DISCLAIMER

The Catalog is an official ECAE document describing academic programs, course offerings, faculty listings, policies, procedures, regulations and requirements of the College. Every effort has been made to ensure the accuracy of the information presented in this catalog. However, no responsibility is assumed for editorial, clerical or printing errors, or errors occasioned by mistakes. The College reserves the right to make changes without prior notice to the information contained in this publication, including the alteration of various fees, schedules, conditions of admission and credit requirements, and the revision or cancellation of particular courses or programs.
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Welcome to the Emirates College for Advanced Education (ECAE), a higher education institution that focuses on excellence, innovation, advancement and transformation in the field of education. The mandate of the College is to support the higher education strategy of Abu Dhabi and the UAE by providing future generations with high quality education to drive the economy.

ECAE is a place where potentials are unleashed, ideas are created, innovations are supported and where the transformation of education is happening. This is all possible due to the quality of our students and learners; the dedication of our staff; the highly qualified faculty body; the high quality accredited academic programs we offer; and the research activities that complement our Postgraduate Diploma (PGD), Master of Education (M.Ed), and Doctor of Philosophy (Ph.D) programs.

Our specialized academic programs aim to develop well-rounded human service professionals whom we bid on to make a difference in their schools, profession, communities and the society at large. The programs are designed with a balance of theory, practice and research in order to develop the educators of tomorrow. Our faculty, staff and the entire ECAE administration are always ready and well positioned to assist the learners through their academic and professional journey with the College.

ECAE’s exceptional faculty members are engaged in multidisciplinary and aspiring research activities that contribute significantly to the education needs of the UAE and to their respective fields of study. They have become an integral part of the educational system through a wide range of outreach activities including developing courses, trainings, qualifications and standards; and through continuous collaboration and partnerships with different stakeholders among which are the Ministry of Education (MoE), Abu Dhabi Department of Education and Knowledge (ADEK), the General Secretariat of the Executive Council (GSEC), Abu Dhabi School of Government, and the National Qualification Authority (NQA).
Moreover, ECAE offers, through its Continuing Education Centre (CEC), a wide range of professional development programs that are locally and internationally certified by ACTVET and NOFE/CACHE, respectively. The Centre provides trainings and programs that support the needs of educators. Those include the Certified Trainer program (Train the Trainer), the Assessor and Internal Verifier qualifications, in addition to various programs supporting the UAE Teacher & Educational Leadership Standards (TELS-UAE). Furthermore, the Centre offers several professional development short courses and workshops in different areas such as: STEM, Mathematical Thinking, Positive Thinking for Teachers, Morale Education and Critical Thinking for Students. The content of all our programs is designed, developed and delivered while ensuring alignment with high quality standards and exceptional experience for our learners.

Most importantly, we are extremely proud of our alumni, who have demonstrated and reflected, at their workplace, the quality of education that they have gained while at ECAE. We seek to keep them engaged with the College to further upscale their knowledge and skills and we thrive to continuously improve our programs’ alignment with the market needs.

Whether you are an educator looking for developing your skills through graduate studies or professional development programs, ECAE will provide you with an exceptional educational journey and provide you with what is needed to improve your career development.

I look forward to personally welcoming you to Emirates College for Advanced Education.

Dr. Ebrahim Alhajri
Vice Chancellor
ABOUT ECAE

THE HISTORY AND FUTURE OF ECAE

The teachers’ college for Abu Dhabi was officially established in 2007 and commenced teaching its first group of undergraduate students in September 2007, its first group of postgraduate students in October 2007, and its first group of Master of Education students in September 2014.

The College is a specialist teacher training college for the UAE. It was established to be a teacher preparation, educational research and school development center. It is funded by government to play a key role in the modernization of school education in the UAE and throughout the Middle East in collaboration with the Department of Education and Knowledge in Abu Dhabi.

ECAE continues to prepare a new generation of graduate teachers and educational leaders.

LICENSED INSTITUTION

ECAE, located in the Emirate of Abu Dhabi, is officially licensed from 1 April 2011 by the Ministry of Education of the United Arab Emirates to award degrees in higher education.

Approved Continuing Education (ACE) Provider

ECAE has also been approved as an ACE provider by the Behavior Analyst Certification Board.
ABOUT ECAE

OUR VISION
ECAE will be a world-class research-based College whose graduates are recognized as transformational educators in the schools of the UAE and beyond.

OUR MISSION
The College will prepare and continually improve outstanding teachers and educational leaders to forward the economic and social ambitions of Abu Dhabi and the UAE through research-based study.

OUR VALUES
ECAE is committed to:

**EXCELLENCE** in the provision of education, research and professional development while fostering innovation and continuous improvement.

**CONTRIBUTING** effectively to enrich the educational provision available in the Emirate of Abu Dhabi, the UAE and the region.

**ACHIEVEMENT** of outstanding educational outcomes that support the nation's economic goals.

**EMPOWERMENT** of learners and instructors encouraging them to lead the way within the field of education.
ABOUT ECAE

PARTNERSHIPS

Ministry of Education (MoE)

Through its relationship with MoE, the College has access to over two hundred and fifty schools within the Emirate.

ECAE has established a number of more formal relationships with schools through its Internships which will enable students to practice what they have learned in a real working environment.

ECAE has also partnered with private schools. These partnerships allow students to experience life in:

> Kindergarten Schools
> Private schools and academies
> MoE Schools

Abu Dhabi Department of Education and Knowledge

ECAE has a strong relationship with ADEK which provides careers for all qualifying graduates from the Bachelor of Education program.

Students

ECAE views its students as partners in their learning experience and encourages students to get involved in the governance of the College – giving voice to their thoughts on their learning, education, teaching and learning environment.

International Partnerships

ECAE has formed a strategic alliance with the Australian Council for Educational Research (ACER) and the University of Florida and the New England Center for Children-Abu Dhabi (NECC-AD). These alliances serve to enhance assessment, evaluation and professional development opportunities available within the UAE. The College is currently in negotiations with a number of other potential partners including other top ranked Universities, international awarding and accrediting bodies.

ECAE actively seeks out partnerships which benefit the education which students will gain at the College.

Commission for Academic Accreditation

Although not an actual partnership, ECAE has a strong working relationship with the Commission for Academic Accreditation (CAA). The College works closely with the Commission to ensure that its practices and programs meet the Ministry of Education Standards and international best practice.
ABOUT ECAE

OUR CAMPUS

ECAE’s campus is located on the corner of Salama Bint Butti Street and Muroor Road in Abu Dhabi.

ECAE invites all prospective students and their guardians to visit the campus and get a taste for student life at ECAE. ECAE’s normal working hours are between the hours of 8:00am and 4:00pm and visits can be arranged to the campus by contacting the Admissions Office on 02 5099 999. The Admissions Office staff will be happy to organize an information tour of the facilities.
ABOUT ECAE

ECAE has a friendly campus with lots of space where students can meet up with their friends, form study groups or just sit and relax in a culturally appropriate environment.

BUILDING ACCESS

The College building is open between the hours of 8:00 am to 9:00 pm Sunday to Thursday. If you want to access the building outside normal working hours, you should get prior approval from the Head of Student Services.

ECAE’s Campus has ramps at the main entrance on Murcoor Street and at the student entrance on Salama Bint Butti street.

PARKING

Public parking is available around the campus area. The College is not responsible for the safety and security of these areas.

PRAYER ROOMS

Separate prayer areas have been designated for males and females within the College.

RESTAURANT AND COFFEE SHOPS

Daily food services are available in the cafeteria, coffee shop and vending machines which are located in the building for snacks. ECAE has an agreement with the caterer and this means you will not be allowed to bring commercial food onto the campus, but you can bring snacks and sandwiches from home for yourself. Unfortunately, food or drink is not allowed in any classrooms or academic areas.
ABOUT ECAE

GENERAL RULES ON CAMPUS

Children on Campus
If you wish to bring children to the campus, you must first seek permission from the Head of Student Services. Where permission is granted, you will be responsible for their safety on campus and they should stay with you at all times. Children are not allowed to attend classes with you.

Smoking
Smoking is not permitted on campus.

Pets
You will not be permitted to bring animals or pets of any kind on to the campus without prior permission from the Head of Student Services.

Mobile Devices
You can use your mobile devices on campus. Mobile devices can be used in the classroom to support teaching and learning activities; however, mobile devices must not be used to take photographs and videos of others without their permission.
GRADUATE PROGRAMS

The academics within ECAE are leaders within their fields coming from a diverse international background which means that students receive an education founded on international excellence.
GRADUATE PROGRAMS

Postgraduate Diploma in School Evaluation and Improvement (PGD in SEI)

The PGD in School Evaluation and Improvement is a responsive and flexible one year modular program that is aligned with Level 8 in the UAE Qualification Framework - QF Emirates. It focuses on preparing educators who are capable of enhancing school development and improvement through building consolidated knowledge and skills, within the realm of systems and processes, that promote school effectiveness, facilitate and functionalize school reforms and innovations. The diploma consists of mandatory courses which total 24 credits.

Postgraduate Diploma in Guidance and Counselling (PGD in GC)

The postgraduate degree in Guidance and Counselling is a responsive and flexible one year modular program that is aligned with Level 8 in the UAE Qualification Framework - QF Emirates. The qualification introduces the principles and practices of guidance and counselling to ensure acquaintance and understanding of recognized support practices offered within an educational setting that address career counselling and assist students who face personal, social and academic challenges.

Students who complete 24 credits will be awarded a postgraduate diploma in Guidance and Counselling.

Postgraduate Diploma in Applied Behavior Analysis (PGD in ABA)

The Postgraduate Diploma in Applied Behavior Analysis is a responsive and flexible, 24 credit, one-year modular program that is aligned with Level 8 in the UAE Qualification Framework - QF Emirates. The qualification introduces the principles and practices of Applied Behavior Analysis to ensure acquaintance and understanding of recognized evidence-based practice for improving socially significant behavior across all settings in everyday life. The coursework completed for the Postgraduate Diploma in Applied Behavior Analysis meets the coursework requirement to be eligible to sit for the Board Certified Assistant Behavior Analyst (BCaBA) examination.

Master of Education (M.Ed.)

The Master of Education (M.Ed.) Program is a 36 credit-based two year degree program aligned with Level 9 in the UAE Qualification Framework - QF Emirates. The program focuses on Education practitioners, leaders, administrators, and professionals in a broad range of field and is also suitable for other professionals whose work has an educational component or some educational responsibility. Elective courses from the following areas are offered within the program based on the students’ demand:

- Special Education
- Mathematics Education
- Science Education
- Social Studies
- Educational Technology
- Educational Leadership
- Early Childhood Education
- Teaching of English to Speakers of Other Languages (TESOL)

The M.Ed. is offered over four semesters, and the final semester includes either an Internship Project and Report or a Research Project and Presentation.

Master of Education (M.Ed.): Educational Assessment

The Master of Education in Educational Assessment is a 36 credit-based flexible two year modular program that is aligned with Level 9 in the UAE Qualification Framework - QF Emirates. It focuses on developing students’ depth and breadth of knowledge in the field of educational measurement and assessment. The program develops the problem solving skills and analytical thinking required to begin research in the field of educational measurement and assessment. Students enrolled in the program will master the skills required for careers in applied research, development and/or teaching.
Master of Education (M.Ed.): Curriculum and Learning Design

The Master of Education in Curriculum and Learning Design is a 36 credit flexible two year modular program that is aligned with Level 9 in the UAE Qualification Framework - QF Emirates. The program is designed to develop research-informed educators as curriculum and resources experts who are skilled instructional designers, to lead educational improvement in the UAE. This is achieved through a distinctive program consisting of courses focusing on recent developments in theories of teaching and learning. The program also emphasizes the implementation of educational research in authentic contexts and offers flexible seminar topics aligned with current and emergent educational trends.

Master of Education in Applied Behavior Analysis (M.Ed. in ABA)

The Master of Education in Applied Behavior Analysis is a flexible, 36-credit, two-year modular program that is aligned with Level 9 in the UAE Qualification Framework - QF Emirates. The program is designed to develop research-informed educators as expert behavior analysts who are skilled at behavior assessment and change, to lead educational improvement in the UAE. This is achieved through a distinctive program consisting of courses focusing on recent developments in behavioral theories of teaching and learning. The program also emphasizes the implementation of educational research in authentic contexts addressing topics aligned with current and emergent educational trends. The coursework completed for the Master of Education in Applied Behavior Analysis meets the coursework requirement to be eligible to sit for the Board Certified Behavior Analyst (BCBA) examination.

Master of Education in Special and Inclusive Education

The Master of Education in Special and Inclusive Education is a flexible two-year program that is aligned with Level 9 in the UAE Qualification Framework-QF Emirates. The program is designed to prepare teachers to improve the lives and academic outcomes for students with special needs who are typically served in the general education classroom. This is achieved through this program that is designed around incorporating applicable evidence-based strategies. The program also emphasizes incorporating research
into practice and includes courses that teachers need, to improve their practice so that each child can succeed academically, socially and move through grade levels with the support they need.

**Doctor of Philosophy (Ph.D.)**

**Ph.D. in Education: Educational Neuroscience**

The Doctor of Philosophy in Education: Educational Neuroscience is a 60 credit program that is aligned with Level 10 in the UAE Qualification Framework – QF and offered over four years. The Ph.D. in Educational Neuroscience is a pioneering program: it is the first postgraduate program in the UAE to offer training at the cutting-edge frontier of cognitive neuroscience and education. Key issues in education are framed within the social science of education and the science of learning and behavior. The PhD Program addresses the essence of education: how do we learn? What can be done to improve learning? How support those struggling with learning? The Cognitive Neuroimaging Unit (CNU) at ECAE is a dedicated research unit with world-experts and laboratory facilities to advance research that merges cognitive neuroscience and education.

**Ph.D. in Education: Measurement and Assessment**

The Doctor of Philosophy in Education: Measurement and Assessment is a 60 credit program that is aligned with Level 10 in the UAE Qualification Framework – QF and offered over four years. It is a pioneering program in the region and the first postgraduate program in the UAE to offer the state-of-the-art training in highly advanced and sophisticated techniques and methods in the field of educational measurement and assessment to advance the frontiers of knowledge locally and globally. Students will develop highly advanced and complex problem-solving and analytical reasoning skills through the conduct of independent, original research to solve pressing problems in the field of education locally, regionally and globally.

**Ph.D. in Education: Special Education**

The Doctor of Philosophy in Education: Special Education is a degree designed for individuals who seek advanced and highly specialized knowledge in the areas of special education and research. The Ph.D. in Special Education is a unique program in the UAE with its depth and breadth of coursework designed to support people of determination. The program offers challenging coursework grounded in the field’s most current research and methodologies.

**Credits Explained**

Credits are used to measure your academic workload per semester and over the academic year. One credit usually represents an average in-class workload of fifteen hours per course and additional independent study.
POSTGRADUATE DIPLOMA IN SCHOOL EVALUATION AND IMPROVEMENT (PGD in SEI)

Growing excellent teachers for tomorrow’s learners
GOALS AND OUTCOMES

PGD in SEI GOALS

The PGD in SEI and Improvement aims at:

1. Preparing graduates who are able to inspect and critically evaluate schools in order to promote improvement.
2. Preparing graduates who are able to construct systems and processes to enhance school evaluation and improvement plans for school effectiveness.
3. Equipping graduates with the knowledge and skills to help maximize building capacities and develop programs, to ensure robustness of school improvement processes.
4. Enabling graduates to benchmark school inspection tools and processes to evaluate creative and innovative school practices and operations.
5. Producing graduates who are able to lead collaboratively and effectively the process of school inspection and evaluation for school improvement and innovation.
6. Building national capacities to contribute towards the sustainability of inspectors and school inspection in alignment within the UAE educational system.

PGD in SEI OUTCOMES

On completion of the PGD in SEI, the graduates will be able to:

1. Deconstruct and evaluate international, national, regional and institutional models of inspection and school regulatory systems within the context of school improvement.
2. Evaluate and benchmark UAE schools against international standards and practices of school inspection to create innovative school practices.
3. Construct and evaluate indicators and descriptors that are aligned with the UAE inspection framework.
4. Lead and evaluate the school inspection process, and its implementation using evidence-based analysis, systems and processes within the regional and global scope.
5. Communicate various outcomes of the inspection process supportively and meta-cognitively to diverse communities of stakeholders.
6. Construct collaboratively the school improvement plan and evaluate its implementation in alignment with the elements of school performance standards and school evaluation framework.
7. Transmit professional knowledge collaboratively through designing mentoring programs.
8. Design professional development and enhance learning communities in order to build national capacities for educational innovations and school improvements.
9. Critically implement the praxis of leadership and management models within the process of school transformation and improvement.
POSTGRADUATE DIPLOMA IN SCHOOL EVALUATION AND IMPROVEMENT

ADMISSION REQUIREMENTS

Admission to the Postgraduate Diploma in School Evaluation and Improvement program is open to interested individuals provided they meet the following criteria:

1. Hold a Bachelor’s degree in Education, Arts and Humanities or Social Sciences from an accredited university or have a foreign qualification, which has received equivalence from the Ministry of Education in the UAE with 3 years school experience in teaching or management, principalship, leadership, and school administration.

2. A minimum cumulative grade point average of 2.5 on a 4.0 scale for the Bachelor’s degree

3. Hold a current International English Language Testing System (IELTS) score of 6.0 or equivalent (TOEFL IBT or Pearson PTE Academic or EmSAT) or higher.

ECAE will give preferential consideration to national applicants.

ECAE allows students to be readmitted to the Postgraduate Diploma in School Evaluation and Improvement program provided they have not exceeded the completion period for the program. The exception to this is where the student withdrew from the program within the first two weeks.

GRADUATION REQUIREMENTS

In order to graduate you must complete the program requirements as approved by the College Board of Trustees and incorporate any amendments to the courses needed to maintain educational standards. The Postgraduate Diploma in School Evaluation and Improvement requires students to have a Cumulative Grade Point Average (CGPA) of 3.0 or above and:

> Successfully complete the 18 credit hours for the program courses.

> Successfully complete 6 credit hours for Research Project/Case Study

COMPLETION PERIOD

ECAE requires all students to complete their program of study within three years of first enrolling in the program unless they withdraw within the first two weeks of the program.

In exceptional circumstances a program extension may be granted for one year beyond the anticipated graduation completion date at the discretion of the Vice Chancellor. For quality assurance purposes the courses that need to be completed must be current and active.

COMPLETION LETTER

You will receive a letter of completion at the end of your final semester providing you have met the graduation requirements. This letter can be used to apply for employment before you have formally graduated from the program.

GRADUATION

The final graduation certification will be given to you at the graduation ceremony. The graduation ceremony will take place at a date recommended by the Vice Chancellor and approved by ECAE’s Board of Trustees.

For further details of academic policies related to the Postgraduate Diploma in School Evaluation and Improvement please refer to the Registration Department.
AN OVERVIEW OF THE PROGRAM STRUCTURE

The PGD in School Evaluation and Improvement is a responsive and flexible one year modular program that is aligned with Level 8 in the UAE Qualification Framework - QF Emirates. It focuses on preparing educators who are capable of enhancing school development and improvement through building consolidated knowledge and skills, within the realm of systems and processes, that promote school effectiveness, facilitate and functionalize school reforms and innovations. The diploma consists of mandatory courses which total 24 credits.

Credits are used to measure academic workload per semester and over the academic year. One credit usually represents an average in-class workload of fifteen hours per course and additional independent study.

PROGRAM STRUCTURE

Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDUSEI1</td>
<td>EDUSEI1: School Evaluation for Effectiveness &amp; Innovation: Implications, means and processes</td>
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<tr>
<td>EDUSEI2</td>
<td>EDUSEI2: Processes and Systems for School-based Evidences and Documentation</td>
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<tr>
<td>EDUSEI3</td>
<td>EDUSEI3: Inspection: Professional Skills, attributes and community collaboration</td>
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Semester 2

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<td>EDUSEI4</td>
<td>EDUSEI4: Challenges and Gaps: Needs Analysis for School Improvement</td>
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<tr>
<td>EDUSEI5</td>
<td>EDUSEI5: School Improvement Plan: Design, Implementation and Evaluation</td>
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<tr>
<td>EDUSEI6</td>
<td>EDUSEI6: Building Capacity: Design and Content</td>
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<tr>
<td>EDUSEI7</td>
<td>EDUSEI7: Research Project/Case Study</td>
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</tbody>
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GRADUATE PROGRAMS: PGD IN SEI

Course Descriptors
EDUSEI1: School Evaluation for Effectiveness & Innovations: Implications, means and processes (3 credits, 45 hours)

This course introduces the notions of school evaluation. It addresses the implications, means and processes of school evaluation, in order to promote school effectiveness and educational innovations. The course focuses on the concepts of school evaluation in terms of the role of school stakeholders in probing, liaising and facilitating the school evaluation process. In addition, the course emphasizes on the means that school administrators, managers and leaders need to initiate, facilitate and materialize to enhance school effectiveness and innovations. Within the process of school evaluation the course elements underpinning school effectiveness and innovation are endorsed. The course highlights global and regional perspectives and contexts of school evaluation in alignment with school improvement and educational innovations.

