is building a system of research that provides impact within Sharjah, the UAE, the MENA region, and beyond. Prior to joining SEA, Dr. Meda served as Acting Chair of the Education Studies Department at Zayed University in Dubai. Research interests include: curriculum studies, inclusive education, educational technology and teacher education.

Dr. Cara Williams

Assistant Professor, Department of Teacher Education

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

Dr. Cara D. Williams has over 19 years experience supporting students with mild-to-moderate learning differences, such as Specific Learning Disabilities (SLD) and Attention Deficit Hyperactivity Disorder (ADHD). Previously, Dr. Williams was Assistant Professor and Program Coordinator for Special Education at the Early Childhood, Counseling, Neuroscience, and Special Education Division at the Emirates College for Advanced Education in Abu Dhabi. She is a prolific speaker, both locally and internationally, on diverse learning needs and at-risk populations.

Dr. Williams began her career as a special education teacher in the United States. In 2022, Dr. Williams founded the Enlighten Lounge Game-Based Learning Center in Abu Dhabi to spark a passion for life-long learning in today's youth. Research interests include: game-based learning, at-risk students, curriculum-based measurement, mathematics education, and special education.

Dr. Heba Nuseibah

Assistant Professor, Department of Teacher Education

PH.D., University of South Florida, 2017

Dr. Heba Nuseibeh (publication name: Dr. Heba AbuZayyad-Nuseibeh) has over 15 years' experience in education, encompassing both distance learning and face-to-face instruction. She has worked across higher education and K-12 settings.

Dr. Nuseibeh has taught graduate courses at Penn State University and the Arab American University of Palestine, and undergraduate courses at Al-Quds University. In her early career, Dr. Nuseibeh was a technology teacher in Palestine, having also collaborated with New Mexico State University on a coding education program for secondary students. She also taught in the Model School Network project funded by USAID, enhancing educators' tech skills. During her PhD studies, Dr. Nuseibeh helped faculty in converting their courses to online. Her research has focused on faculty perspectives during the shift from face-to-face to online instruction. She adapted courses into online formats, using platforms like Blackboard and Canvas, integrating instructional tech and multimedia.

Dr. Nuseibeh has been an active speaker at conferences and international universities. Research interests include: distance learning, instructional technology, global cultural aspects in education, language acquisition, and classroom pedagogy.

Dr. Rasha Essam

Assistant Professor, Department of Teacher Education

PhD., Lancaster University, 2019

Dr. Rasha Essam has previously served as a lecturer and technology-enhanced-learning director at the American University in Cairo (AUC) from 2011 to 2021. Teaching responsibilities included educational technology, teaching methods, educational leadership, Arabic as a foreign language, and research methods. In addition, Dr. Essam was responsible for building new online and blended learning programs for enabling both pre-service and in-service teachers to learn how to use technology effectively in different teaching modes such as face-to-face, online, and blended.

Dr. Rasha has also worked as an independent educational technology consultant for over 20 years in Egypt, the UK, and Ireland, where she helped different educational organizations design, develop, and implement educational technology programs. Research interests include: design-based research, learning design, teacher development, foreign language teaching and learning, technology affordances, programme evaluation, online/blended/flipped classroom teaching and learning, computer supported collaborative learning, web 2.0 technologies, data visualisation and representation, educational psychology, and educational philosophy.

Dr. Mona El Samaty

Assistant Professor, Department of Teacher Education

PhD, University of Toronto, 2021

Dr. Mona El Samaty has over 20 years' experience in education, including teaching English as foreign language (TEFL), research, and teacher education. Dr. El Samaty received the 2021 Leithwood Award for Outstanding Thesis Award of the Year from the University of Toronto, besides other grants and awards. She has served in Lecturer and Assistant Professor positions in higher education in Egypt, the UAE, and Canada, both in TEFL and teacher education. She also served as academic advisor, supporting graduate students at the University of Toronto with their theses. Dr. El Samaty has spoken in over 30 international research conferences. Research interests include: teacher education, teaching methods that promote student-centered learning, qualitative research, and sociolinguistics.

Dr. Maram Alaqra

Assistant Professor, Department of Teacher Education

PhD, Texas A&M University, 2023

Dr. Maram Alaqra has over 17 years' experience in education, working across higher education and K-12 settings. Dr. Alaqra has taught graduate and undergraduate courses at Texas A&M University, which included over eight years of research experience on STEM education. Having spoken widely on STEM education internationally and throughout the US, Dr. Alaqra has also been part of large-scale

STEM education research projects funded by the National Science Foundation, National Institute of Health, and Department of Education.

Dr. Alaqra's research agenda has emphasized culturally relevant teaching and learning through designing culturally sensitive learning environments for students to improve STEM self-efficacies and interests. Research interests include: STEM education, culturally relevant instruction, STEM self-efficacy, community-based learning, and 21st Century skills.