EDUSEI2: Processes and Systems for School-based Evidences and Documentation (3 credits, 45 hours)

This course is designed to introduce the processes and systems for school related information, evidences and documentation for continuous school improvement. Using the School Inspection Framework of performance standards and indicators as a guide, the course will explore those areas for school improvement to ensure effective implementation and articulation within the evaluation and assessment protocols at the school level; developing competencies for evaluation and for using feedback; securing links with classroom practice; and investigating the challenges of implementation. Through an exploratory case study, students will gather information needs at the school system level, monitor key outcomes of the education system to maximize the use of system-level information and data to be analyzed for school improvement and decision making.

EDUSEI3: Inspection: Professional Skills, Attributes and Community Collaboration (3 credits, 45 hours)

This course will explore the professional attributes and skills which school inspectors should possess, by looking at a variety of aspects of the school inspector’s duties and responsibilities. The course is designed to guide students towards demonstrating a deep understanding of the ways in which professional attributes are instrumental to the work of a school inspector, including the ways in which school inspections can affect schools. A variety of elements of school inspections will be analyzed, for example the critical importance of the relationship between an inspection team and the school leadership, but other relationships as well including those between inspectors, teachers and other stakeholders are also critically evaluated. A wide range of contexts are explored as a backdrop to these analyses in order to provide students with a broad spectrum of school inspection scenarios in which to place their own contexts and experiences. The importance of recognizing, and addressing, the effects which school inspections can have on their stakeholders, is emphasized as well as practical strategies for alleviating or minimizing negative effects. Students will have opportunities and autonomy to communicate comprehensive views which affect school micro-societies and inter-relationships through the lens of school inspections.

EDUSEI4: Challenges and Gaps: Needs Analysis for School Improvement (3 credits, 45 hours)

Following the previous course exploring the processes and systems for school inspection, the primary objective of this course is to explore the broad concepts of the challenges and gaps in creating a needs analysis for school reform, effectiveness, and improvement by utilizing the perspectives of policy, practice, and instructional leadership. Students will explore school improvement within the context of continuous improvement planning processes in K-12 education, identifying the most essential components according to best practices research and well-tested models. For example, these essential components include an initial needs assessment, data-driven decision-making, and feasible goals and benchmarks, among other elements. Students will also examine effective methods for structuring school and district leadership during school improvement initiatives, as well as instruments for monitoring improvement according to academic achievement, behavior, and social-emotional learning (SEL) indicators. Lastly, students will identify and describe effective improvement models, school reforms, school culture, and frame this against the UAE School Inspection Framework and practice in school reform. Students will draw upon their own professional practice and understandings to frame school improvement against the need to build and sustain professional relationships within schools.
EDUSEI5: School Improvement Plan: Design, Implementation and Evaluation (3 credits, 45 hours)

This course is conceptualized within the spectrum of school improvement and educational change. The course is designed to explore the contexts and dimensions of school improvement and implementation. Primarily this course endorses the broad perspectives of school improvement implementation. The course pertains to the knowledge and skills relevant to design school improvement or development plans in alignment with school performance standards and explores paths for overcoming encountered challenges, limitations and delimitations that hinder the praxis of school improvement. Students will draw upon the collaborative, global, regional and local professional practices relevant to school improvement plans.

EDUSEI6: Building Capacity: Design and Content (3 credits, 45 hours)

This course is situated within the realm of building national capacities for school evaluation and improvement. The course is designed within the scope of building professional learning communities among and across various schools and their stakeholders. In addition, the course overarches the role of educational leaders and managers in promoting: organizational and community learning, partnerships and collaboration. Given the appropriate content and design for constructing professional development and learning communities’ programs, the course acknowledges the significant links between professional and community learnings on one hand and school improvement on the other hand; within the framework of sustainable professional learning.

EDUSEI7: Research Project/ Case Study (6 credits, 90 hours)

This course offers two options in alignment with the School Evaluation Framework (SEF). Option one is a School-Practices Document-Analysis Project and option two is a Case Study-Interview- Based Project. Students are expected to pick one of the above mentioned options. Both options are designed to allow future school inspectors and evaluators explore various means, data, documentation, systems and processes employed by school administrators, managers and leaders, in order to facilitate and implement school inspection and evaluation; taking into consideration the inspectors and evaluators training background. Option one, School-Practices Document-Analysis Project or option two, Case Study-Interview- Based Project focus on practical work to investigate and track the processes, systems and documentations that are required for school inspection and evaluation. Both options emphasize on metacognitive learning; where students are expected to reflect on the process of school inspection and evaluation, as well as reflect on their own learning, in their future capacity as school inspectors and evaluators. Throughout this course, the significance and challenges of school inspection and school evaluation are analyzed as pivotal means for educational improvement. This analysis will touch on the strengths and the weaknesses of the systems and processes used by the schools and the areas needing improvement, within the realm of building human and systemic capacities, for a sustainable school inspection.
POSTGRADUATE DIPLOMA IN GUIDANCE AND COUNSELLING (PGD in GC)
GOALS AND OUTCOMES

PGD in GC GOALS

The PGD in GC and Improvement aims at:

1. Introducing graduates to the basic principles and practices of guidance and counselling to ensure acquaintance and understanding of recognized support practices offered within educational settings to students who face personal, social and academic challenges.

2. Providing graduates with knowledge and understanding of the fundamental concepts that underlie ethical guidance and counselling practices within an educational setting.

3. Enabling graduates to evaluate the psychological theories that contribute to an understanding of a child’s personal, social and emotional development and well-being.

4. Inculcating fundamental methods and practices within guidance and counselling that enable identification and assessment of issues and potential problem areas.

5. Ensuring a working knowledge of guidance and counselling services and practice that provide teachers and school based professionals:

   - a. Strategies to assist students in making informed choices about their futures.
   - b. Methods by which to address issues that can inhibit a student’s personal, social and educational development.
   - c. Understanding of the relevance and application of international practice to the educational and cultural contexts of the UAE.

PGD in GC OUTCOMES

On completion of the PGD in GC, the graduates will be able to:

1. Display knowledge and critical understanding of the theoretical basis underlying guidance and counselling practice.

2. Critically apply a range of relevant principles and theoretical knowledge in the implementation of strategies within guidance and counselling situations.

3. Develop a personal frame of reference through evidence based enquiry that can be applied within the workplace.

4. Demonstrate ability to work collaboratively and independently as required within a range of guidance and counselling contexts.

5. Apply ethical and professional standards within guidance and counselling contexts.
POSTGRADUATE DIPLOMA IN GUIDANCE AND COUNSELLING

ADMISSION REQUIREMENTS

Admission to the Postgraduate Diploma in Guidance and Counselling program is open to interested individuals provided they meet the following criteria:

1. Hold a Bachelor’s degree in Education, psychology or other cognate disciplines from an accredited university or have a foreign qualification, which has received equivalence from the Ministry of Education in the UAE.

2. A minimum cumulative grade point average of 2.5 on a 4.0 scale for the Bachelor’s degree

3. Hold a current International English Language Testing System (IELTS) score of 6.0 or equivalent (TOEFL IBT or Pearson PTE Academic or EmSAT) or higher.

4. For non-teaching applicants, relevant professional experience related to guidance and counselling in areas such as pastoral, community or social care will be considered an advantage.

ECAE will give preferential consideration to national applicants.

ECAE allows students to be readmitted to the Postgraduate Diploma in Guidance and Counselling program provided they have not exceeded the completion period for the program. The exception to this is where the student withdrew from the program within the first two weeks.

GRADUATION REQUIREMENTS

In order to graduate you must complete the program requirements as approved by the College Board of Trustees and incorporate any amendments to the courses needed to maintain educational standards. The Postgraduate Diploma in Guidance and Counselling requires students to have a Cumulative Grade Point Average (CGPA) of 3.0 or above and:

- Successfully complete the 18 credit hours for the program courses.
- Successfully complete 6 credit hours for Case Study Research Project (For Diploma)

COMPLETION PERIOD

ECAE requires all students to complete their program of study within three years of first enrolling in the program unless they withdraw within the first two weeks of the program.

In exceptional circumstances a program extension may be granted for one year beyond the anticipated graduation completion date at the discretion of the Vice Chancellor. For quality assurance purposes the courses that need to be completed must be current and active.

COMPLETION LETTER

You will receive a letter of completion at the end of your final semester providing you have met the graduation requirements. This letter can be used to apply for employment before you have formally graduated from the program.

GRADUATION

The final graduation certification will be given to you at the graduation ceremony. The graduation ceremony will take place at a date recommended by the Vice Chancellor and approved by ECAE’s Board of Trustees.

For further details of academic policies related to the Postgraduate Diploma in Guidance and Counselling please refer to the Registration Department.
POSTGRADUATE DIPLOMA IN GUIDANCE AND COUNSELLING

AN OVERVIEW OF THE PROGRAM STRUCTURE

The postgraduate degree in Guidance and Counselling is a responsive and flexible one year modular program that is aligned with Level 8 in the UAE Qualification Framework - QF Emirates. The qualification introduces the principles and practices of guidance and counselling to ensure acquaintance and understanding of recognized support practices offered within an educational setting that address career counselling and assist students who face personal, social and academic challenges.

Students who complete 24 credits will be awarded a postgraduate diploma in Guidance and Counselling.

Credits are used to measure academic workload per semester and over the academic year. One credit usually represents an average in-class workload of fifteen hours per course and additional independent study.

PROGRAM STRUCTURE

Semester 1
- EDUGC01 Psychological Basis of Guidance and Counselling
- EDUGC02 Theories of Guidance and Counselling
- EDUGC03 Principles and Practice of Guidance and Counselling

Semester 2
- EDUGC04 Assessment and Appraisal In Guidance and Counselling
- EDUGC05 Career Development and Counselling
- EDUGC06 Individual and Group Counselling of Children
- EDUGC07 Case Study Research Project
GRADUATE PROGRAMS: PGD IN GC

Course Descriptors
POSTGRADUATE DIPLOMA IN GUIDANCE AND COUNSELLING

EDUGC01: Psychological Basis of Guidance and Counselling (3 credits, 45 hours)

This course is intended to offer students from diverse educational backgrounds comprehensive knowledge of the differing psychological constructs and theories that underlie school guidance and counselling. Through a study of lifespan development, with a focus on childhood and adolescence, the course will familiarize students with the differing perspectives within the discipline of psychology that result in the contemporary knowledge and understanding of influences upon human cognition, affect and behaviour. This acquaintance will provide an understanding of the factors that can influence personal and social development and enable students to reflectively draw upon their personal experiences to develop an understanding of human activity that can be placed within a psychology-based frame-of-reference.

EDUGC02: Theories of Guidance and Counselling (3 credits, 45 hours)

This course will introduce counselling theories that have evolved from the major psychodynamic, behavioural, cognitive, humanistic and integrative approaches into the different forms of guidance and counselling practice. A comparative examination of the different theories and approaches will allow students to familiarise themselves with the various types of client-counsellor relationships that are adopted when client and counsellor engage. It is intended that through an investigation of the different theories the course will provide students the opportunity to examine and reflect upon their personal considerations of self and counselling to establish a basis for a future counselling style.

EDUGC03: Principles and Practice of Guidance and Counselling (3 credits, 45 hours)

This course introduces students to the different techniques, strategies and skills utilised by the major counselling approaches in the practice of guidance and counselling. The use of case studies, role plays and mock counselling sessions ensures students gain both procedural knowledge and practical counselling opportunities, allowing students to engage in the practice of counselling within a “safe environment” and thereby assisting the development of a personal frame of operation for counsellor-client relationships. The Principles and Practice of Guidance and Counselling course will be taught in conjunction with EDUGC02: Theories of Guidance and Counselling course, to promote integration of the theoretical knowledge gained within a practical and procedural framework.

EDUGC04: Assessment and Appraisal in Guidance and Counselling (3 credits, 45 hours)

The course will provide students the knowledge and opportunity to develop skills associated with assessment and evaluation that are employed by practitioners of guidance and counselling. The topics covered will include: the historical and contemporary perspectives of both the nature and meaning of assessment; basic concepts of standardized and non-standardized testing and other assessment techniques; reliability and validity; and the social, cultural and ethical factors associated with use, and interpretation of assessment and evaluation measures. Accordingly, students will be familiarised with assessment practices that can be utilised within the UAE’s national educational context and in accordance with the ethical and legal frameworks of the UAE.
EDUGC05: Career Development and Counselling (3 credits, 45 hours)

The course introduces students to the understanding of career development as a life-long process. Through a critical consideration of theories of career development, students investigate the developmental and psychosocial factors that impact upon and influence an individual’s life-goal plans and career related decision making prior to entering the workplace. With a core focus upon career guidance in educational settings, the dynamic nature of systems related career development throughout the period of compulsory schooling is explored. Topics covered include: theories of career counselling and guidance; the role of significant stakeholders outside of the school in career development; the inextricable interaction between the child’s personal, social and academic worlds; and a sequential examination by grade of school based career guidance intervention opportunities.

EDUGC06: Individual and Group Counselling of Children (3 credits, 45 hours)

This course will introduce students to the different counselling strategies and techniques employed by differing theoretical domains to meet the specific requirements of counselling children and adolescents. Topics covered include: the diversity of child-counsellor relationships ranging from individual one-on-one encounters to group and family counselling sessions; the use of play therapy; and the investigation of childhood counselling issues such as maltreatment, depression and bereavement. Students will critically evaluate the manner in which the different counselling methodologies address the challenges of counselling children who may be at varying stages of their physical, cognitive, social and emotional development; and consider the application and utility of the methodologies from the cultural and educational context of the UAE.

EDUGC07: Case Study Research Project (6 credits, 90 hours)

The course takes students through the stages of conducting a case study research project that include: research proposal development, data collection, analysis, recommendation, reporting, and presentation of findings. The project topic is chosen by the student and is guided by a designated supervisor. In undertaking the individual project, students will design a case study research proposal on a guidance and/or counselling topic of their interest, guided by appropriate conceptual, methodological, theoretical and ethical principles. Students are required to undertake the research within an educational context in their collection and analysis of data. In addition to producing an original written research report that demonstrates the research process students will individually present and orally defend their completed research project in terms of the processes adopted.
POSTGRADUATE DIPLOMA IN APPLIED BEHAVIOR ANALYSIS (PGD IN ABA)
## GOALS AND OUTCOMES

### PGD in ABA GOALS

The PGD in ABA and Improvement aims at:

1. Research-informed educators as classroom and behavior management experts who can lead educational improvement in the UAE.
2. Educational professionals who are able to develop equitable teaching and learning experiences for a knowledge based society.
3. Skilled behavior analysts who are able to create effective teaching and learning environments for students with and without special educational needs.
4. Educators who are able to improve educational practice through designing and implementing research-based approaches in authentic contexts.
5. Eligible to become Board Certified Behavior Analysts (BCBAs) contingent on completion of all other requirements.
6. Eligible to become Board Certified Assistant Behavior Analysts (BCaBAs) contingent on completion of all other requirements.

### PGD in ABA OUTCOMES

On completion of the PGD in ABA, the graduates will be able to:

1. Demonstrate advanced specialized knowledge and critical understanding in the field of Applied Behavior Analysis and at the interface between fields (e.g., education, special education, business).
2. Accrue a comprehensive knowledge of current research and innovations in Applied Behavior Analysis, and the impact of these developments on accepted theory and practice locally, regionally and internationally.
3. Apply problem-solving skills to design and develop approaches, both individually and as part of a team, to manage and evaluate complex, challenging behavior at the individual, group or organizational level.
4. Critically select and implement appropriate behavioral assessment and measurement instruments and interventions with intellectual independence.
5. Use highly developed advanced communication skills to present, justify and/or critique complex behavioral matters.
6. Conduct own teaching and learning in line with ethical and professional standards.
7. Meet the “acceptable coursework” eligibility requirement of the Behavior Analyst Certification Board (BACB) to sit for the Board Certified Assistant Behavior Analyst (BCaBA) examination.
POSTGRADUATE DIPLOMA IN APPLIED BEHAVIOR ANALYSIS

ADMISSION REQUIREMENTS

Admission to the Postgraduate Diploma in Applied Behavior Analysis program is open to interested individuals provided they meet the following criteria:

1. Hold a Bachelor’s degree in education, special education, psychology, sociology, speech and language pathology or occupational therapy from an accredited University or have a foreign qualification, which has received equivalence from the Ministry of Education in the UAE.

2. A minimum cumulative grade point average of 2.5 on a 4.0 scale for the Bachelor’s degree

3. Hold a current International English Language Testing System (IELTS) score of 6.0 or equivalent (TOEFL IBT or Pearson PTE Academic or EmSAT) or higher.

Applicants who are Registered Behavior Technicians (RBTs; https://www.bacb.com/rbt/) or who have experience working in an environment that use intervention based on the principles of behavior analysis will be given priority.

Additional Requirements to become a BCaBA:

Candidates must hold a Bachelor’s degree that is from a qualifying institution listed in the Council for Higher Education Accreditation. For institutions outside of the USA, students are required to have their degree’s equivalency and/or field of study evaluated by the BACB.

ECAE will give preferential consideration to national applicants.

ECAE allows students to be readmitted to the Postgraduate Diploma in Applied Behavior Analysis program provided they have not exceeded the completion period for the program. The exception to this is where the student withdrew from the program within the first two weeks.

GRADUATION REQUIREMENTS

In order to graduate you must complete the program requirements as approved by the College Board of Trustees and incorporate any amendments to the courses needed to maintain educational standards. The Postgraduate Diploma in Applied Behavior Analysis and Improvement requires students to have a Cumulative Grade Point Average (CGPA) of 3.0 or above and:

- Successfully complete the 18 credit hours for the program courses.
- Successfully complete 6 credit hours for Case Study Research Project (For Diploma)

COMPLETION PERIOD

ECAE requires all students to complete their program of study within three years of first enrolling in the program unless they withdraw within the first two weeks of the program.

In exceptional circumstances a program extension may be granted for one year beyond the anticipated graduation completion date at the discretion of the Vice Chancellor. For quality assurance purposes the courses that need to be completed must be current and active.

COMPLETION LETTER

You will receive a letter of completion at the end of your final semester providing you have met the graduation requirements. This letter can be used to apply for employment before you have formally graduated from the program.

GRADUATION

The final graduation certification will be given to you at the graduation ceremony. The graduation ceremony will take place at a date recommended by the Vice Chancellor and approved by ECAE’s Board of Trustees.

For further details of academic policies related to the Postgraduate Diploma in Applied Behavior Analysis please refer to the Registration Department.
POSTGRADUATE DIPLOMA IN ABA

AN OVERVIEW OF THE PROGRAM STRUCTURE

The Postgraduate Diploma in Applied Behavior Analysis is a responsive and flexible, one-year modular program that is aligned with Level 8 in the UAE Qualification Framework - QF Emirates. The qualification introduces the principles and practices of Applied Behavior Analysis to ensure acquaintance and understanding of recognized evidence-based practice for improving socially significant behavior across all settings in everyday life. The coursework completed for the Postgraduate Diploma in Applied Behavior Analysis meets the coursework requirement to be eligible to sit for the Board Certified Assistant Behavior Analyst (BCaBA) examination.

Students who complete 24 credits will be awarded a postgraduate diploma in Applied Behaviour Analysis.

Credits are used to measure academic workload per semester and over the academic year. One credit usually represents an average in-class workload of fifteen hours per course and additional independent study.

PROGRAM STRUCTURE

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<td>Philosophy, Concepts and Principles</td>
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GRADUATE PROGRAMS: PGD IN ABA

Course Descriptors
The following courses are common to both the PGD and the M.Ed. in ABA programs with the exception of EDUABA10 which is required for the PGD only.

**EDUABA1 Autism Spectrum Disorder and Behavioral Intervention**

During this course, students will demonstrate a comprehensive understanding of the etiology, characteristics, and challenges faced by individuals with Autism Spectrum Disorder and their families. These challenging issues may relate to sleeping, feeding, toileting or attentional issues that may span across the lifespan, for students who may or may not access inclusive settings. Students will employ highly developed, advanced communication and information technology skills to critique pseudoscientific treatments for Autism Spectrum Disorder. Students will critically analyse issues related to the selection and implementation of research-based interventions for individuals with Autism Spectrum Disorder. These issues include, but are not limited to: choosing observable and measurable goals; planning for unwanted treatment effects; monitoring client progress and treatment integrity; and collaboration with others who support and provide services.

This verified course is one of the required courses designed to meet the coursework requirements for Board Certified Assistant Behavior Analyst (BCaBA) and Board Certified Behavior Analyst (BCBA) certification; additional requirements must be met for certification.

**EDUABA2 Philosophy, Concepts and Principles**

During this course, students will demonstrate comprehensive understanding of the philosophical underpinnings of Applied Behavior Analysis. Topics covered will include the goals and philosophical assumptions of behaviour analysis, the domains of behaviour analysis science and practice, and radical and methodological behaviourism. Students will employ advanced, highly developed cognitive skills to analyse interventions using the seven dimensions of Applied Behavior Analysis (i.e., applied, behavioral, analytic, technological, conceptually systematic, effective and generality) to determine whether or not they are behavior analytic in nature. Furthermore, students will develop advanced, specialised knowledge and critical understanding of the basic concepts and principles of Applied Behavior Analysis (e.g., stimulus control, positive and negative reinforcement, positive and negative punishment, operant extinction).

This verified course is one of the required courses designed to meet the coursework requirements for Board Certified Assistant Behavior Analyst (BCaBA) and Board Certified Behavior Analyst (BCBA) certification; additional requirements must be met for certification.

**EDUABA3 Behavior Assessment**

In this course, students will select operationally defined socially significant target behaviors. Students will reflect on the implementation of appropriate assessment methods to determine learners’ preferred items and activities (i.e., potential reinforcers) based on the learners’ skills and abilities. Students will critically analyse appropriate functional behavioral assessment methods to determine the operant function of the learner’s challenging behavior given the learner and context.

Additionally, students will interpret visual displays of behavioral assessment and preference assessment data.

This verified course is one of the required courses designed to meet the coursework requirements for Board Certified Assistant Behavior Analyst (BCaBA) and Board Certified Behavior Analyst (BCBA) certification; additional requirements must be met for certification.

**EDUABA4 Measurement, Research Design and Supervision**

During this course, students will define appropriate, socially significant target behaviors and critically select direct, indirect and product measures of behavior. Students will employ advanced skills to create and interpret visual graphical data displays. Students will be introduced to single-subject experimental designs, including reversal, multielement, multiple baseline and changing criterion designs, in current behaviour analytic research. Furthermore, students will develop comprehensive understanding of behavioral approaches to personnel supervision and management,
including analysis of the importance of supervision, performance expectations, competency-based training, performance monitoring and effective feedback.

This verified course is one of the required courses designed to meet the coursework requirements for Board Certified Assistant Behavior Analyst (BCaBA) and Board Certified Behavior Analyst (BCBA) certification; additional requirements must be met for certification.

**EDUABA5 Behavior Change Procedures**

During this course, students will develop an advanced, comprehensive understanding of antecedent- and consequence-based behavior change procedures from the science of behavior analysis. Students will evaluate the most effective procedures for establishing, maintaining and generalizing (transferring) new behaviors. Students will apply problem-solving skills to design effective ABA-based strategies (e.g., task analysis, token economy and contingency contract) to prevent or decrease challenging behavior in typically developing individuals and individuals with special educational needs. Topics covered during this course include, but are not limited to: functional communication training, high-probability instructional sequence, prompting, Positive Behavior Support, imitation, shaping, chaining, self-management, behavioral teaching systems, discrimination, verbal behaviour, extinction, as well as strategies based upon the principles of reinforcement and punishment.

This verified course is one of the required courses designed to meet the coursework requirements for Board Certified Assistant Behavior Analyst (BCaBA) and Board Certified Behavior Analyst (BCBA) certification; additional requirements must be met for certification.

**EDUABA10 Applied Project**

The Applied Project course takes students through the stages of a project proposal development, implementation, reporting, and presentation of findings, guided by a designated research advisor. Students will plan individually a project proposal on a topic of their area of interest, guided by appropriate conceptual, methodological, and theoretical principles of Applied Behavior Analysis. After obtaining ethical clearance to conduct the research, students are required to implement the proposal by collecting and analysing data while observing ethical procedures. Students will produce an original written research report that demonstrates the research processes and outcomes. Students will individually present their completed applied project in terms of the processes adopted.

**EDUABA10 course is a requirement for PGD in ABA only.**
MASTER OF EDUCATION

Preparing Future Educational Policy Makers and Leading Practitioners
GOALS AND OUTCOMES

M.ED. GOALS

The goals of the M.Ed. program are to produce graduates who are:

1. Educational practitioners with advanced professional skills to meet the individual and collective needs of diverse learners.
2. Able to take up leadership roles in education.
3. Knowledgeable and skilled in specialized areas of educational practices.
4. Reflective practitioners able to critique, improve and manage professional practice.
5. Able to demonstrate research skills required to progress to doctoral level study.

M.ED. OUTCOMES

On completion of this program the student will be able to:

1. Integrate knowledge to create solutions to authentic (real world and ill-defined problems) in a professional educational environment.
2. Manage change using a diverse range of strategic interventions and resources in a complex educational environment where diverse social and ethical issues are addressed.
3. Conduct, analyse and apply research results to inform educational policy and/or practice.
4. Critically investigate, synthesize and present recent educational research from a range of sources in a specialist discipline area.
5. Critically evaluate and reflect on own professional practice in order to improve educational outcomes for all stakeholders.
6. Engage ethically and productively with diverse communities or cultures in an educational context.
7. Manage a range of activities within an educational environment in line with professional standards.
MASTER OF EDUCATION

ADMISSION REQUIREMENTS

Candidates of all nationalities may apply for admission to the Master of Education provided they meet the following criteria:

1. The applicant possesses a recognized baccalaureate/Bachelor’s degree from an accredited University, earned in a discipline appropriate for the M.Ed., with a minimum cumulative grade point average of 3.0 on a 4.0 scale or its established equivalent, and

2. Hold a current International English Language Testing System (IELTS) of 6.0 or equivalent (TOEFL IBT or Pearson PTE Academic or EmSAT) or higher.

UAE National applicants will be admitted to the program on a tuition free basis while expatriate applicants will be required to pay for tuition. ECAE will give preferential consideration to national applicants and to those whose first degree is in the field of teacher education or educational leadership.

ECAE allows students to be readmitted to the Master of Education program provided they have not exceeded the completion period for the program. The exception to this is where the student withdrew from the program within the first two weeks.

GRADUATION REQUIREMENTS

In order to graduate you must complete the pro-gram requirements as approved by the College Board of Trustees and incorporating any amendments to the courses needed to maintain educational standards. The Master of Education requirements are that students must have a Cumulative Grade Point Average (CGPA) of 3.0 or above and have successfully completed 36 credits, consisting:

> 18 credits obtained from the completion of the core courses,
> 9 credits obtained from the completion of three electives in one of the defined track.

AND

> 9 credits obtained from the completion the Research Report and Presentation.

OR

> 9 credits obtained from the completion the Internship Project and Report.
MASTER OF EDUCATION

COMPLETION PERIOD

ECAE requires all students to complete their program of study within four years of first enrolling in the program unless they withdraw within the first two weeks of the program.

In exceptional circumstances a program extension may be granted for one year beyond the anticipated graduation completion date at the discretion of the Vice Chancellor. For quality assurance purposes the courses that need to be completed must be current and active.

COMPLETION LETTER

You will receive a letter of completion at the end of your final semester providing you have met the graduation requirements. This letter can be used to apply for employment before you have formally graduated from the program.

GRADUATION

The final graduation certification will be given to you at the graduation ceremony. The graduation ceremony will take place at a date recommended by the Vice Chancellor and approved by ECAE’s Board of Trustees.

For further details of academic policies related to the Master of Education please refer to the Registration Department.
MASTER OF EDUCATION

An Overview of the Program Structure

The Master of Education (M.Ed.) Program is a 36 credit-based two year degree program aligned with Level 9 in the UAE Qualification Framework - QF Emirates. The program focuses on Education practitioners, leaders, administrators and professionals in a broad range of fields i.e. Social Sciences, Arts, Humanities, Technology, Science, Mathematics, English, Social Sciences, Special Education, as well as other professional areas related to education and training. The M.Ed. is also suitable for other professionals whose work has an educational component or some educational responsibility.

PROGRAM STRUCTURE

Year 1 - Semester 1

EDUC01 Classroom Management and Communication Skills
EDUC02 Educational Leadership for the Learning Community
EDUC03 Critical Perspectives on Teaching and Learning

Year 1 - Semester 2

EDUC04 Curriculum Design and Assessment
EDUC05 Social and Cultural Perspectives on Education
EDUC06 Research Design and Methodology in Education

Year 2 - Semester 1

Track Course 1
Track Course 2
Track Course 3

Year 2 - Semester 2

EDUIP1 Internship Project and Report
OR
EDUCR1 Research Report and Presentation

SPECIALISED TRACKS

A track is defined by the Commission for Academic Accreditation as a narrow area which the student may choose to follow, but which does not lead to a specialized award or degree and is not listed on the certificate. In ECAE’s Master’s program the number of credits for each track is 9 credits.

TRACK 1: EARLY CHILDHOOD

EDUEC1: Critical Perspectives on Early Childhood
EDUEC2: Creating Engaging Early Childhood Settings
EDUEC3: Literacy and Numeracy in Early Childhood Development

TRACK 2: EDUCATIONAL LEADERSHIP

EDUEL1: Educational Leadership and Management Theories
EDUEL2: The Context of Educational Leadership
EDUEL3: Leading Educational Effectiveness and Improvement
TRACK 3: EDUCATIONAL TECHNOLOGY

EDUET1: Effective Teaching and Learning with Educational Technology
EDUET2: Teaching and Learning with Digital Technologies
EDUET3: Planning, Assessment and Evaluation with Educational Technology

TRACK 4: MATHEMATICS

EDUTM1: Current Developments in Mathematics Education
EDUTM2: Mathematical Teaching and Digital Technologies
EDUTM3: Effective Teaching and Learning in Mathematics Education

TRACK 5: SCIENCE

EDUTS1: Foundations of Science Education
EDUTS2: Planning, Assessment and Evaluation in Science Education
EDUTS3: Effective Teaching and Learning in Science Education

TRACK 6: SOCIAL STUDIES

EDUSS1: Social Studies Pedagogy and Curriculum
EDUSS2: Families, Child Support & Community Development
EDUSS3: Social Studies Without Borders

TRACK 7: SPECIAL EDUCATION

EDUSE1: Education and Development of Exceptional Learners
EDUSE2: Assessment and Planning Accommodations for Special Needs
EDUSE3: Special Education in the UAE: Policies, Trends and Issues

TRACK 8: TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

EDUTE1: Linguistics for Educators
EDUTE2: Methods of TESOL
EDUTE3: Current Issues in English Language Teaching
MASTER OF EDUCATION

Course Descriptors
MASTER OF EDUCATION

EDUC01 Classroom Management and Communication Skills (3 credits, 45 hours)

In this practical classroom-focused course students critically evaluate and apply the principles, perspectives and practices of various classroom management models as well as the interactive aspects of teaching and learning in classrooms. Students will research, analyze, reflect and present different classroom management styles and teaching strategies as they impact on teaching and learning effectiveness in classrooms. During class discussions and assessment tasks students will apply the social dynamics of the classroom context to their own professional practice environment in ensuring well managed and effective teaching and productive learning classrooms. The course also includes strategies to minimize and prevent classroom and behaviour management problems. Real practical case studies will be analyzed and discussed. Students will be able to use their own professional experiences, various case studies and simulations as basis for study, reflection, research and remediation towards effective teaching and learning in classrooms.

EDUC02 Educational Leadership for the Learning Community (3 credits, 45 hours)

This course is designed to allow pre-service and in-service educators to explore aspects of educational leadership and policy that impact all aspects of learning communities. The course will contextualize the professional profiles of graduate students within the framework of the UAE education system, making connections across program course content to enhance understanding. Students will examine current issues in educational leadership, methods, and theory. Students will research the factors that influence educational leadership such as socio-economic trends, school restructuring, curriculum development, and educational technology.

EDUC03 Critical Perspectives on Teaching and Learning (3 credits, 45 hours)

In this course students will identify, examine critically and analyse different perspectives on teaching and learning. Students will develop a personal perspective about the nature of teachers, learners, content, pedagogy, assessment, curriculum, teaching, in organizations and schools globally and within the UAE. Students will evaluate and reflect critically on the purpose and roles of schools within a broader social framework by examining the nature and function of schools within society, culture, and education. Students will have the opportunity to research, analyse and discuss various elements of educational environments, with reference to a variety of educational models, curricula, teaching and learning pedagogies, classroom management, psychological behaviours and related policies both globally and within the UAE. Finally, students in this course will synthesize professional practice with theory, research literature and effective teaching and learning.

EDUC04 Curriculum Design and Assessment (3 credits, 45 hours)

This course focuses on curriculum design and assessment as core concepts that form educational frameworks, as well as providing the tools for students to analyse and critique curriculum principles and perspectives, policies and practices. The course introduces students to contemporary approaches to curriculum theories, design and assessment in a variety of educational contexts. The course centres on curriculum design, evaluation, and analysis to evaluate innovative and effective planning to meet learning objectives.
MASTER OF EDUCATION

EDUCO5 Social and Cultural Perspectives on Education (3 credits, 45 hours)

As part of the core courses in the program this course represents a critical and reflective study that analyzes emerging theories that contribute to the development of young learners within social and cultural contexts. Throughout the course emphasis is on motivation, self-regulation, cultural traits and social norms and perspectives impacting on cognitive, moral, social and emotional development of young learners. The course endorses multi-ethnic and diverse learning and socio-cultural impact on: symbolic thought, language acquisition, play and social growth that enhance shaping and developing the identity of the child and adolescent. Perspectives on localization and globalization will also be explored, investigated and researched.

EDUCO6 Research Design and Methodology in Education (3 credits, 45 hours)

The course is designed to develop comprehensive knowledge of theoretical frameworks, concepts, and characteristics of quantitative, qualitative, and mixed-methods research approaches. It discusses major research components ranging from sampling, designs, and data collection to reporting and disseminating results. The course also challenges students to consider the role of ethics in research. The course will engage students in critiquing research articles and in the development of a small-scale research proposal based on a topic of their choice. Through the research proposal, students will apply knowledge and defend the appropriateness of theoretical, conceptual, and methodological choices to conduct the research. Students will also present and discuss the research proposal outcomes to their peers and the lecturer.
TRACK 1 EARLY CHILDHOOD

EDUEC1 Critical Perspectives on Early Childhood (3 credits, 45 hours)

This is the first of three courses in the Early Childhood Education specialization track. It is designed for all those interested in the care and education of young children: early childhood educational leaders; development experts; teachers; pre-school center staff, and other early childhood development and care professionals. It explores early childhood development and perspectives on early childhood education with special emphasis placed on reflection, critical analysis and evaluation of educational theory, research and practices in a range of early childhood settings. The course draws on holistic and integrated approaches to early childhood practices developed in Europe, the US, Australia and globally with direct application to the UAE early childhood context and students critically assess current trends in early childhood education, including family-centred, community-based practice, inclusion, and technology applied to teaching and learning.

EDUEC2 Creating Engaging Early Childhood Settings (3 credits, 45 hours)

This course builds on student knowledge of early childhood development from EDUC1: Critical Perspectives on Early Childhood. The course is designed for those interested in the care and education of young children: early childhood educational leaders, development experts, teachers, pre-school centre staff, early childhood development and care professionals, and others. The course explores contemporary ideas on aspects of teaching, programming and planning, and assessing and guiding young children’s development and learning in early childhood settings. Students will be equipped to develop quality, developmentally appropriate and responsive relationship-based environments with appropriate resources. Students will assess children for learning and behaviour and discuss implications of their observational analyses for the child and the teacher. All elements of the course will apply theory and research from contemporary readings to practice within the context of the United Arab Emirates.

EDUEC3 Literacy and Numeracy in Early Childhood Development (3 credits, 45 hours)

This course is designed for all those interested in the care and education of young children, early childhood leaders; development experts; teachers; pre-school centre staff and other early childhood development and care professionals working in a range of settings. The course will prepare teachers in observing, planning for, assessing and teaching early literacy with links to numeracy, through child-centred approaches and multi-sensory play-based experiences. The course is designed for students to create child-centred experiences and use a variety of literacy and numeracy skills for children to explore with application to the student’s classroom, home, or community setting. Students will engage in a number of required and recommended readings, discussions and reflective practice in literacy and numeracy education in their own classroom, home, or community setting.
MASTER OF EDUCATION

TRACK 2 EDUCATIONAL LEADERSHIP

EDUEL1 Educational Leadership and Management Theories (3 credits, 45 hours)

This course is designed to offer an opportunity for educators to explore a variety of concepts in leadership and management as applicable to educational settings, linking the practice of education to theoretical frameworks relevant to leading and managing. As both leader and manager, the educational leader requires skill in working with people, programs, resources, and facilities. Dimensions of leadership will be emphasized as well as the development and refinements of skills needed to effectively manage and lead individuals and groups.

EDUEL2 The Context of Educational Leadership (3 credits, 45 hours)

This course builds on the previous courses in the Educational Leadership specialization, Educational Leadership and Management Theories. It is designed to allow students to appraise and reflect upon their own leadership styles and understand the importance of building and leading a learning community. The course is aimed at educational professionals and leaders who will bring professional experiences to the course. The students will explore models of leadership effectiveness and critique the relationship between leadership and building a culture of shared governance and trust in schools. The course will place educational leadership within the context of a student’s own professional practice and experience, but also other stakeholders to allow for self-assessment and reflection of professional practice.

EDUEL3 Leading Educational Effectiveness and Improvement (3 credits, 45 hours)

Following the previous course exploring the context of educational leadership, students will explore and evaluate the role of school leaders in enhancing school reforms and promoting educational change and improvement by utilizing the perspectives of policy, practice, and instructional leadership models. Students will explore school improvement within the context of the UAE, and frame this against a broader understanding of the global literature and practice in school reform. Students will draw upon their own professional practice and understandings to frame school improvement against the need to build and sustain professional relationships within schools.
MASTER OF EDUCATION

TRACK 3 EDUCATIONAL TECHNOLOGY

EDUET1 Effective Teaching & Learning with Educational Technology (3 credits, 45 hours)

This is the first course of three courses in the Educational Technology specialization track in the program. This course is designed for in-service and pre-service teachers. It provides students with comprehensive, advanced, and highly specialised knowledge of past and current educational technology developments in education. Student will critically evaluate key learning theories and the technology integration models to support technology integration. In addition, the students will critically select and evaluate technology options to effectively support teaching and learning practices. Students will have the opportunity to create an original lesson plan guided by key learning theories and the technology integration models. In addition, students will evaluate the essential conditions to effectively teach and learn with technologies. Finally, students will apply advanced research methods to critically discuss the outcomes of classes’ observation through a presentation to peers and lecturer.

EDUET2 Teaching and Learning with Digital Technologies (3 credits, 45 hours)

This is the second of three courses in the Educational Technology specialization track in the program. This course is designed for in-service and pre-service teachers to explore and critique educational technology, research and practice. The participants will reflect on challenges teachers face in their practice as educational technologists and develop their understanding of how teachers and students can take advantage of new and existing technologies in their learning environments. Students will consider digital technology in educational settings and evaluate it based on theoretical perspectives. They will investigate the integration of Information and Communication and Technology (ICT) within cultural, equity and ethical perspectives and demonstrate newly gained advanced ICT skills. A developed piece of digital technology will be presented as a final product to consolidate their understanding.

EDUET3 Planning, Assessment and Evaluation with Educational Technology (3 credits, 45 hours)

This third course in the Educational Technology specialization track is specifically designed for in-service and pre-service teachers as well as students interested in educational technology in general. The course explores the role of technology in educational planning, information and knowledge management, and in the assessment practice. Students will plan, design, create, and evaluate technology based assessments that promote diverse students’ learning and creativity. In addition, this course helps students to critically select and reflect upon different technology assessment tools. Students also will reflect upon a wide range of assessment technology tools as well as the challenges related to the incorporation and use of technology in planning, evaluation and assessment following ethical guidelines and standards.
TRACK 4 MATHEMATICS

EDUTM1 Current Developments in Mathematics Education (3 credits, 45 hours)

This course provides students with a forum for discussion and presentation into the history, current trends and issues pertaining to analysis of research trends in Mathematics education and its effect on policy, curriculum and the teaching and learning of Mathematics. The course includes aspects of Mathematics education such as: methods of teaching, content of teaching, educational systems and values in Mathematics education in different historical periods and places. It also characterizes how developments in educational thinking and practice influence Mathematics curriculum and instruction. This course is a prerequisite to the following courses in the Mathematics Education specialization track, namely Mathematical Teaching Digital Technologies and Effective Teaching and Learning in Mathematics Education.