Dr. Ibrahem Alamoush

Assistant Professor, Department of Teacher Education

PhD, Yarmouk University, 2008

Dr. Ibrahem Alamoush has over 20 years' experience in education. Previously to SEA, Dr. Alamoush served as Educational Training Specialist in the Emirates Schools Establishment. He has also served as lecturer and adjunct faculty at various institutions in the UAE, Jordan, Oman, and Saudi Arabia: at Skyline University College Sharjah, the Queen Rania Teachers Academy, Al-Albayet University, King Saud University, among others. In his various roles, Dr. Alamoush has provided expertise on learning strategies, assessment and evaluation, and cognitive neuroscience for teachers. Research interests include: learning and teaching strategies, Arabic language education, cognitive neuroscience and its impact on reading comprehension.

Dr. Estelle Tarry

Assistant Professor, Department of Teacher Education

EdD, University of Bath, International Education, 2008

Dr. Estelle Tarry has over 30 years' experience in education. She began her career as a primary school teacher in the UK, progressing to Head of an infant school at a British international school in Sri Lanka, Head of a British international school in Thailand, and Head of an international school in the Netherlands. For the past 15 years, Dr. Tarry has been a university lecturer (Fellowship of Higher Education) in the UK, teaching and leading undergraduate and master's programmes in education, and supervising PhD students.

Dr. Tarry has led teaching workshops in the UK, France, Italy, Spain, The Netherlands, Romania, Ukraine and Azerbaijan. Her research has included teaching assistants, Thai university students, education in South Africa, expatriate Keralite parents' expectations of the British schools, and primary and early years intercultural competencies. Dr. Tarry presently reviews articles for the Journal of Further and Higher Education and has spoken in Wales, Turkey, and Qatar. Research interests include: international and comparative education, teaching assistants, parents, learning and teaching, and intercultural competencies.

Dr. Ahmet Simsar

Assistant Professor, Department of Teacher Education

PhD, Early Childhood Education, Florida State University, 2016

Dr. Ahmet Simsar has over 14 years' experience in education. In the early years of his career, Dr. Simsar worked as Pre-K teacher, Director of a Kindergarten school, Department Chair in Early Childhood Education studies, and taught and advised undergraduate and graduate classes in the USA and Turkey.

He taught several classes in online, on campus, and hybrid. He worked with UNICEF and other local municipalities for improving teachers' understanding of inclusive education, STEM education, and children's 21st Century skills. Dr. Simsar gave trainings to Somalian parents for understanding early childhood education in US by working with the United Way of Central Minnesota, as well as to Turkish parents by working with UNICEF and Development Foundations of Turkey for improving understanding of early childhood education in Turkey. Dr. Simsar has edited several books about STEM education in early years, science education for parents and children, and 21st Century skills for children.

Dr. Simsar currently serves as an editorial board member and reviewer in different national and international journals. Research interests include: STEM education in early years, technology education, science education in early years, inclusive education in early years, parents' education, multicultural education, outdoor education in early years, qualitative researches, quantitative researches, and mixed method studies.

Dr. Markus Talvio
Visiting Scholar

Ph.D., University of Helsinki, 2015

Dr. Markus Talvio has over 30 years' experience in education. He was the first faculty member of the Sharjah Education Academy and also serves as Adjunct Professor at the University of Helsinki, where he also served as a senior lecturer prior to his appointment at SEA. Dr. Talvio has a rich experience as supervision for doctoral, masters, and bachelors research projects.

With an impressive publication record of over 30 papers, Dr. Talvio, through his firm, Training & Consulting Talvio Inc., has been a prolific speaker around the world. Having conducted over 50 workshops on social and emotional learning in over 10 countries, Dr. Talvio combines his deep practitioner experience as a former teacher with his multi-methodological research on teacher training interventions and student learning environments. Research interests include: modern educational psychology, pedagogical thinking, and social and emotional learning.

Dr. Ted Purinton

Founding Dean of Education

Ed.D, University of Southern California, 2005

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 C.E./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.

Dr. Jeanine Romano

Executive Director

Ph.D, University of South Florida, 2007

Dr. Jeanine Romano has a PhD in Curriculum and Instruction with an emphasis in Measurement and Evaluation from the University of South Florida. She is currently working as the Executive Director of the Sharjah Education Academy, 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. Her research interests are in the areas of Statistics, Educational Measurement, and Institutional Effectiveness & Assessment in Higher Education.

Dr. Hunada Kanbar

Chief Learning Officer

Ph.D, University of Sharjah, 2021

Dr. Hunada Kanbar holds a PhD from the University of Sharjah. 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.

Dr. Hunada's research interests include topics on advanced learning analysis in the education sector for both the government and private sector.

Dr. Tadd Kruse

Director of Student Services and Admissions

Ed.D, University of Southern California, 2020

Tadd Kruse is an Assistant Professor in the Post-Graduate Diploma in Education program at the Sharjah Education Academy. 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 & 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 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 board member, conference director/chair, and serving as the director of the Middle East, North Africa, South Asia (MENASA) Area Board. Over the past ten-years, Tadd has been an avid presenter at professional conferences on various topics including leadership, strategic planning, assessment, international education, professional development, and culture.

Tadd 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 (diversity, equity, and inclusion), organizational effectiveness, and the experiences of underrepresented groups (faculty, students, and staff). Most of his research interests are drawn from real life practice and ongoing challenges.

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.