EDUTM2 Mathematical Teaching and Digital Technologies (3 credits, 45 hours)

This course follows and builds on the first course in Mathematics Education, namely Current Development in Mathematics Education. In this course students will experience the use of digital technologies in a variety of mathematical topics across the Mathematics curriculum. They will reflect on how to integrate technologies within their own teaching, how to change current practices of assessment, as well as their assumptions about particular mathematical concepts. Course activities and assignments will enable students to create pedagogical designs for mathematical technology-enhanced learning. This course is a pre-requisite for the next course, Effective Teaching and Learning in Mathematics Education.

EDUTM3 Effective Teaching and Learning in Mathematics Education (3 credits, 45 hours)

This course builds on the previous two courses in the Mathematics Education specialization track. It is designed to increase students’ pedagogical skills as effective Mathematics teachers and aims to develop students’ understanding of what comprises effective classroom practice. Emphasis will be on the nature of the learner and the role of the teacher. Students will examine the schools of thought of various Mathematics educators and its implications for classroom instruction. Students will critically explore how Mathematics education approaches can be implemented into effective classroom practice by addressing the requirements and philosophy of effective Mathematics teaching and Mathematics Standards.
**TRACK 5 SCIENCE**

**EDUTS1 Foundations of Science Education (3 credits, 45 hours)**

This course introduces students to a broad scientific base of knowledge in the fundamentals of Science. Students will examine six vital areas of foundational Science in this, the first of three Science courses in the Science specialization track. First the progress and stagnation of Science through the history of humankind will be critically analyzed in the context of the prevailing culture and beliefs at each respective time period. Students will be given the opportunity to scrutinize the influence of philosophy on Science development focusing in particular on central philosophical thoughts which have had a major impact on our present understanding of Science. The nature of Science will be examined to include misconceptions held by both school students and teachers. Furthermore students will be given the chance to study the role of indigenous beliefs of society and their advantages and disadvantages in developing personal values and scientific attitudes. Finally in this course students will appreciate the importance of scientific language within Science education and the barrier that it poses to scientific understanding.

**EDUTS2 Planning, Assessment and Evaluation in Science Education (3 credits, 45 hours)**

This course builds on the previous course in the Science specialization track, Foundations of Science Education. The course is aimed at existing Science teachers, pre-service Science teachers and other graduates and educators and is designed to give students the opportunity to explore contemporary principles and practices in the planning of unit and lesson plans, and to help students to develop the understandings and skills needed to validly, reliably, and accurately evaluate the role of measurement and assessment in the instructional process.

Students will be guided to consider the principles and practices in the preparation of flexible unit and lesson plans which correspond with current practices in Science education. Students will be provided with the assessment tools necessary to enhance learning for diverse student populations focusing on outcomes, monitoring, assessing, recording, reporting and evaluating teaching and learning within the context of Science. The course will help students devise ways to teach and assess both formatively and summatively, using higher order cognitive objectives and authentic tasks to improve instruction. Students will participate in activities that will enhance their understanding of planning, assessment task development, analysis, and interpretation of results. A variety of teaching strategies will be utilized in this course.

**EDUTS3 Effective Teaching and Learning in Science Education (3 credits, 45 hours)**

The target audience for this course is in-service teachers with interest and/or experience in Science, or graduates of Science or Science–related subject degrees. In this course students will build upon knowledge and skills acquired during the pre-requisite courses (Foundations of Science Education, and Planning, Assessment and Evaluation in Science Education) and develop new knowledge and skills.
necesary to be an effective practicing Science educator. This course will empower them with an understanding of best current practices of teaching and learning in Science. Students will learn principles and models of teaching for understanding, and gain familiarity with the standards and best practices of Science education according to internationally recognized teaching and learning in the classroom setting. Students will learn how to select appropriate resources and synthesize and use multiple pedagogy strategies, with emphasis on strategies used for creating a safe and active community of learners that uses inquiry as the central teaching strategy to confront student misconceptions. They will be exposed to differences in constructivist and instructivist approaches to the teaching of Science. Upon course completion students should be able to successfully link pedagogical theory and practice into the teaching and learning of Science.

TRACK 6 SOCIAL STUDIES

EDUSS1 Social Studies Pedagogy and Curriculum (3 credits, 45 hours)

This course is offered for teachers and administrators. It aims at providing students with comprehensive knowledge and skills in the integrated and interdisciplinary framework of social studies within the realm of school teaching-learning. This scope of social studies include teaching-learning of history, geography, civics and economics. This course encompasses social studies teaching-learning perspectives within the scope of three dimensions: planning, approaches and methods of teaching-learning and assessment tools and strategies. The course illustrates the social studies construct within the academic knowledge, skills and values. It researches and investigates current issues in teaching-learning of social studies within local and global contexts. Moreover, this course is contextualized within the pedagogical and curricular educational changes and reforms taking place in the UAE in general and in relevance to teaching-learning social studies across the school cycles.

EDUSS2 Enhancing Family, School and Community Involvement and Cohesion (3 credits, 45 hours)

This course follows and builds on the previous course in the Social Sciences specialization track, Social Studies Pedagogy and Curriculum. It focuses on the interwoven role of family, school and to a broader extent the community in shaping and modelling the child. In addition, it enhances paths for family and community involvement and cohesion that the school takes a role in promoting. It overviews the interchangeable support that the school, family and community provide for the societal and communal welfare and the child’s wellbeing, as well as the triangulation of school family and community cohesion and involvement. The course aims at employing research and problem-solving tools to inquire and understand how the child development is shaped due to the innate and nurturing features available in his surroundings. It further explores the nature and forms of deviance in a cross-cultural context. Within the school context of teaching-learning, this course tends to identify, investigate and research conceptual methodological, moral and political issues in the study of substantive social problems such as domestic violence, and emerging forms of local and global deviance.
EDUS3 Social Studies Without Borders (3 credits, 45 hours)

This course follows and builds on the previous two courses in the Social Studies specialized track. It focuses on the role of Social Studies as vehicle for multicultural coexistence. It highlights the significance of integrating global current affairs in the social studies curriculum. The course equips educators with the cognitive knowledge and skills; in order to promote social order and socio-cultural cohesion. The course emphasizes the crucial role that Social Studies plays as a catalyst for conflict resolution to bridge ethnicities in creating global citizenship. The course promotes creative thinking and problem-solving skills within the context of the study of ‘man’ in society, as far as global

and mutual cooperation across cultures within the interdisciplinary scope of various social studies disciplines.

TRACK 7 SPECIAL EDUCATION

EDUSE1 Education and Development of Exceptional Learners (3 credits, 45 hours)

This course is intended for educational professionals and examines the growth, development and learning characteristics of exceptional students, including gifted and talented learners. It provides advanced specialized knowledge of educational implications and best practices for all exceptional learners. Professional and ethical considerations in working with special needs learners is also be discussed.

EDUSE2 Assessment and Planning Accommodations for Special Needs (3 credits, 45 hours)

This course builds on the previous course in Special Education, Education and Development of Exceptional Learners. It targets special education professionals and explores the system of assessing exceptional children, focusing on the evaluation of a special needs learner’s abilities, strengths, and needs. It examines a variety of assessment tools with emphasis on differentiation strategies, adaptations, materials, and techniques useful in accommodating children and youth with special learning and behavioral needs. In addition, components of the individual education and transition plans and its implementation will be discussed.

EDUSE3 Special Education in the UAE: Policies, Trends and Issues (3 credits, 45 hours)

This third course in the Special Education specialization and it follows and builds on the previous course, Assessment and Planning Accommodations for Special Needs. It focuses on UAE laws and policies that apply to special education including the history of the special education. It explores global current issues related to academic, social, legal and organizational trends in special education. The course includes an in-depth discussion of practices and policies relating to the educational consequences of individuals with disabilities including services, placement, socio-cultural perspectives and accommodation issues in inclusive settings and within the local context.
Track 8 Teaching English to Speakers of Other Languages (TESOL)

EDUTE1 Linguistics for Educators (3 credits, 45 hours)

Linguistics for Educators focuses on how knowledge of the way languages work will directly benefit the teaching of English Language Learners (ELL). To this end, the first half of the course outlines the essential elements of linguistic structure and variation; the second half outlines the fundamental linguistic theories of language acquisition, written language, and language processing needed to understand how humans learn and use language. This course covers the linguistic components of language, providing an opportunity for educators to explore the relevance of linguistics to second language teaching and learning and provides an overview of linguistic analyses as they pertain to the language proficiency and academic achievement of ELL students.

EDUTE2 Methods of TESOL (3 credits, 45 hours)

This course builds on the first course in the TESOL specialization track (Linguistics for Educators) and is designed to provide an understanding of current TESOL methods. Through a program of lectures, readings, discussions, and practical teaching exercises students will initially explore and critique the role of the teacher in the language classroom. Then students will survey the fundamental TESOL methods past and present, which will allow them to analyze, compare and choose which TESOL methods are best for a range of different learners. Lastly, students will be given opportunities to apply theory to teaching practice by designing and implementing sample classroom activities and then reflect critically in a language teaching philosophy on language learning and teaching issues by writing.

EDUTE3 Current Issues in English Language Teaching (3 credits, 45 hours)

This course builds on the knowledge and skills gained in EDUTE1 and EDUTE2 in order to increase awareness of and critical engagement with current research and practices in English language teaching (ELT). The course explores current issues from an international perspective in order to locate its significance for ELT and research practices in the Arabian Gulf. The course commences with a discussion of the history and development of research in ELT in order to explore the key issues surrounding appropriate models of English for ELT, the choices of approaches and methodologies of ELT, including the use of technology in ELT. The course provides opportunities for participants to discuss and critically analyse some fundamental questions concerning current international trends in ELT research and ELT practices in terms of their relevance to the local and regional context. Special attention is given to salient issues for the region such as the teaching of English language and literacy alongside Arabic, the use of English as a medium of instruction for higher education in an Arabic-speaking context as well as the push for greater technological sophistication in ELT.
MASTER OF EDUCATION

INTERNSHIP ROUTE

EDUIP1 Internship Project and Report (9 credits, 135 hours)

This course follows and builds on the completed six core courses and an elected specialization track of three courses. This Internship Project and Report course is designed to offer students in the Masters of Education program an opportunity to engage in professional experiences in teaching or research that are individualized to meet future academic needs and goals. The internship is a student-planned and directed learning experience that provides an opportunity to integrate academic, professional, and personal skill development in a practical work-based context. This course allows students to utilize the theoretical principles and concepts that they have come across in other courses to design and implement their individual learning plan. They will compile and organise a portfolio of evidence of their internship experience and produce a report that critically reflects on this experience. They will present a professional growth plan after they evaluate their internship experience.

RESEARCH ROUTE

EDUCR1 Research Project and Presentation (9 credits, 135 hours)

The Research Project and Presentation course builds on the required Research Design and Methodology in Education course taught in the Master of Education Program. The course is designed for those students who opt for the research route within the Program. It takes students through the stages of a research proposal development, implementation, reporting, and presentation of findings, guided by a designated supervisor who is a faculty member. Students will plan individually a research proposal on a topic of their area of interest, guided by appropriate conceptual, methodological, and theoretical principles. After obtaining ethical clearance to conduct the research, students are required to implement the research proposal within an educational context or similar by collecting and analysing data while observing ethical procedures. Students will produce an original written research report that demonstrates the research processes and outcomes. Student will individually present and orally defend their completed research project in terms of the processes adopted.
GOALS AND OUTCOMES

M.ED.: EDUCATIONAL ASSESSMENT GOALS

The Master of Education in Educational Assessment aims at graduating:

1. Practitioners who are equipped with the knowledge and skills to help evaluating the measurement and assessment practices in schools and other formal and informal educational settings.

2. Research – informed educators as quality measurement and assessment experts who can lead the educational improvement in UAE.

3. Educational professionals in designing and constructing assessment systems that are aligned with the curricula or program goals and aimed to enhance students’ learning.

4. Innovators in the integration of emerging technologies into classroom assessments.

5. Professional educators who are equipped to utilize the appropriate statistical techniques and tools to analyze and critically evaluate educational outcomes.

6. Experts in benchmarking assessment and measurement tools/instruments and processes to evaluate creative and innovative assessment practices in the learning settings.

M.ED.: MEASUREMENT AND ASSESSMENT OUTCOMES

On completion of this program the student will be able to:

1. Demonstrate mastery of educational assessment, including prior, current, and emerging research and theories pertaining to educational assessment, as well as significant issues and topics in the field of educational assessment and the functions they service within pedagogy, broadly-construed.

2. Design state-of-the-art assessment systems, grounded in cognitive theories and model-based methodologies, that are aligned with the curricular or program goals.

3. Critically evaluate the assessment practices in schools and other formal and informal educational settings.

4. Demonstrate the ability to create and implement evidence-based, innovative authentic assessments as well as developmentally and culturally appropriate assessments by integrating emerging and cutting-edge technologies to improve assessment practices.

5. Demonstrate the ability to solve unique educational assessment related problems through independent, cohesive research that is theoretically grounded and methodologically rigorous.

6. Work effectively and collegially in the execution of educational assessment related research projects and associated analysis of empirical data to envision policy approaches to addressing pertinent problems in the realm of educational assessment.
M.ED.: EDUCATIONAL ASSESSMENT

ADMISSION REQUIREMENTS

Admission to the Master of Education in Educational Assessment program is open to interested individuals provided they meet the following criteria:

1. Hold a Bachelor’s degree in physical, natural and social sciences or humanities from an accredited university or have a foreign qualification, which has received equivalence from the Ministry of Education in the UAE.

2. A minimum cumulative grade point average of 3.0 on a 4.0 scale for the Bachelor’s degree.

3. All applicants must have a minimum of three (3) years experience in teaching, policy making in education, or educational assessment and testing-related activities.

4. Hold a current International English Language Testing System (IELTS) score of 6.0 or equivalent (TOEFL IBT or Pearson PTE Academic or EmSAT) or higher.

In addition to the minimum qualifications stated above, candidates will be required to pass an admissions interview.

ECAE will give preferential consideration to national applicants.

ECAE allows students to be readmitted to the Master of Education: Educational Assessment program provided they have not exceeded the completion period for the program. The exception to this is where the student withdrew from the program within the first two weeks.

COMPLETION PERIOD

ECAE requires all students to complete their program of study within four years of first enrolling in the program unless they withdraw within the first two weeks of the program.

In exceptional circumstances a program extension may be granted for one year beyond the anticipated graduation completion date at the discretion of the Vice Chancellor. For quality assurance purposes the courses that need to be completed must be current and active.

COMPLETION LETTER

You will receive a letter of completion at the end of your final semester providing you have met the graduation requirements. This letter can be used to apply for employment before you have formally graduated from the program.

GRADUATION

The final graduation certification will be given to you at the graduation ceremony. The graduation ceremony will take place at a date recommended by the Vice Chancellor and approved by ECAE’s Board of Trustees.

For further details of academic policies related to the Master of Education please refer to the Registration Department.

GRADUATION REQUIREMENTS

In order to graduate you must complete the pro-gram requirements as approved by the College Board of Trustees and incorporating any amendments to the courses needed to maintain educational standards. The Master of Education requirements are that students must have a Cumulative Grade Point Average (CGPA) of 3.0 or above and have successfully completed 36 credits, consisting:

> 27 credits obtained from the completion of the core courses,

AND

> 9 credits obtained from the completion of the Master’s Capstone Project.
M.ED.: EDUCATIONAL ASSESSMENT

An Overview of the Program Structure

The Master of Education in Educational Assessment is a responsive and flexible two year modular program that is aligned with Level 9 in the UAE Qualification Framework - QF Emirates. It focuses on developing students’ depth and breadth of knowledge in the field of educational Educational Assessment. The program develops the problem solving skills and analytical thinking required to begin research in the field of educational Educational Assessment. Students enrolled in the program will master the skills required for careers in applied research, development and/or teaching.

PROGRAM STRUCTURE

Year 1 - Semester 1
EDUEA1  Assessment Principles and Methods
EDUEA2  Design of Assessment Systems
EDUEA3  Assessment and Pedagogy

Year 1 - Semester 2
EDUEA4  Qualitative Research Design and Analysis
EDUEA5  Quantitative Research Design and Analysis
EDUEA6  Contemporary Approaches to Educational Assessment

Year 2 - Semester 1
EDUEA7  Cognition and Assessment
EDUEA8  Assessment and Development of 21st Century Competencies
EDUEA9  Large-Scale Assessments in Education

Year 2 - Semester 2
EDUEA10 Master's Capstone Project (all courses are pre-requisites)
M.ED.: EDUCATIONAL ASSESSMENT

Course Descriptors
M.ED.: EDUCATIONAL ASSESSMENT

EDUEA1 Assessment Principles and Methods (3 credits, 45 hours)
Assessment is an integral part of teaching and learning. It is important that educators understand and appreciate the essential principles and practices of educational assessment and measurement. This course will cover the essential theory of educational measurement and assessment. It will show how the theory is used to guide practice in assessment and testing programs. It will cover the development, administration and marking of assessment tasks and tests, as well as approaches to summarizing and reporting student achievement.

EDUEA2 Design of Assessment Systems (3 credits, 45 hours)
An assessment system must provide decision-makers at all levels with sound information on which they can base their decisions in support of learning for all students. This course will provide students with the expertise to design an assessment system that is aligned with the curricular or program goals. It is important that the values and emphases conveyed by the assessment strategy, links assessment with students learning and avoids unintended consequences.

EDUEA3 Assessment and Pedagogy (3 credits, 45 hours)
The design of educational activities and associated assessments is influenced by the theories of pedagogy, instruction and learning, and by the subject discipline, together with the wider context of education. This course presents theoretical models to promote a more coherent understanding of the relationship between the formative and summative aims of assessment and the functions they serve within pedagogy. The course emphasizes that any resolution of the formative and summative aims of assessment must ensure that validity is not compromised, that is, teachers’ inferences from student contributions about learning should be justified by evidence, assessment as part of pedagogy should make a positive contribution to pupils’ learning, and that teachers should find the resolution of formative and summative practices practicable and rewarding.

EDUEA4 Qualitative Research Design and Analysis
Qualitative research seeks to understand how people perceive and interact with the world around them. Qualitative researchers are thus driven to understand particular phenomena based on discourse, actions and documents, and how and why individuals interpret and ascribe meaning to what they say and do, and to other aspects of the world (including other people) they encounter. This course introduces students to the nature and scope of qualitative research methods in the social and behavioral sciences with respect to data collection and analyses, giving them theoretical and practical foundations to build on.

EDUEA5 Quantitative Research Design and Analysis (3 credits, 45 hours)
This course prepares students to be users and critical consumers of quantitative research. Students will be trained in various statistical methods in order to conduct rigorous, scientific quantitative research.

Students completing the course will be able to: design effective experimental and quasi-experimental studies, manage and use large scale datasets, analyze various types of datasets (e.g., nested data, longitudinal data) with the appropriate modeling techniques, apply advanced statistical methods (e.g., structural equation modeling, multilevel modeling) in their own research, critically review studies that make use of a diverse set of statistical methods, and conduct educational measurement and assessment related studies using techniques such as factor analysis or Rasch analysis or item response theory.

EDUEA6 Contemporary Approaches to Educational Assessment (3 credits, 45 hours)
With the field of assessment, a key focus for research the world over, the traditional issues of the topic, such as validity and reliability, have been joined by a host of other issues all pressing for attention. These include: taking account of cultural and social diversity; new modes of testing and assessment; technological innovation; and inclusion and disability issues in assessment. This course focuses on contemporary educational assessment practices and issues surrounding assessment of students with special needs, assessment of teachers and teaching, standards for educational assessment, and technology-based approaches to educational assessment.
EDUEA7 Cognition and Assessment (3 credits, 45 hours)

Advances in the cognitive sciences have broadened the conception of those aspects of learning that are most important to assess, and advances in measurement have expanded the capability to interpret more complex forms of evidence derived from student performance. Hence, grounding assessment design in cognitive theories and model-based methodologies is highly desirable. This course reviews and synthesizes advances in the cognitive sciences and measurement and explores their implications for improving educational assessment.

EDUEA8 Assessment and Development of 21st Century Competencies (3 credits, 45 hours)

Traditional assessment methods typically fail to measure the high-level skills, knowledge, attitudes, and characteristics of self-directed and collaborative learning that are increasingly important for our global economy and fast-changing world. This course will present research information from the global assessment of two 21st century skills that are amenable to teaching and learning: collaborative problem solving and learning in digital networks. The course will present evidence to support the validity of innovative assessment tasks employed to measure 21st century skills and provide descriptions of consequent pedagogical approaches which can be used both to teach the skills and to use them to enhance key learning goals in education systems.

EDUEA9 Large-Scale Assessments in Education (3 credits, 45 hours)

This course presents and discusses multidisciplinary issues related to the use and implementation of large-scale assessments. The topics covered in the course include large-scale assessments as change agents; technologies in large-scale assessments; the role of assessing cognitive skills in international growth and development; the utility and need for assessing noncognitive skills in large-scale assessments; and the role of large-scale assessments in research on educational effectiveness and school development. The course also provides an overview of three major international large-scale assessments in education, Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and Progress in International Reading Literacy Study (PIRLS). The assessment and analytical frameworks of these three international large-scale assessments will be presented and described. Statistical software programs, such as IBM SPSS Statistics and IDB Analyzer, will be used to provide students with hands-on experience in analyzing international large-scale assessment datasets, such as PISA, TIMSS, and PIRLS.

EDUEA10 Master's Capstone Project (9 credits, 135 hours)

The master's capstone project requires students to carry out an independent, original empirical investigation in a relevant area of educational measurement and assessment. Students will write a full-length research project report and orally defend it. Students will start planning their capstone project halfway through the master’s program. The capstone project advisers will be members of the Graduate Studies faculty. The advisors will guide the substantive progress of the capstone project.
MASTER OF EDUCATION:
CURRICULUM AND LEARNING DESIGN
GOALS AND OUTCOMES

M.ED.: CURRICULUM AND LEARNING DESIGN GOALS

The goals of the Master in Curriculum and Learning Design program are to produce graduates who are:

1. Research-informed educators as curriculum and resources experts who can lead educational improvement in the UAE.
2. Educational professionals who are able to develop equitable teaching and learning experiences for a knowledge-based society.
3. Skilled instructional designers who are able to create effective teaching and learning environments.
4. Innovators in the integration of emerging technology into teaching, learning, and assessment.
5. Educational researchers who are able to improve educational practice through designing and implementing research-based approach in authentic contexts.

M.ED.: CURRICULUM AND LEARNING DESIGN OUTCOMES

On completion of this program, students will be able to:

1. Demonstrate understanding of advanced and specialized knowledge of contemporary concepts and theories related to curriculum and learning design.
2. Understand recent developments in the field of education and its implication to educational practice.
3. Critically apply specialized knowledge of relevant theories of teaching and learning to create positive and effective learning environments.
5. Effectively evaluate and integrate emerging technologies in teaching, learning, and assessment.
6. Analyze instructional practice, develop and implement research plans, critically reflect on implications for educational policy and practice.
7. Lead and work individually and collaboratively to design learning resources to meet the needs of diverse learners.
8. Plan learning and curriculum design improvements informed by educational research.
M.ED.: CURRICULUM AND LEARNING DESIGN

ADMISSION REQUIREMENTS

Admission to the Master of Education in Curriculum and Learning Design program is open to interested individuals provided they meet the following criteria:

1. Hold a Bachelor’s degree in Education from an accredited university or have a foreign qualification, which has received equivalence from the Ministry of Education in the UAE.

Or

Hold a Bachelor’s degree from an accredited university or have a foreign qualification, which has received equivalence from the Ministry of Education in the UAE with:

   a. A Graduate Diploma in Education from an accredited university and one year of educational related working experience (Teachers, Assistant Teachers, Principals, Vice Principals, Heads of Faculty, Curriculum Developers, Trainers, Educational Policies reformers, etc.) or

   b. A minimum of three years educational related working experience (Teachers, Assistant Teachers, Principals, Vice Principals, Heads of Faculty, Curriculum Developers, Trainers, Educational Policy reformers, etc.)

Or

Hold a Master’s degree in Education from an accredited university or have a foreign qualification, which has received equivalence from the Ministry of Education in the UAE.

2. A minimum cumulative grade point average of 3.0 on a 4.0 scale for the Bachelor’s degree

3. Hold a current International English Language Testing System (IELTS) score of 6.0 or equivalent (TOEFL IBT or Pearson PTE Academic or EmSAT) or higher.

In addition to the minimum qualifications stated above, candidates will be required to pass an admissions interview.

ECAE will give preferential consideration to national applicants.

GRADUATION REQUIREMENTS

In order to graduate you must complete the program requirements as approved by the College Board of Trustees and incorporating any amendments to the courses needed to maintain educational standards. The Master of Education requirements are that students must have a Cumulative Grade Point Average (CGPA) of 3.0 or above and have successfully completed 36 credits, consisting:

> 27 credits obtained from the completion of the core courses,

AND

> 9 credits obtained from the completion of the Research Project.

COMPLETION PERIOD

ECAE requires all students to complete their program of study within four years of first enrolling in the program unless they withdraw within the first two weeks of the program.

In exceptional circumstances a program extension may be granted for one year beyond the anticipated graduation completion date at the discretion of the Vice Chancellor. For quality assurance purposes the courses that need to be completed must be current and active.

COMPLETION LETTER

You will receive a letter of completion at the end of your final semester providing you have met the graduation requirements. This letter can be used to apply for employment before you have formally graduated from the program.

GRADUATION

The final graduation certification will be given to you at the graduation ceremony. The graduation ceremony will take place at a date recommended by the Vice Chancellor and approved by ECAE’s Board of Trustees.

For further details of academic policies related to the Master of Education please refer to the Registration Department.
M.ED.: CURRICULUM AND LEARNING DESIGN

An Overview of the Program Structure

The Master of Education in Curriculum and Learning Design is a flexible two year modular program that is aligned with Level 9 in the UAE Qualification Framework - QF Emirates. The program is designed to develop research-informed educators as curriculum and resources experts who are skilled instructional designers, to lead educational improvement in the UAE. This is achieved through a distinctive program consisting of courses focusing on recent developments in theories of teaching and learning. The program also emphasizes the implementation of educational research in authentic contexts and offers flexible seminar topics aligned with current and emergent educational trends.

PROGRAM STRUCTURE

Year 1 - Semester 1
EDUCLD1 Curriculum Foundations: Principles and Issues
EDUCLD2 Introduction to Educational Research
EDUCLD3 Creating Positive Learning Environments

Year 1 - Semester 2
EDUCLD4 Instructional Design, Resource Development and Evaluation
EDUCLD5 Emerging Technologies for Teaching and Learning
EDUCLD6 Cognitive and Social Cultural Foundations of Learning

Year 2 - Semester 1
EDUCLD7 Innovative Classroom Assessment for Learning
EDUCLD8 Brain, Mind and Learning
EDUCLD9 Design-based Research Methods

Year 2 - Semester 2
EDUCR1 Research Project
M.ED.: CURRICULUM AND LEARNING DESIGN

Course Descriptors
M.ED.: CURRICULUM AND LEARNING DESIGN

EDUCLD1: Curriculum Foundations: Principles and Issues (3 credits, 45 hours)

This course focuses on the theoretical foundations that inform curriculum design, development, implementation and evaluation. It aims to provide the students with comprehensive knowledge and tools to analyse and critique curriculum principles and issues. Students will work collaboratively to critically review curriculum design models to help inform and improve educational practices. Students will also critically analyse core features of curriculum foundations in the UAE and international contexts to recommend a practical framework to advance the knowledge about curriculum principles and issues.

EDUCLD2: Introduction to Educational Research (3 credits, 45 hours)

This course is an introduction to research methods including qualitative, quantitative and mixed methods research design. This course will take the students through the steps of the research process to help them plan their first educational research project in the Master program. It will provide the students with opportunities to link research methods to practice by seeking solutions to problems within the educational field in UAE. Through this process, students will develop fundamental theoretical knowledge and skills necessary for conducting quality and culturally sound research in education and social science fields. They will critically identify and evaluate a range of procedures, guidelines, research methodologies and methods used in educational research. In addition, students will critically discuss and evaluate research from the literature by applying the knowledge of research principles. Furthermore, students will have the opportunity to apply research ethics and UAE cultural strategies throughout each stage of the research process; including interpreting and reporting the results.

EDUCLD3: Creating Positive Learning Environments (3 credits, 45 hours)

This course focuses on in-depth, specialized and advanced knowledge and comprehensive understanding of the paradigms, approaches and evidence-based practices to behaviour management in schools and classroom settings. This course critically analyse and reflect on the role of non-cognitive factors and effectiveness of different engagement and communication strategies as core relationship imperative of classroom teaching and learning in the UAE context and internationally. This course will provide students opportunity to create and reflect on a comprehensive classroom and behaviour management plan that includes strategies and procedures to nurture positive behaviour and maximize student learning.

EDUCLD4: Instructional Design, Resource Development and Evaluation (3 credits, 45 hours)

This course focuses on central concepts, approaches and models that inform the development, implementation and evaluation of Instructional Design. The students will be introduced to the key ideas of Instructional Design in order to provide them with a in-depth, specialized and advanced knowledge of the approaches and models that support Instructional Design methodologies. This course also aims to provide the students with knowledge and tools to critically evaluate and suggest appropriate instructional resources based on educational needs of the UAE context.

Students will work collaboratively to evaluate and critically review an Instructional Design process to help inform and improve educational practice in the UAE and international contexts. During this course students will deepen their knowledge about Instructional Design by researching and presenting information drawn upon theory and practice.

EDUCLD5: Emerging Technologies for Teaching and Learning (3 credits, 45 hours)

In this course, students will discuss how emerging technologies support and improve teaching and learning by integrating theoretical and empirical frameworks from different disciplines. They will research and critically write a comprehensive and in-depth analysis on one of the emerging technologies and its impact on students’ learning. Students will be given the opportunity to collaboratively engage in authentic type of learning experience by designing, developing, implementing and presenting novel real life emerging technology that are contextualized to the educational settings. Finally, students will innovatively recommend strategies to overcome the challenges posed by and created during the integration of emerging technologies specifically the challenges faced based on educational equity and diversity.
EDUCLD6: Cognitive and Social Cultural Foundations of Learning (3 credits, 45 hours)

This course aims to develop in-depth, specialized and advanced knowledge and comprehensive understanding of the major concepts in the discipline and between related fields. The students will critically evaluate and reflect on the cognitive and social cultural foundations concepts and their implications to educational practices in the UAE and international contexts. The students will also critically reflect on the complexity and challenges of designing innovative approaches in relation to learning theories and technology. Students will also have opportunities to discuss in-depth current development in theories of foundations of learning in relation to own professional practice for the improvement of teaching and learning.

EDUCLD7: Innovative Classroom Assessment for Student Learning (3 credits, 45 hours)

In this course, students will develop comprehensive advanced specialised knowledge and critical understanding that inform measurement and assessment in learning. They will research and critically reflect on the different types of assessments used globally to improve learning in the UAE classrooms. They will have the opportunity to evaluate and critique the role of technology in designing and implementing various types of assessments. Finally, students will create and present a valid and reliable innovative technology-based assessment that includes detailed implementation procedures.

EDUCLD8: Brain, Mind and Learning (3 credits, 45 hours)

This course aims to develop in-depth, specialized and advanced knowledge and comprehensive understanding of the major concepts in the discipline and between related fields. The students will critically evaluate and reflect on the brain, mind and learning, educational neuroscience concepts, typical and atypical brain development and their implications to educational practices in the UAE and international contexts. The course will also discuss and critically evaluate educational neuroscience research and approaches used to understand brain and neurological basis of learning. The students will have an opportunity to synthesize and discuss in-depth current developments and research in the field of educational neuroscience and its impact and professional practice for the improvement of teaching and learning.

EDUCLD9: Design-based Research Methods (3 credits, 45 hours)

This course is designed to introduce Design-based Research (DBR) as a form of educational inquiry that emerged in recent decades. The course explores Design-based Research as a collection of methodological principles and approaches to studying innovative practices and interventions in school contexts. Participants will be exposed to how DBR involves in building of research-informed solutions to complex learning problems, systematic generation of theory and formulating intervention strategies in naturalistic settings. This course will also provide students with opportunities to examine the different theoretical and practical approaches to designed-based research in education and apply what they have learned to the design and conduct of their own design-based research studies.

EDUCR1: Research Project (9 credits, 135 hours)

The Research Project course takes students through the stages of a research proposal development, implementation, reporting, and presentation of findings, guided by a designated supervisor who is a faculty member. Students will plan individually a research proposal on a topic of their area of interest, guided by appropriate conceptual, methodological, and theoretical principles. After obtaining ethical clearance to conduct the research, students are required to implement the research proposal within an educational context or similar by collecting and analysing data while observing ethical procedures. Students will produce an original written research report that demonstrates the research processes and outcomes. Student will individually present and orally defend their completed research project with regard to processes and outcomes.
MASTER OF EDUCATION IN APPLIED BEHAVIOR ANALYSIS (M.ED. IN ABA)
GOALS AND OUTCOMES

M.ED. IN APPLIED BEHAVIOR ANALYSIS GOALS

The goals of the Master of Education in Applied Behavior Analysis program are to produce graduates who are:

1. Independent practitioners who provide behavior-analytic services to any individual who requires services.
2. Research-informed educators as classroom and behavior management experts who can lead educational improvement in the UAE.
3. Educational professionals who are able to develop equitable teaching and learning experiences for a knowledge based society.
4. Skilled behavior analysts who are able to create effective teaching and learning environments for students with and without special educational needs.
5. Innovators in the integration of behavior analysis into environments beyond the classroom.
6. Educational researchers who are able to improve educational practice through designing and implementing research-based approaches in authentic contexts.
7. Eligible to become Board Certified Behavior Analysts (BCBAs) contingent on completion of all other requirements.

M.ED. IN APPLIED BEHAVIOR ANALYSIS OUTCOMES

On completion of this program, students will be able to:

1. Demonstrate highly specialized knowledge and critical understanding in the field of Applied Behavior Analysis and at the interface between fields (e.g., education, special education, business).
2. Accrue advanced knowledge of current research and innovations, and recent developments in Applied Behavior Analysis, and the impact of these developments on accepted theory and practice locally, regionally and internationally.
3. Apply problem-solving skills to design, develop and analyse approaches, both individually and as part of a team, to manage and evaluate complex, challenging behavior at the individual, group or organizational level.
4. Critically select and implement appropriate behavioral assessment and measurement instruments and interventions with intellectual independence.
5. Use highly developed advanced communication skills to present, justify and/or critique complex behavioral matters.
6. Conduct own teaching and learning in line with ethical and professional standards, leading to informed, fair and valid decisions related to behavior change.
7. Plan, develop, execute, self-evaluate and present a research project with appropriately selected behavioral methodologies to produce socially significant effects in typically developing individuals and/or individuals with special educational needs.
8. Meet the “acceptable coursework” eligibility requirement of the Behavior Analyst Certification Board (BACB) to sit for the Board Certified Behavior Analyst (BCBA) examination.
MASTER OF EDUCATION IN APPLIED BEHAVIOR ANALYSIS

ADMISSION REQUIREMENTS

Admission to the Master of Education in Applied Behavior Analysis program is open to interested individuals provided they meet the following criteria:

1. Hold a Bachelor’s degree in education, special education, psychology, sociology, speech and language pathology or occupational therapy from an accredited University or have a foreign qualification, which has received equivalence from the Ministry of Education in the UAE.

2. A minimum cumulative grade point average of 3.0 on a 4.0 scale for the Bachelor’s degree.

3. Hold a current International English Language Testing System (IELTS) score of 6.0 or equivalent (TOEFL IBT or Pearson PTE Academic or EmSAT) or higher.

Applicants who are Registered Behavior Technicians (RBTs; https://www.bacb.com/rbt/) or Board Certified Assistant Behavior Analysts (BCaBAs; https://www.bacb.com/bcab/) or who have experience working in an environment that use intervention based on the principles of behavior analysis will be given priority.

In addition to the minimum qualifications stated above, candidates will be required to pass an admissions interview.

ECAE will give preferential consideration to national applicants.

Additional Requirements to become a BCBA:

Candidates must hold a Bachelor’s degree that is from a qualifying institution listed in the Council for Higher Education Accreditation. For institutions outside of the USA, students are required to have their degree’s equivalency and/or field of study evaluated by the BACB.

Postgraduate Diploma Students

Students who are enrolled in the Postgraduate Diploma in Applied Behavior Analysis program and complete the common core courses, may transfer to the M.Ed. in Applied Behavior Analysis Program provided:

1. They meet the IELTS requirement.

2. They have achieved a cumulative grade point average of 3.0 or greater.

3. The common core courses were completed within the last two years.

4. The courses have not undergone sufficient change so that they can no longer be regarded as equivalent.

ECAE allows students to be readmitted to the Master of Education: Applied Behavior Analysis program provided they have not exceeded the completion period for the program. The exception to this is where the student withdrew from the program within the first two weeks.

GRADUATION REQUIREMENTS

In order to graduate you must complete the program requirements as approved by the College Board of Trustees and incorporating any amendments to the courses needed to maintain educational standards. The Master of Education requirements are that students must have a Cumulative Grade Point Average (CGPA) of 3.0 or above and have successfully completed 36 credits, consisting:

> 27 credits obtained from the completion of the core courses,

AND

> 9 credits obtained from the completion of the Research Project.
COMPLETION PERIOD

ECAE requires all students to complete their program of study within four years of first enrolling in the program unless they withdraw within the first two weeks of the program.

In exceptional circumstances a program extension may be granted for one year beyond the anticipated graduation completion date at the discretion of the Vice Chancellor. For quality assurance purposes the courses that need to be completed must be current and active.

COMPLETION LETTER

You will receive a letter of completion at the end of your final semester providing you have met the graduation requirements. This letter can be used to apply for employment before you have formally graduated from the program.

GRADUATION

The final graduation certification will be given to you at the graduation ceremony. The graduation ceremony will take place at a date recommended by the Vice Chancellor and approved by ECAE’s Board of Trustees.

For further details of academic policies related to the Master of Education please refer to the Registration Department.
M.ED. IN APPLIED BEHAVIOR ANALYSIS

An Overview of the Program Structure

The Master of Education in Applied Behavior Analysis is a flexible, 36-credit, two-year modular program that is aligned with Level 9 in the UAE Qualification Framework - QF Emirates. The program is designed to develop research-informed educators as expert behavior analysts who are skilled at behavior assessment and change, to lead educational improvement in the UAE. This is achieved through a distinctive program consisting of courses focusing on recent developments in behavioral theories of teaching and learning. The program also emphasizes the implementation of educational research in authentic contexts addressing topics aligned with current and emergent educational trends. The coursework completed for the Master of Education in Applied Behavior Analysis meets the coursework requirement to be eligible to sit for the Board Certified Behavior Analyst (BCBA) examination.

PROGRAM STRUCTURE

Year 1 - Semester 1
EDUABA1 Autism Spectrum Disorder and Behavioral Intervention
EDUABA2 Philosophy, Concepts and Principles
EDUABA3 Behavior Assessment

Year 1 - Semester 2
EDUABA4 Measurement, Research Design and Supervision
EDUABA5 Behavior-Change Procedures
EDUABA6 Ethics and Professionalism

Year 2 - Semester 1
EDUABA7 Advanced Concepts and Principles
EDUABA8 Advanced Measurement and Research Design
EDUABA9 Applications of Behavior Analysis

Year 2 - Semester 2
EDUABA11 Research Thesis
M.ED. IN APPLIED BEHAVIOR ANALYSIS

Course Descriptors
M.ED. IN APPLIED BEHAVIOR ANALYSIS

In addition to the common courses listed in the PGD in ABA section, the following courses are required in the M.Ed. in Applied Behavior Analysis program.

EDUABA7 Advanced Concepts and Principles

During this course, students will demonstrate comprehensive, highly specialised knowledge of advanced concepts and principles of Applied Behavior Analysis. Advanced topics will include, but are not limited to: motivating operations; positive and negative reinforcement contingencies; positive and negative punishment contingencies; extinction, stimulus control, derived stimulus relations, stimulus equivalence and verbal behavior. Students will collaborate with peers using highly developed information technology skills to explain highly complex schedules of reinforcement, including compound and lag schedules. Students will synthesize recent peer-reviewed research on advanced concepts and principles of Applied Behavior Analysis.

This verified course is one of the required courses designed to meet the coursework requirements for Board Certified Behavior Analyst (BCBA) certification; additional requirements must be met for certification.

EDUABA8 Advanced Measurement and Research Design

During this course, students will demonstrate a comprehensive, highly specialised knowledge of measurement, data display and interpretation in the field of behavior analysis. Students will develop advanced knowledge of applicable research designs, with a focus on single-subject experimental designs (e.g., reversal, multiple baseline, multielement, changing criterion). Students will present complex matters and opinions related to choice of research design (group design versus single-subject experimental design), using highly developed specialist communication skills. Furthermore, students will analyze complex single-subject experimental designs in recent behavior analytic research.

This verified course is one of the required courses designed to meet the coursework requirements for Board Certified Behavior Analyst (BCBA) certification; additional requirements must be met for certification.

EDUABA9 Applications of Behavior Analysis

Students will demonstrate comprehensive, advanced and highly specialised knowledge of dissemination and cultural considerations within behavior analytic practice, both globally and within the UAE perspective. Students will synthesize research and recent developments related to core elements of personnel supervision and management. Students will develop innovative, original recommendations that contribute to professional practice within the UAE. Students will also employ highly developed communication skills to critique applications of behavior analysis. During this course, students will examine how behavior analysis is applied to the fields of business, teaching, health, sports and fitness, therapy, driving, safety, applied animal behavior, technology, and gerontology.

This verified course is one of the required courses designed to meet the coursework requirements for Board Certified Behavior Analyst (BCBA) certification; additional requirements must be met for certification.

EDUABA11 Research Thesis

The Research Thesis course builds on the two required Research Design courses taught in the Master of Science in Applied Behavior Analysis Program. It takes students through the stages of a research proposal development, implementation, reporting, and presentation of findings, guided by a designated research advisor. Students will plan individually a research proposal on a topic of their area of interest, guided by appropriate conceptual, methodological, and theoretical principles of Applied Behavior Analysis. After obtaining ethical clearance to conduct the research, students are required to implement the research proposal by collecting and analysing data while observing ethical procedures. Students will produce an original written research report that demonstrates the research processes and outcomes. Student will individually present and orally defend their completed research project in terms of the processes adopted.
MASTER OF EDUCATION IN SPECIAL AND INCLUSIVE EDUCATION
GOALS AND OUTCOMES

M.ED. IN SPECIAL AND INCLUSIVE EDUCATION GOALS

The goals of the Master of Education in Special and Inclusive Education program are to produce graduates who are:

1. Cultivate problem solving skills and analytical thinking essential to commence research in the field of special and inclusive education.
2. Develop research-informed educators as special education experts able to lead educational development in the UAE.
3. Develop objective teaching and learning experiences for a knowledge-based society.
4. Demonstrate proficient skills necessary for successful individual professional practice.
5. Design content and create effective teaching and learning environments.
6. Refine educational practice through designing and implementing research-based approaches in realistic settings.

M.ED. IN SPECIAL AND INCLUSIVE EDUCATION OUTCOMES

On completion of this program, students will be able to:

1. Demonstrate understanding of advanced and specialized knowledge of research-validated practices for effective instruction of students with high incidence disabilities.
2. Design educational programs for students with high incidence disabilities through effective collaboration and communication with general education teachers, special education teachers, parents and other professionals.
3. Critically analyze and apply contemporary theories, pedagogies and frameworks that contribute to the growth of students’ individualized educational experience.
4. Critically apply specialized knowledge of relevant theories to plan suitable instruction to meet the needs of diverse learners.
5. Create developmentally and culturally appropriate learning environments for diverse learners to promote their language acquisition, reading and math skills, and social collaborations.
6. Develop and implement research plans and critically reflect on implications for educational and professional practice.
7. Effectively evaluate and integrate emerging technologies in teaching, learning and assessment to meet the needs of diverse learners.
M.ED. IN SPECIAL AND INCLUSIVE EDUCATION

ADMISSION REQUIREMENTS

Admission to the M.Ed. in Special and Inclusive Education program is open to interested individuals provided they meet the following criteria:

1. Hold a Bachelor's degree in Education from an accredited university or have a foreign qualification, which has received equivalence from the Ministry of Education in the UAE.

   Or

   Hold a Bachelor's degree from an accredited university or have a foreign qualification, which has received equivalence from the Ministry of Education in the UAE with:

   a. A Graduate Diploma in Education from an accredited university and at least one year of educational related working experience or

   b. A minimum of three years educational related working experience

   Or

   Hold a Master's degree in Education from an accredited university or have a foreign qualification, which has received equivalence from the Ministry of Education in the UAE.

2. A minimum cumulative grade point average of 3.0 on a 4.0 scale for the Bachelor's degree

3. Hold a current International English Language Testing System (IELTS) score of 6.0 or equivalent (TOEFL IBT or Pearson PTE Academic or EmSAT) or higher.

In addition to the minimum qualifications stated above, candidates will be required to pass an admissions interview.

ECAE will give preferential consideration to national applicants.

ECAE allows students to be readmitted to the Master of Education: Special and Inclusive Education program provided they have not exceeded the completion period for the program. The exception to this is where the student withdrew from the program within the first two weeks.

GRADUATION REQUIREMENTS

In order to graduate you must complete the program requirements as approved by the College Board of Trustees and incorporating any amendments to the courses needed to maintain educational standards. The Master of Education requirements are that students must have a Cumulative Grade Point Average (CGPA) of 3.0 or above and have successfully completed 36 credits, consisting:

- 27 credits obtained from the completion of the core courses,

AND

- 9 credits obtained from the completion of the Research Project.

COMPLETION PERIOD

ECAE requires all students to complete their program of study within four years of first enrolling in the program unless they withdraw within the first two weeks of the program.

In exceptional circumstances a program extension may be granted for one year beyond the anticipated graduation completion date at the discretion of the Vice Chancellor. For quality assurance purposes the courses that need to be completed must be current and active.

COMPLETION LETTER

You will receive a letter of completion at the end of your final semester providing you have met the graduation requirements. This letter can be used to apply for employment before you have formally graduated from the program.

GRADUATION

The final graduation certification will be given to you at the graduation ceremony. The graduation ceremony will take place at a date recommended by the Vice Chancellor and approved by ECAE’s Board of Trustees.

For further details of academic policies related to the Master of Education please refer to the Registration Department.
M.ED. IN SPECIAL AND INCLUSIVE EDUCATION

An Overview of the Program Structure

The Master of Education in Special and Inclusive Education is a flexible two-year program that is aligned with Level 9 in the UAE Qualification Framework-QF Emirates. The program is designed to prepare teachers to improve the lives and academic outcomes for students with special needs who are typically served in the general education classroom. This is achieved through this program that is designed around incorporating applicable evidence-based strategies. The program also emphasizes incorporating research into practice and includes courses that teachers need, to improve their practice so that each child can succeed academically, socially and move through grade levels with the support they need.

PROGRAM STRUCTURE

Year 1 - Semester 1
EDUSIE1 Current Research and Trends: High Incidence Disabilities
EDUSIE2 Classroom Management for Inclusive Classrooms
EDUCLD2 Introduction to Educational Research

Year 1 - Semester 2
EDUSIE3 Content Specific Assessments and Methods in Inclusive Settings
EDUSIE4 Planning Transitions for Students with Disabilities
EDUCLD5 Emerging Technologies for Teaching and Learning

Year 2 - Semester 1
EDUSIE5 Inclusive Pedagogy
EDUCLD8 Brain, Mind and Learning
EDUCLD9 Design-based Research Methods

Year 2 - Semester 2
EDUCR1 Research Project
MASTER OF EDUCATION IN SPECIAL AND INCLUSIVE EDUCATION

Course Descriptors
M.ED. IN SPECIAL AND INCLUSIVE EDUCATION

EDUSIE1 Current Research and Trends: High Incidence Disabilities (3 credits, 45 hours)

This course is an introduction to serving children and youth with high incidence disabilities. In this course, students will gain an insight into the laws, assessment, identification, instruction, and placement of students with high incidence disabilities. This course requires students to acquire a deep knowledge base in order to explain and critique current research and trends of special education. Student will access teachers and school personnel in the community to analyse and reflect on socio-cultural norms and relationships. Finally, this course will equip students with the tools and information to contribute to the professional knowledge of students with high incidence disabilities.

EDUSIE2 Classroom Management for Inclusive Classrooms (3 credits, 45 hours)

The overarching purpose of this course is to prepare school personnel to be able to effectively and efficiently increase student time-on-task and reduce behaviors that are not consistent with student achievement. Students will review educational theories and analyse student, classroom and school variables related to organization and planning for management. Based on classroom observations, students will synthesize theory and research relevant to classroom motivation, discipline, evidence-based practices and develop individual and group behavior management plans. Students will analyse student problem behavior, develop a Functional Behavior Assessment and an individual Behavior Intervention Plan that is grounded in both theory, best practice and the ethical delivery of a behavioral intervention.

EDUCLD2 Introduction to Educational Research (3 credits, 45 hours)

This course is an introduction to research methods including qualitative, quantitative and mixed methods research design. This course will take the students through the steps of the research process to help them plan their first educational research project in the Master program. It will provide the students with opportunities to link research methods to practice by seeking solutions to problems within the educational field in UAE. Through this process, students will develop fundamental theoretical knowledge and skills necessary for conducting quality and culturally sound research in education and social science fields. They will critically identify and evaluate a range of procedures, guidelines, research methodologies and methods used in educational research. In addition, students will critically discuss and evaluate research from the literature by applying the knowledge of research principles. Furthermore, students will have the opportunity to apply research ethics and UAE cultural strategies throughout each stage of the research process; including interpreting and reporting the results.

EDUSIE3 Content Specific Assessments and Methods in Inclusive Settings (3 credits, 45 hours)

This course will provide students with a highly specialized knowledge of differentiated instruction and components of the Universal Design for Learning (UDL) in order to assist students with high incidence disabilities in the content areas of literacy, mathematics, and science. Students will learn how to problem-solve in order to plan, develop, and execute appropriate adaptations for students with special needs. This course will rely on prior experiences in the UAE for students to analyse and reflect on socio-cultural norms and relationships. Finally, this course will equip students with the knowledge base to explain, critique, and reflect on current research addressing differentiated instruction and components of the UDL to assist students with high incidence disabilities.

EDUSIE4 Planning Transitions for Students with Disabilities (3 credits, 45 hours)

This course will provide students with specialized knowledge regarding the laws, rights, and exemptions afforded to individuals with disabilities. Students will learn in-depth knowledge of current theories, research, models assessments and practices for supporting and planning with students who have disabilities within the context of the world and specifically the UAE. Students will critically analyse and reflect on cultural norms and current practices in transition as they develop recommendations for practitioners and policy-makers for students who transition from early intervention programs to preschool, between schools and from Cycle Three to adulthood and work.
EDUCLD5 Emerging Technologies for Teaching and Learning (3 credits, 45 hours)

This course will provide students with a highly specialized knowledge of differentiated instruction and Universal Design for Learning to effectively teach all students, including students with high incidence disabilities in the content areas of literacy, mathematics, and science. Students will learn how to problem-solve in order to plan, develop, and execute inclusive lessons for students with special needs. This course will rely on prior experiences in the UAE for students to analyse and reflect on socio-cultural norms and relationships. Finally, this course will equip students with the knowledge base to explain, critique, and reflect on current research addressing differentiation and the Universal Design.

EDUSIE5 Inclusive Pedagogy (3 credits, 45 hours)

This course will focus on specialized teaching, learning, and support for learners with high incidence disabilities in inclusive settings. Students will develop a comprehensive knowledgebase of Individualized Education Programs and the roles of the general and special educators. Through research and evaluation of current research, students will encompass a detailed body of knowledge regarding least restrictive environments. Throughout the course, students will explain and critique various accommodations, modifications, and instructional methods, as well as, problem-solve to plan, develop, and execute effective instructional materials and methods for students with high incidence disabilities in inclusive settings.

EDUCLD8 Brain, Mind and Learning

This course aims to develop in-depth, specialized and advanced knowledge and comprehensive understanding of the major concepts in the discipline and between related fields. The students will critically evaluate and reflect on the brain, mind and learning, educational neuroscience concepts, typical and atypical brain development and their implications to educational practices in the UAE and international contexts. The course will also discuss and critically evaluate educational neuroscience research and approaches used to understand brain and neurological basis of learning. The students will have an opportunity to synthesize and discuss in-depth current developments and research in the field of educational neuroscience and its impact and professional practice for the improvement of teaching and learning.

EDUCL9 Design-based Research Methods (3 credits, 45 hours)

This course is designed to introduce Design-based Research (DBR) as a form of educational inquiry that emerged in recent decades. The course explores Design based Research as a collection of methodological principles and approaches to studying innovative practices and interventions in school contexts. Participants will be exposed to how DBR involves in building of research informed solutions to complex learning problems, systematic generation of theory and formulating intervention strategies in naturalistic settings. This course will also provide students with opportunities to examine the different theoretical and practical approaches to designed-based research in education and apply what they have learned to the design and conduct of their own design-based research studies.

EDUCR1 Research Project (9 credits, 135 hours)

The Research Project course takes students through the stages of a research proposal development, implementation, reporting, and presentation of findings, guided by a designated supervisor who is a faculty member. Students will plan individually a research proposal on a topic of their area of interest, guided by appropriate conceptual, methodological, and theoretical principles. After obtaining ethical clearance to conduct the research, students are required to implement the research proposal within an educational context or similar by collecting and analysing data while observing ethical procedures. Students will produce an original written research report that demonstrates the research processes and outcomes. Student will individually present and orally defend their completed research project with regard to processes and outcomes.
DOCTOR OF PHILOSOPHY (Ph.D.) IN EDUCATION: EDUCATIONAL NEUROSCIENCE
GOALS AND OUTCOMES

Ph.D. IN EDUCATION: EDUCATIONAL NEUROSCIENCE GOALS

The goals of the Ph.D. in Education: Educational Neuroscience program are to:

1. Prepare graduates who can conduct extensive original educational research in a challenging academic or professional environment.
2. Prepare graduates who can disseminate current educational research and explain current theoretical principles to a wide range of academic professionals and university level students.
3. Prepare academic professionals for careers that require an in-depth knowledge of a specialized educational field.

Ph.D. IN EDUCATION: EDUCATIONAL NEUROSCIENCE OUTCOMES

On completion of this program the student will be able to:

1. Create new and significant knowledge in a specialized area based on research which advances the current theoretical and conceptual foundations of the professional field of work and reflects a critical analysis, evaluation and synthesis of new and existing ideas.
2. Independently conceptualize, design, implement and adapt research processes using highly developed and creative expert skills and analyse and evaluate data.
3. Demonstrate leadership skills in the development of new and creative approaches that extend or redefine existing knowledge and/or theories, including responding with substantial authority and autonomy to the development of new ideas and processes in challenging novel learning context accounting for overall governance of processes and systems.
4. Demonstrate highly developed and expert communication skills to present, explain and/or critique highly complex and diverse matters to a wide range of audiences including university students, specialist academics, peer specialist/experts and/or professional audiences.
5. Manage highly complex and diverse ethical issues in a culturally sensitive manner with a focus on maintaining ethical and professional standards and leading to informed, fair and valid judgments.
6. Reflect critically on personal and professional practice to lead contributions to professional knowledge, ethics and practice in unfamiliar and unpredictable contexts.
PH.D. IN EDUCATION: EDUCATIONAL NEUROSCIENCE

ADMISSION REQUIREMENTS

Admission to the PhD in Educational Neuroscience program is open to interested individuals provided they meet the following criteria:

1. Hold a Master’s degree from an accredited University or have a foreign qualification, which has received equivalence from the Ministry of Education in the UAE.
2. A Bachelor’s or Master’s degree in an appropriate field (see details below*)
3. A minimum cumulative grade point average of 3.0 on a 4.0 scale for the Master’s degree
4. Research experience (i.e. research methods course, project, research work experience, or other relevant).
5. Hold a current International English Language Testing System (IELTS) score of 6.5 or equivalent (TOEFL IBT or Pearson PTE Academic or EmSAT) or higher.

*Candidates holding degrees in science-related areas: behavioral, physical, computational, statistical, and biomedical sciences, along with related engineering areas are encouraged to apply. Preference will be given to applicants with one of these backgrounds, with a strong interest in applying research methods to educationally- or clinically-relevant questions.

In addition to the minimum qualifications stated above, candidates will be required to pass an admissions interview.

ECAE will give preferential consideration to national applicants.

GRADUATION REQUIREMENTS

In order to graduate as a Doctor of Philosophy (Ph.D.) in Education, students will have to complete 60 credits in total and successfully pass the qualifying examinations and Dissertation Defense. The 60 credits will constitute the following requirements:

- 12 credits in the degree-required research courses.
- 18 credits in the disciplinary concentration courses
- 6 credits in the Research Apprenticeship
- 6 credits in the Doctoral Seminar
- 18 credits associated with the Dissertation

COMPLETION PERIOD

ECAE will require all students to complete their program of study within seven (7) years of first enrolling on the program unless they withdrew from the program within the first two weeks of the program (see applicable withdrawal and re-admission policy). In exceptional circumstances a program extension may be granted for one year beyond the anticipated graduation completion date at the discretion of the Vice Chancellor. For quality assurance purposes the courses that need to be completed must be current and active.

COMPLETION LETTER

You will receive a letter of completion at the end of your final semester providing you have met the graduation requirements. This letter can be used to apply for employment before you have formally graduated from the program.

GRADUATION

The final graduation certification will be given to you at the graduation ceremony. The graduation ceremony will take place at a date recommended by the Vice Chancellor and approved by ECAE’s Board of Trustees.

For further details of academic policies related to the Doctor of Philosophy please refer to the Registration Department.
## PH.D. IN EDUCATION: EDUCATIONAL NEUROSCIENCE

### An Overview of the Program Structure

**THE DOCTOR OF PHILOSOPHY (PH.D.): EDUCATIONAL NEUROSCIENCE**

The Ph.D. in Educational Neuroscience is a pioneering program: it is the first postgraduate program in the UAE to offer training at the cutting-edge frontier of cognitive neuroscience and education. Key issues in education are framed within the social science of education and the science of learning and behavior. The PhD Program addresses the essence of education: how do we learn? What can be done to improve learning? How support those struggling with learning? The Cognitive Neuroimaging Unit (CNU) at ECAE is a dedicated research unit with world-experts and laboratory facilities to advance research that merges cognitive neuroscience and education.

For the Academic Year 2018-2019 the Doctor of Philosophy program that will be offered is Educational Neuroscience.

### Year 1 - Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DOCM720</td>
<td>Qualitative Research Methods</td>
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<tr>
<td>PHDC730</td>
<td>Neuroscience: Brain Anatomy and Circuits</td>
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### Year 1 - Semester 2

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<tr>
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### Year 2 - Semester 1

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<td>Mixed methods Research</td>
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<tr>
<td>DOCC770</td>
<td>Teaching and Learning in the 21st Century</td>
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<tr>
<td>PHDC740</td>
<td>Neuroscience: Brain Systems, Behavior and Cognition 1</td>
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### Year 2 - Semester 2

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<tbody>
<tr>
<td>PHDM720</td>
<td>Advanced Quantitative Research Methods</td>
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<td>OR</td>
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<tr>
<td>PHDM710</td>
<td>Advanced Qualitative Research Methods</td>
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<tr>
<td>PHDC750</td>
<td>Neuroscience: Brain Systems, Behavior and Cognition 2</td>
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### Year 3 - Semester 1

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<tr>
<td>PHDC760</td>
<td>Research Apprenticeship</td>
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<td>DOCC750</td>
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### Year 3 - Semester 2

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>PHDD910</td>
<td>Dissertation Research</td>
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<tr>
<td>DOCC760</td>
<td>Seminar 2</td>
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### Year 4

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PHDD910</td>
<td>Dissertation Research (over two semesters)</td>
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PH.D. IN EDUCATION: EDUCATIONAL NEUROSCIENCE

Course Descriptors
PH.D. IN EDUCATION: EDUCATIONAL NEUROSCIENCE

DOCM720: Qualitative Research Methods (3 credits, 45 hours)

The purpose of this course is to provide students with the knowledge and skills necessary to become informed readers of qualitative research papers in the professional literature, develop skills in collecting qualitative data. Students will also be prepared to choose appropriate qualitative methodologies and methods for conducting research in order to design a research project to address a specific research question or line of inquiry. The Qualitative Research Methods course focuses on developing essential knowledge and skills in the perspectives, methodologies and methods used in qualitative research in education. The course begins by examining the epistemological positions of objectivism and constructionism and the theoretical perspectives of positivism and interpretivism. Ethical issues relating to qualitative research in education are explored. The course examines the process of writing a literature review and then focuses on four qualitative research methodologies relevant to education research: case study, action research, ethnography, and discourse analysis. Various data collection methods are examined, including interviews, group discussions and observations, and different types of data including field notes, text and images are investigated. The course then focuses on the processes of analysing and interpreting data, and reporting and disseminating the findings.

PHDC730: Neuroscience: Brain Anatomy and Circuits (6 credits, 90 hours)

The focus of the Neuroscience: Brain Anatomy and Circuits course is on concepts and mechanisms of neural function, beginning at the earliest cellular levels and expanding towards larger-scale brain function. Various aspects of cellular and molecular function, synaptic transmission, neural dynamics, mechanisms underlying cognition, and perceptual systems, are explored, along with their interactions at various levels to produce behavior. Multiple methodologies and approaches are used to address these issues and obtain a complete picture of brain function across these levels.

DOCM730: Quantitative Research Methods (3 credits, 45 hours)

This course will prepare students to undertake quantitative research in education. Students will gain an understanding of the nature of quantitative research designs; major worldviews on and methods of doing quantitative research, including their assorted rationales, strengths, weaknesses, and applications. Students will also gain skills in designing, conducting, interpreting, and reporting quantitative research. Specifically, this course, using a combination of formal lectures, in-class activities, and discussions about course readings, will provide a detailed introduction to three widely used quantitative research designs: correlational, experimental/quasi-experimental, and survey. Special attention will be paid to the underlying theory and assumptions of these three commonly used quantitative research designs. Hands-on practical sessions, employing IBM SPSS Statistics, will enable students to implement these powerful and versatile quantitative tools and techniques in the context of specific educational research applications.

PHDC710: Educational Neuroscience (3 credits, 45 hours)

This course explores the current issues in educational neuroscience and behavior. Foundational areas of neuroscience, such as brain anatomy and brain mapping techniques and their application to education will be included. Students will develop a critical understanding of the different structural and functional networks that can sustain sensory and cognitive processing, with links to educational neuroscience and ethical issues. The course covers many topics that are related to how the brain learns, consolidates memories, retrieves facts, solves problems, reorients attention, and makes decisions. Students will understand how and when neuroscientific knowledge could inform education. They will study different viewpoints on links between cognitive neuroscience and education and develop their own notions of what educational questions might be addressed with brain-based techniques.
DOCM710: Mixed Methods Research (3 credits, 45 hours)

This course promotes an understanding of the nature of mixed methods research designs as well as the major worldviews on, and methods of doing mixed methods research, including their assorted rationales, strengths, weaknesses, and applications. Students will also utilize skills in evaluating, critiquing, and conducting mixed methods research generally and in relation to the student initiated programs. Specifically, this course, employing a combination of formal lectures, in-class activities, and discussions about course readings, will build on existing and emerging knowledge related to qualitative and quantitative research to introduce the third major methodological movement—mixed methods research. In addition to introducing the major mixed methods research designs, this course will examine the purpose of the designs and the research problems that can be explored using mixed methods research. Procedures specific to mixed methods research designs will be discussed, including how data from different sources are analysed, integrated, and interpreted. A focal feature of this course is establishing a foundation for designing, conducting, and judging quality mixed methods studies.

DOCC770: Teaching and Learning in the 21st Century (3 credits, 45 hours)

This course is designed to present the need for change in instructional practices to keep pace with the technological advancements and rapidly developing world. The course will examine the characteristics of 21st century learners and the classrooms in the light of changing educational circumstances and needs. The course will also explore the role and responsibilities of teachers required to adequately prepare the students with cognitive and non-cognitive skills. The course also discusses paradigm shift in educational practices and how teachers can foster deep and visible learning among students.

PHDC740: Neuroscience: Brain Systems, Behavior and Cognition 1 (3 credits, 45 hours)

This course is the first of two on Neuroscience: Brain Systems, Behavior and Cognition. The focus here, is on multidisciplinary approaches and methods pertaining to motor systems, regulatory systems, including metabolic and neuroendocrine, along with development, and neural plasticity. Critical to these themes, is the link between environmental interactions and the biological brain-based changes underlying behavior.

PHDM720: Advanced Quantitative Research Methods (3 credits, 45 hours)

The Advanced Quantitative Research Methods course exposes students to advanced quantitative research techniques. It also enables students to develop skills in designing and conducting advanced quantitative research; and supports the development of students’ own advanced quantitative research programs. Specifically, using a combination of formal lectures, in-class activities, and discussions about course readings, this course provides an in-depth introduction to three sophisticated and powerful advanced quantitative research techniques: Rasch modeling, structural equation modeling (SEM), and hierarchical linear modeling (HLM). In addition to exploring the philosophical and theoretical foundations of Rasch modeling, SEM, and HLM, this course will explain in detail the various Rasch, SEM, and HLM models and their estimation procedures.

PHDM710: Advanced Qualitative Research Methods (3 credits, 45 hours)

Advanced Qualitative Research Methods builds on the knowledge and skills acquired in Qualitative Research Methods and focuses on developing deeper knowledge and skills in methodologies and methods used in qualitative research in education. The course is structured around four qualitative research methodologies relevant to education research: ethnography, case study, action research, and discourse analysis. Data collection methods relevant to each methodology are examined, such as interviews, group discussions, observations and document surveys. The processes of analysing different types of data such as field notes, text and images are investigated. In undertaking this course students will be provided with the skills and knowledge required to choose appropriate qualitative methodologies and methods for conducting research in order to design a research project to address a specific research question or line of inquiry.
PH.D. IN EDUCATION: EDUCATIONAL NEUROSCIENCE

PHDC750: Neuroscience: Brain Systems, Behavior and Cognition 2 (3 credits, 45 hours)

Neuroscience: Brain Systems, Behavior and Cognition 2 is the second course of this duo, where brain function is addressed through the multiple approaches and methodologies used in the neurosciences. Core topics include making links and comparisons across brain levels, mechanisms of learning and memory, language and communication, executive function and decision-making, along with the inherent relationship between structure and function and their clinical relevance.

PHDC760: Research Apprenticeship (6 credits, 90 hours)

The purpose of this course is to provide students with practical experience in preparing a research proposal that is suitable for ethical approval. The student will be required to think about how the research project will be managed from the planning stage through to implementation, including the management of others in collecting data. Students will be required to complete the research project and prepare a research article of publishable quality that represents the findings of the study.

DOCC750: Seminar 1 (3 credits, 45 hours)

This course is an advanced thematic seminar where students reflect on current research in education covering topics related to ethics, educational technology, educational policy and practice, and educational neuroscience. The purpose of this course is to provide an opportunity for students to actively engage in the evaluation of empirical research, literature reviews, and archival sources, and to consider the implications of research on educational practice. The synergy between research-transfer to practice and research motivated by practice-needs is highlighted with this format. There will be an emphasis on looking at the intersection of the various subfields in education research to redefine issues. The course encourages a wide exposure of approaches, views, and influences in education, by having an expert and/or practitioner in the field moderate each topic discussion. Students will be given the opportunity to develop ideas about topics and to communicate these ideas to both academic and diverse audiences.

PHDD910: Dissertation Research (18 credits, 270 hours)

Graduate students enrolled in the Ph.D. programs, who have successfully completed all the coursework as well as the comprehensive examination, will complete a dissertation, and an oral examination. The dissertation will address educational issues or educational needs derived from a literature review, experience, practice or other sources. It is an original and independent piece of research in the area of specialization, which will make a significant contribution towards existing knowledge or practice in the field of Education. Graduate students are guided and supported by a Doctoral Dissertation Committee.

DOCC760: Seminar 2 (3 credits, 45 hours)

This course builds on early seminar work conducted in Seminar 1 and explores a wider range of topics in depth. This course is an advanced thematic seminar where students reflect on current research in education covering topics related to ethics, educational technology, educational policy and practice, and educational neuroscience. The purpose of this course is to provide an opportunity for students to actively engage in the evaluation of empirical research, literature reviews, and archival sources, and to consider the implications of research on educational practice. The synergy between research-transfer to practice and research motivated by practice-needs is highlighted with this format. There will be an emphasis on looking at the intersection of the various subfields in education research to redefine issues. The course encourages a wide exposure of approaches, views, and influences in education, by having an expert and/or practitioner in the field moderate each topic discussion. Students will be given the opportunity to develop ideas about topics and to communicate these ideas to both academic and diverse audiences.
GOALS AND OUTCOMES

Ph.D. IN EDUCATION: MEASUREMENT & ASSESSMENT GOALS

The Doctor of Philosophy in Education: Measurement and Assessment aims at:

1. Preparing graduates to attain marked ability, scholarship, and research skills in educational measurement and assessment.
2. Equipping graduates to master highly advanced and cognitively intense skills required for careers in applied research, development, and/or teaching.
3. Preparing graduates to demonstrate the substantially independent ability to critically evaluate research in the field of educational measurement and assessment.
4. Preparing graduates to design and execute original research studies independently, addressing pressing questions relevant to educational measurement and assessment.
5. Enabling graduates to present research on educational measurement and assessment in peer reviewed, high impact journals and conference papers at professional meetings on the local, regional, national, and international levels.
6. Building national capacities to contribute towards the development of national standardized assessments and to the advancement of international large scale standardized assessments.

Ph.D. IN EDUCATION: MEASUREMENT & ASSESSMENT OUTCOMES

On completion of the Doctor of Philosophy in Education: Measurement and Assessment, the graduates will be able to:

1. Demonstrate highly advanced knowledge of educational measurement and assessment and originality in the application of this knowledge, together with an in-depth practical understanding of how research and enquiry are used to create, interpret, and extend knowledge in the field of educational measurement and assessment.
2. Demonstrate the ability to acquire cognitively intense skills in the areas of educational measurement and assessment to perform independent advanced research and innovate research methodologies and techniques to make progress in expanding the frontiers of educational measurement and assessment knowledge.
3. Show commitment to life-long learning, collaborative inquiry, and mentoring through engagement in educational measurement and assessment related professional societies, conference participations, and publications.
4. Demonstrate highly advanced written and oral communication skills and the ability to synthesise and analyse information from various educational measurement and assessment related sources.
5. Demonstrate the ability to recognize and articulate moral and ethical challenges within the field of educational measurement and assessment and show professional leadership.
PH.D. IN EDUCATION: MEASUREMENT & ASSESSMENT

ADMISSION REQUIREMENTS

Admission to the PhD in Educational Measurement and Assessment program is open to interested individuals provided they meet the following criteria:

1. Hold a Master’s degree in physical, natural and social sciences or humanities from an accredited university or have a foreign qualification, which has received equivalence from the Ministry of Education in the UAE.
2. A minimum cumulative grade point average of 3.0 on a 4.0 scale for the Master’s degree.
3. All applicants must demonstrate a strong background in educational measurement and assessment.
4. All applicants must demonstrate a strong background in applied statistics, applied mathematics, or econometrics.
5. Hold a current International English Language Testing System (IELTS) score of 6.5 or equivalent (TOEFL IBT or Pearson PTE Academic or EmSAT) or higher.

In addition to the minimum qualifications stated above, candidates will be required to pass an admissions interview.

ECAE will give preferential consideration to national applicants.

GRADUATION REQUIREMENTS

In order to graduate as a Doctor of Philosophy (Ph.D.) in Education, students will have to complete 60 credits in total and successfully pass the qualifying examinations and Dissertation Defense. The 60 credits will constitute the following requirements:

- 30 credits core courses
- 6 credits in the Research Apprenticeship
- 6 credits in the Doctoral Seminar
- 18 credits associated with the Dissertation

COMPLETION PERIOD

ECAE will require all students to complete their program of study within seven (7) years of first enrolling on the program unless they withdrew from the program within the first two weeks of the program (see applicable withdrawal and re-admission policy). In exceptional circumstances a program extension may be granted for one year beyond the anticipated graduation completion date at the discretion of the Vice Chancellor. For quality assurance purposes the courses that need to be completed must be current and active.

COMPLETION LETTER

You will receive a letter of completion at the end of your final semester providing you have met the graduation requirements. This letter can be used to apply for employment before you have formally graduated from the program.

GRADUATION

The final graduation certification will be given to you at the graduation ceremony. The graduation ceremony will take place at a date recommended by the Vice Chancellor and approved by ECAE’s Board of Trustees.

For further details of academic policies related to the Doctor of Philosophy please refer to the Registration Department.
PH.D. IN EDUCATION: MEASUREMENT & ASSESSMENT

An Overview of the Program Structure

THE DOCTOR OF PHILOSOPHY (PH.D.): IN EDUCATION: MEASUREMENT & ASSESSMENT

The Doctor of Philosophy in Education: Measurement and Assessment is a pioneering program in the region. It is the first postgraduate program in the UAE to offer the state-of-the-art training in highly advanced and sophisticated techniques and methods in the field of educational measurement and assessment to advance the frontiers of knowledge locally and globally. Students will develop highly advanced and complex problem-solving and analytical reasoning skills through the conduct of independent, original research to solve pressing problems in the field of education locally, regionally and globally.

Year 1 - Semester 1
DOCM730    Quantitative Research Methods
PHDMAC710   Advanced Topics in Generalizability Theory

Year 1 - Semester 2
PHDMAC720   Advanced Topics in Structural Equation Modelling
PHDMAC730   Advanced Topics in Multilevel Modelling

Year 2 - Semester 1
PHDMAC740   Advanced Topics in Rasch Measurement Theory
PHDMAC760   Setting Standards on Educational Assessment
PHDMAC770   Advanced Methods for Causal Inference from Data

Year 2 - Semester 2
PHDMAC750   Advanced Topics in Item Response Theory
PHDMAC780   Bayesian Psychometric Modelling

Year 3 - Semester 1
PHDC760     Research Apprenticeship
PHDMA810    Seminar 1

Year 3 - Semester 2
PHDMA910    Dissertation Research
PHDMA820    Seminar 2

Year 4
PHDMA910    Dissertation Research (Continued from Year 3 - 3 Semesters)
DOCTOR OF PHILOSOPHY (PH.D.) IN EDUCATION: MEASUREMENT & ASSESSMENT

Course Descriptors
GRADUATE CATALOG 2018-2019

DOCTOR OF PHILOSOPHY (PH.D.) IN EDUCATION: MEASUREMENT & ASSESSMENT

DOCM730 Quantitative Research Methods (3 credits, 45 hours)

This course will prepare students to undertake quantitative research in education. Students will gain an understanding of the nature of quantitative research designs; major worldviews on and methods of doing quantitative research, including their assorted rationales, strengths, weaknesses, and applications. Students will also gain skills in designing, conducting, interpreting, and reporting quantitative research. Specifically, this course, using a combination of formal lectures, in-class activities, and discussions about course readings, will provide a detailed introduction to three widely used quantitative research designs: correlational, experimental/quasi-experimental, and survey. Special attention will be paid to the underlying theory and assumptions of these three commonly used quantitative research designs. Hands-on practical sessions, employing IBM SPSS Statistics, will enable students to implement these powerful and versatile quantitative tools and techniques in the context of specific educational research applications.

PHDMAC710 Advanced Topics in Generalizability Theory (3 credits, 45 hours)

This course lays out the conceptual and statistical foundations of univariate and multivariate generalizability theory. It also provides a detailed coverage of advanced topics in univariate and multivariate generalizability theory. Beginning with single-facet designs, the course progresses through multi-facet universes and G-study designs and random effects D-study designs. Both crossed and nested designs are presented. Advanced topics covered include D-study procedures for situations involving restricted universes of generalization and sampling from finite universes; effects of hidden facets, stratified objects of measurement, cautions regarding reliability of groups means, conditional standard errors of measurement, universe score estimation, and comparison of generalizability theory with other measurement theories. Lab sessions will have students develop data analytic skills using the generalizability theory computer programs, such as GENOVA, urGENOVA, and mGENOVA.

PHDMAC720 Advanced Topics in Structural Equation Modeling (3 credits, 45 hours)

This course provides a comprehensive overview of advanced and special topics in structural equation modeling. The course covers advanced applications for the analysis of repeated measures data, including latent growth curve modeling; dynamic factor models for analysing complex time-lagged relations in a set of repeated measures; and latent state-trait models for partitioning stable and time-varying components of a construct measured repeatedly. The other advanced topics, such as CFA models for ordered categorical data; multilevel modeling in SEM; growth mixture modeling (GMM); and Bayesian SEM estimation, that are gaining attention and growing in popularity among applied and quantitative researchers are also covered in the course.

PHDMAC730 Advanced Topics in Multilevel Modeling (3 credits, 45 hours)

This course provides a comprehensive overview of multilevel models designed to deal with interactions between individual and contextual effects. Starting from exogenous microlevel data, individual effects are estimated first. Then, the estimated parameters are explained on the basis of characteristic features from the next higher hierarchical level. Point and interval estimators of the first and second hierarchical levels are derived. Regression estimation techniques (OLS, WLS, GLS) are described. There is also a presentation of Bayes estimation as well as full and restricted maximum-likelihood techniques for estimating variance and covariance components.
PHDMAC740 Advanced Topics in Rasch Measurement Theory (4 credits, 60 hours)

This course addresses the following topics: principles of invariant measurement, application of the principles of invariant measurement to rater-mediated assessments, description of the lens model for rater judgments, integration of principles of invariant measurement with the lens model of cognitive processes of raters, illustration of substantive and psychometric issues related to rater-mediated assessments in terms of validity, reliability, and fairness and discussion of theoretical and practical issues related to rater-mediated assessment systems. The course also covers extensions of the Rasch model, such as multivariate and mixture Rasch models and generalized Rasch models and presents the applications of these models in the fields of cognition and education.

PHDMAC750 Advanced Topics in Item Response Theory (4 credits, 60 hours)

This course provides an in-depth understanding of a wide range of item response theory (IRT) models such as dichotomous models, nominal and ordinal models, multidimensional and multicomponent models, models for response times, nonparametric models, models for nonmonotone items, hierarchical response models, and generalized models. The course also thoroughly reviews several applications of IRT to the daily practice of testing. In addition, the course offers a critical discussion of how IRT has advanced areas such as large-scale educational assessments, psychological testing, cognitive diagnosis, or the more general area of measurement of change.

PHDMAC760 Setting Standards on Educational Assessments (3 credits, 45 hours)

This course provides an in-depth treatment of modern standard setting methods. The course presents the state-of-the-art in contemporary thinking about the science and practice of setting performance standards. It reflects critically on what the future of standard setting theory and practice can, should, and might accomplish. The course provides the most current and forward-looking review of the major methods used for setting standards today, and methods that are likely to assume greater prominence in the years to come. Beyond merely describing each method, it provides a summary of research on the method and a critical appraisal of strengths, weaknesses, limitations, and recommendations for future research.

PHDMAC770 Advanced Methods for Causal Inference from Data (3 credits, 45 hours)

This course introduces advanced concepts and methods for causal inference from data. The course will introduce students to both the statistical theory and practice behind making causal inferences. Topics covered in the course include causal identification, the g-formula, potential outcomes, experiments, matching, regression discontinuity designs, g-estimation of structural nested models, causal mediation analysis, methods to handle unmeasured confounding, inverse probability weighting of marginal structural models, difference-in-differences, instrumental variables estimation, sensitivity analysis, dynamic causal inference, and more. The course will draw upon examples from social sciences.
PHDMAC780 Bayesian Psychometric Modeling (4 credits, 60 hours)

This course provides a thorough and comprehensive overview of Bayesian psychometric modeling. It presents a unified Bayesian approach across traditionally separate families of psychometric models. It shows that Bayesian techniques, as alternatives to conventional approaches, offer distinct and profound advantages in achieving many goals of psychometrics. This course explains both how to perform psychometrics using Bayesian methods and why many of the activities in psychometrics align with Bayesian thinking. The course starts with simple models and then builds from them to develop more complicated models. Throughout the course, procedures will be illustrated using examples primarily drawn from educational assessments. The course will use the WinBUGS software package.

PHDC760 Research Apprenticeship (6 credits, 90 hours)

The purpose of this course is to provide students with practical experience in preparing a research proposal that is suitable for ethical approval. The student will be required to think about how the research project will be managed from the planning stage through to implementation, including the management of others in collecting data. Students will be required to complete the research project and prepare a research article of publishable quality that represents the findings of the study.

PHDMA810 Seminar 1 (3 credits, 45 hours)

This course is an advanced thematic seminar where students reflect on current research in education covering topics related to educational measurement and assessment. The purpose of this course is to provide an opportunity for students to actively engage in the evaluation of empirical research, literature reviews, and archival sources, and to consider the implications of research on educational practice. The synergy between research-transfer to practice and research motivated by practice-needs is highlighted with this format. There will be an emphasis on looking at the intersection of the various subfields in educational measurement and assessment research to redefine issues. The course encourages a wide exposure of approaches, views, and influences in education, by having an expert and/or practitioner in the field moderate each topic discussion. Students will be given the opportunity to develop ideas about topics and to communicate these ideas to both academic and diverse audiences.

PHDMA810 Seminar 2 (3 credits, 45 hours)

This course builds on early seminar work conducted in Seminar 1 and explores a wider range of educational measurement and assessment topics in depth. This course is an advanced thematic seminar where students reflect on current research in the field of educational measurement and assessment. The purpose of this course is to provide an opportunity for students to actively engage in the evaluation of empirical research, literature reviews, and archival sources, and to consider the implications of research on educational practice. The synergy between research-transfer to practice and research motivated by practice-needs is highlighted with this format. There will be an emphasis on looking at the intersection of the various subfields in educational measurement and assessment research to redefine issues. The course encourages a wide exposure of approaches, views, and influences in education, by having an expert and/or practitioner in the field moderate each topic discussion. Students will be given the opportunity to develop ideas about topics and to communicate these ideas to both academic and diverse audiences.

PHDMA910 Dissertation (18 credits, 270 hours)

Graduate students enrolled in the Ph.D. programs, who have successfully completed all the coursework will complete a dissertation as well as the comprehensive examination, and an oral examination. The dissertation will address educational issues or educational needs derived from a literature review, experience, practice or other sources. It is an original and independent piece of research in the area of specialization, which will make a significant contribution towards existing knowledge or practice in the field of Education. Graduate students are guided and supported by a Doctoral Dissertation Committee.
DOCTOR OF PHILOSOPHY (Ph.D.) IN SPECIAL EDUCATION
GOALS AND OUTCOMES

Ph.D. IN EDUCATION: SPECIAL EDUCATION GOALS

The Doctor of Philosophy in Education: Special Education aims at:

1. Preparing innovative leaders in special needs education who will understand their critical role as agents of positive change in special education in UAE and beyond.
2. Developing, revising and implementing an effective personnel preparation program by focusing on identification and implementation of evidence-based practices and culturally-responsive teaching practices;
3. Educating graduates about the knowledge foundations supporting policies and practices in special education, and about the legal, ethical, and historical contexts that shape current discourses about policy and practice, in which the profession has developed.
4. Developing, implementing, analysing and disseminating high-quality research related to the unique needs of students with special and teachers in UAE schools; as well as, designing and implementing research studies that meet high-quality research standards.
5. Applying leadership skills in a variety of contexts (e.g., teaching in higher education, collaborating with school partners and involvement in professional organizations).
6. Preparing graduates to be competent and confident in the pursuit of sound and rigorous research within their chosen area of inquiry.
7. Offering quality research education that provides students with basic literacy required to understand, interpret, and appraise inquiry conducted within different genres.
8. Creating a context within which technical and conceptual foundations of research methods are learned and reinforced by an ongoing mentored research internship.
9. Enabling graduates to be competent in integrating the knowledge bases of special education, teacher, education, and related fields.
10. Preparing graduates to become effective communicators capable of and comfortable with intellectual exchange in professional forums and work settings.
11. Promoting and developing capacities for scholarly writing, including writing for professional journals and texts, and developing papers for conference presentations.

Ph.D. IN EDUCATION: SPECIAL EDUCATION OUTCOMES

On completion of the Doctor of Philosophy in Education: Special Education, the graduates will be able to:

1. Create new and significant knowledge in Special Education based on research which advances the current theoretical and conceptual foundations of the professional field of work and reflects a critical analysis, evaluation and synthesis of new and existing ideas.
2. Independently conceptualize, design, implement and adapt research processes in Special Education using highly developed and creative expert skills and analyse and evaluate data.
3. Demonstrate leadership skills in the development of new and creative approaches in Special Education that extend or redefine existing knowledge and/or theories, including responding with substantial authority and autonomy to the development of new ideas and processes in challenging novel learning context accounting for overall governance of processes and systems.
4. Demonstrate highly developed and expert communication skills to present, explain and/or critique highly complex and diverse matters to a wide range of audiences including university students, specialist academics, peer specialist/experts and/or professional audiences with regard to Special Education.
5. Manage highly complex and diverse special education ethical issues in a culturally sensitive manner with a focus on maintaining ethical and professional standards and leading to informed, fair and valid judgments for policies, practice and individuals.
6. Reflect critically on personal and professional practice that leads to contributions to professional knowledge, ethics and practice in unfamiliar and unpredictable contexts in Special Education.
PH.D. IN EDUCATION: SPECIAL EDUCATION

ADMISSION REQUIREMENTS

Admission to the PhD in Educational in Special Education program is open to interested individuals provided they meet the following criteria:

1. Hold a Master’s degree from an accredited University or have a foreign qualification, which has received equivalence from the Ministry of Education in the UAE.
2. The Bachelor’s or Master’s degree should be in the education field (see details below*)
3. A minimum cumulative grade point average of 3.0 on a 4.0 scale for the Master’s degree
4. Research experience (i.e. methods course, project, research work experience, or other relevant).
5. Hold a current International English Language Testing System (IELTS) score of 6.5 or equivalent (TOEFL IBT or Pearson PTE Academic or EmSAT) or higher.

In addition to the minimum qualifications stated above, candidates will be required to pass an admission interview.

*Candidates holding degrees in education-related areas: behavioral, science, humanities, with teaching experience or working with individuals with special needs are encouraged to apply. Preference will be given to applicants with one of these backgrounds, with a strong interest in applying research methods to educationally- or clinically-relevant questions.

ECAE allows students to be readmitted to the Ph.D. in education: Special Education program provided they have not exceeded the completion period for the program. The exception to this is where the student withdrew from the program within the first two weeks.

GRADUATION REQUIREMENTS

In order to graduate as a Doctor of Philosophy (Ph.D.) in Education, students will have to complete 60 credits in total and successfully pass the qualifying examinations and Dissertation Defense. The 60 credits will constitute the following requirements:

- 30 credits core courses
- 6 credits in the Research Apprenticeship
- 6 credits in the Doctoral Seminar
- 18 credits associated with the Dissertation

COMPLETION PERIOD

ECAE will require all students to complete their program of study within seven (7) years of first enrolling on the program unless they withdrew from the program within the first two weeks of the program (see applicable withdrawal and re-admission policy). In exceptional circumstances a program extension may be granted for one year beyond the anticipated graduation completion date at the discretion of the Vice Chancellor. For quality assurance purposes the courses that need to be completed must be current and active.

COMPLETION LETTER

You will receive a letter of completion at the end of your final semester providing you have met the graduation requirements. This letter can be used to apply for employment before you have formally graduated from the program.

GRADUATION

The final graduation certification will be given to you at the graduation ceremony. The graduation ceremony will take place at a date recommended by the Vice Chancellor and approved by ECAE’s Board of Trustees.

For further details of academic policies related to the Doctor of Philosophy please refer to the Registration Department.
PH.D. IN EDUCATION: SPECIAL EDUCATION

An Overview of the Program Structure

THE DOCTOR OF PHILOSOPHY (PH.D.): IN EDUCATION: SPECIAL EDUCATION

The Doctor of Philosophy in Education: Special Education is a degree designed for individuals who seek advanced and highly specialized knowledge in the areas of special education and research. The Ph.D. in Special Education is a unique program in the UAE with its depth and breadth of coursework designed to support people of determination. The program offers challenging coursework grounded in the field’s most current research and methodologies.

Year 1 - Semester 1

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PHDSE1</td>
<td>Advanced Studies of Individuals with Exceptionalities</td>
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<tr>
<td>DOCM720</td>
<td>Qualitative Research Methods</td>
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Year 1 - Semester 2

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<tr>
<td>PHDSE2</td>
<td>Educational Regulations for Special Education: Policies and Practices</td>
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<tr>
<td>PHDSE4</td>
<td>Transition in Special Education: Theory, Design, and Collaboration</td>
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<tr>
<td>PHDSE7</td>
<td>Educational Neuroscience: Typical and Atypical Function</td>
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Year 2 - Semester 1

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<td>PHDSE3</td>
<td>Special and Inclusive Education: Theory, Curriculum, and Pedagogy</td>
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<tr>
<td>PHDSE5</td>
<td>Assessment, evaluation, and program planning in special education</td>
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Year 2 - Semester 2

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<td>Single Subject Research Design in Special Education</td>
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<td>PHDSE7</td>
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Year 3 - Semester 1

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<td>PHDC760</td>
<td>Research Apprenticeship</td>
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<td>DOCC750</td>
<td>Seminar 1</td>
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Year 3 - Semester 2

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<td>PHDSE8</td>
<td>Assessment, evaluation, and program planning in special education</td>
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<td>DOCC760</td>
<td>Seminar 2</td>
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<td>Dissertation Research</td>
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Year 4

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DOCTOR OF PHILOSOPHY (PH.D.) IN SPECIAL EDUCATION

Course Descriptors
DOCTOR OF PHILOSOPHY (PH.D.) IN EDUCATION:
SPECIAL EDUCATION

PHDSE1 Advanced Studies of Individuals with Exceptionalities (3 credits, 45 hours)

This course is designed to provide students with the opportunity to achieve a systematic mastery of special education and the laws, both locally and internationally, through the lenses of special education and educational neuroscience. Students will be able to extend and redefine existing knowledge from special education and place it in the context of the UAE. Students will analyze and synthesize current research and develop a deep and overarching knowledge of the field. Additionally, students will analyze, evaluate and make recommendations to the state of special education world-wide and in the region.

DOCM720 Qualitative Research Methods (3 credits, 45 hours)

The purpose of this course is to provide students with the knowledge and skills necessary to become informed readers of qualitative research papers in the professional literature, develop skills in collecting qualitative data. Students will also be prepared to choose appropriate qualitative methodologies and methods for conducting research in order to design a research project to address a specific research question or line of inquiry. The Qualitative Research Methods course focuses on developing essential knowledge and skills in the perspectives, methodologies and methods used in qualitative research in education. The course begins by examining the epistemological positions of objectivism and constructionism and the theoretical perspectives of positivism and interpretivism. Ethical issues relating to qualitative research in education are explored. The course examines the process of writing a literature review and then focuses on four qualitative research methodologies relevant to education research: case study, action research, ethnography, and discourse analysis. Various data collection methods are examined, including interviews, group discussions and observations, and different types of data including field notes, text and images are investigated. The course then focuses on the processes of analysing and interpreting data, and reporting and disseminating the findings.

PHDSE2 Educational Regulations for Special Education: Policies and Practices (3 credits, 45 hours)

This course is designed to provide students with a comprehensive and overarching knowledge of specific local, regional and international educational regulations and policies in special education that affect and provide direction for students, teachers, and administrators. Doctoral students will become experts in local educational regulations and policies. They will develop a deep and broad knowledge base of regional and international regulations and policies of special education. Additionally, students will develop, analyze and present educational regulations, policies and procedures that reflect current inclusive trends in special education. Dimensions of leadership within the context of inclusive settings will be emphasized.

PHDC710 Educational Neuroscience: Typical and Atypical Function (3 credits, 45 hours)

This course explores current issues in Educational Neuroscience and Behavior by looking at typical and atypical function, including learning difficulties. Foundational areas of neuroscience, such as brain anatomy and brain mapping techniques, and their application to education are explored. Students will develop a critical understanding of brain anatomy, mechanisms, and cognitive function, in the context of educational neuroscience, incorporating individual differences, group differences, and ethical issues. Links between neuroscience and education are approached from different viewpoints, with the purpose independently developing educationally-relevant questions that can be addressed with brain-based techniques.

DOCM730 Quantitative Research Methods (3 credits, 45 hours)

This course will prepare students to undertake quantitative research in education. Students will gain an understanding of the nature of quantitative research designs; major worldviews on and methods of doing quantitative research, including their assorted rationales, strengths, weaknesses, and applications. Students will also gain skills in in designing, conducting, interpreting, and reporting quantitative research. Specifically, this course, using a combination of formal lectures, in-class activities, and discussions about course readings, will provide a detailed
introduction to three widely used quantitative research designs: correlational, experimental/quasi-experimental, and survey. Special attention will be paid to the underlying theory and assumptions of these three commonly used quantitative research designs. Hands-on practical sessions, employing IBM SPSS Statistics, will enable students to implement these powerful and versatile quantitative tools and techniques in the context of specific educational research applications.

**PHDSE3 Special and Inclusive Education: Theory, Curriculum and Pedagogy (3 credits, 45 hours)**

The course will provide students with opportunities to study the successful implementation of inclusive teaching practices in regular education classrooms. The course will discuss inclusion approaches, contemporary strategies and techniques, and critically examine the process, models, educational policies and strategies proposed for the integration and inclusion of students with special needs into the regular classroom. The course will use a case method approach to facilitate the acquisition of research-based approaches for planning and delivering instruction in inclusive classrooms. More specifically, the course will examine the theoretical foundation of inclusive education, research related to implementation, research related to inclusive education, whole-school change models of inclusive education including response to intervention and universal design for learning, controversies surrounding inclusion; and considerations and reservations concerning inclusion of specific disability populations and age groups.

**PHDSE4 Transition in Special Education: Theory, Design, and Collaboration (3 credits, 45 hours)**

This course is designed to provide doctoral students with a comprehensive and overarching knowledge of the theory of transition, the advanced skills to support students with disabilities, parents and teachers as those students transition home to school, within schools and from specific educational settings to the work place. Doctoral students will design and develop innovative, culturally sensitive and educationally appropriate transition plan model and strategic plan. Doctoral students will become the regional experts in planning and implementation. Emphasis is on successful professional collaboration and effective relationships in educational transition and support of stakeholders.

**PHDSE5 Assessment, Evaluation, and Program Planning in Special Education (3 credits, 45 hours)**

This course is designed for students to gaining advanced knowledge, skills, and dispositions in assessment and evaluation of special education. This course reviews policy and research implications that promote recommended practice in assessment and evaluation, which emphasizes the connection between curriculum-based assessment and curriculum-based programming. A wide variety of formal and informal assessment instruments and strategies in the education of learners with special needs will be presented and discussed. In addition to developing the IEP, program planning and Instructional process appropriate to facilitate the inclusion of learners with disabilities into general education settings, including pre-referral intervention, the course prepares students to provide direction and leadership in the selection, development, and implementation of unbiased assessment and evaluation procedures.

**PHDSE6 Single-Subject Research Design (3 credits, 45 hours)**

This course offers advanced instruction on single-subject research design for special education. The course will focus on the development and evaluation of educational and behavioural interventions using single-subject research methodology for students with special educational needs. Students will ascertain knowledge to synthesize and evaluate the fundamental concepts of single subject research design, such as Agreement/Reliability, Validity, Visual Analysis, and Statistical tests. Preceding research will be analysed, critiqued, and reflected upon by students preparing them to develop and plan future research incorporating single subject research methodology. Students will expand their aptitudes of single-subject research through behavioural observation and data collection, designing studies, evaluating data, and promulgating research conclusions.

**PHDSE7 Inquiry in Special Education (3 credits, 45 hours)**

During this course, students will critically analyze, synthesize, and evaluate existing research in special education. This
course explores special education trends and issues that have been faced within the UAE. Students will reflect upon these issues and interpret them in the context of national and international research. Additionally, this course analyses and critiques topics in the current literature including policy, standards, roles of a leader, inclusion and ethical inquiry in the field of special education.

**PHDC760 Research Apprenticeship (6 credits, 90 hours)**

The purpose of this course is to provide students with practical experience in preparing a research proposal that is suitable for ethical approval. The student will be required to think about how the research project will be managed from the planning stage through to implementation, including the management of others in collecting data. Students will be required to complete the research project and prepare a research article of publishable quality that represents the findings of the study.

**DOCC750 Seminar 1 (3 credits, 45 hours)**

This course is an advanced thematic seminar where students reflect on current research in education covering topics related to ethics, educational technology, educational policy and practice, and educational neuroscience. The purpose of this course is to provide an opportunity for students to actively engage in the evaluation of empirical research, literature reviews, and archival sources, and to consider the implications of research on educational practice. The synergy between research-transfer to practice and research motivated by practice-needs is highlighted with this format. There will be an emphasis on looking at the intersection of the various subfields in education research to redefine issues. The course encourages a wide exposure of approaches, views, and influences in education, by having an expert and/or practitioner in the field moderate each topic discussion. Students will be given the opportunity to develop ideas about topics and to communicate these ideas to both academic and diverse audiences.

**DOCC760 Seminar 2 (3 credits, 45 hours)**

This course builds on early seminar work conducted in Seminar 1 and explores a wider range of topics in depth. This course is an advanced thematic seminar where students reflect on current research in education covering topics related to ethics, educational technology, educational policy and practice, and educational neuroscience. The purpose of this course is to provide an opportunity for students to actively engage in the evaluation of empirical research, literature reviews, and archival sources, and to consider the implications of research on educational practice. The synergy between research-transfer to practice and research motivated by practice-needs is highlighted with this format. There will be an emphasis on looking at the intersection of the various subfields in education research to redefine issues. The course encourages a wide exposure of approaches, views, and influences in education, by having an expert and/or practitioner in the field moderate each topic discussion. Students will be given the opportunity to develop ideas about topics and to communicate these ideas to both academic and diverse audiences.

**PHDD910: Dissertation Research (18 credits, 270 hours)**

Graduate students enrolled in the Ph.D. programs, who have successfully completed all the coursework as well as the comprehensive examination, will complete a dissertation, and an oral examination. The dissertation will address educational issues or educational needs derived from a literature review, experience, practice or other sources. It is an original and independent piece of research in the area of specialization, which will make a significant contribution towards existing knowledge or practice in the field of Education. Graduate students are guided and supported by a Doctoral Dissertation Committee.
ACADEMIC INFORMATION
ACADEMIC INFORMATION

APPLYING TO ECAE

Inspire your peers to join you in becoming an educator of tomorrow’s youth.

APPLYING FOR ADMISSION

Students who would like to become an educator of tomorrow’s youth should contact the College Registration Department. The staff in the Registration Department guide applicants through the process and the application form should be completed online. Students are encouraged to submit their applications early in order to be assured of a place although applications will be considered up to the start of the semester for the program.

ADMISSION PROCESS

ECAE will review applications against the Admissions Requirements for the graduate program. If the applicant has already met the requirements then the Head of Registration will invite the applicant to an interview. Where the applicant’s results are just below the program Admissions Requirements, the Head of Registration will review the application with a view to inviting the applicant to discuss with the College faculty whether they can be supported into the program.

ADDITIONAL INFORMATION

Please contact the College Admissions Contact Center on 800 5555 where the personnel will provide you with information about the College. Applicants can also go directly to ECAE’s website or call the Admission Office on 02 5099 999 between the hours of 8am to 4pm.
ACADEMIC INFORMATION

TRANSFER CREDIT

Students who have studied a similar program or part of a program at another tertiary education institution may be able to gain credit towards the program at ECAE. This is known as Transfer Credit and like all other institutions, ECAE recognizes previous study provided it was taught at post-secondary level or at the appropriate graduate level, is comparable to the relevant ECAE course or program, and was delivered within the last two years. There are some restrictions on the amount of credit that can be awarded:

> Transfer Credit is limited to less than fifty percent of the total credit hours required in the program.
> A maximum of three hours of Transfer Credit will be allowed for a Practicum course.
> Transfer Credit into the postgraduate program will only be awarded if the applicant has successfully completed a Bachelor degree in a school specialization field, has achieved a minimum grade of B in the relevant course and has achieved a CGPA of 3.0 or above from their previous College or ECAE.
> Transfer Credit courses are not awarded Grade Point Average (GPA) credit and have no effect on the ECAE GPA.
> Transfer Credit will not replace a grade earned for a course taken at ECAE.
> Transfer Credit is not accepted for non-credit bearing courses earned at the previous institution.

WITHDRAWING FROM THE PROGRAM

ECAE recognizes that there are some occasions where students have to withdraw from academic life. Students who join ECAE and then have to withdraw can speak to the Program Chair and the Registration Department so that ECAE can explore opportunities to enable students to continue with their studies.

RETURNING AFTER WITHDRAWAL

ECAE welcomes returning students provided they have good academic standing and have not exceeded the time limits for completing the program.
ACADEMIC INFORMATION

This section of the Student Catalog provides information related to your studies and explains the grading system. It also explains how you can ensure satisfactory academic progress during the course of your studies.

INTERNSHIP

Students enrolled in postgraduate programs are required to undertake research projects or internship project.

ECAE’s Practicum and Internship Coordinator will allocate a school to the students. The school should be regarded as an extension of the College and it is important to make sure that students arrive on time and maintain ECAE’s standards for professional conduct. In particular, students should be aware that some schools have their own polices relating to professional dress. Students must follow these rules when conducting research project or when on practicum or internship.

Any student participating in the Internship who is seven or more months pregnant will have to bring a letter from their physician stating that they are able to take part in the Internship.

ASSESSMENT

The courses include continuous assessment throughout the semester which will help you prepare and monitor your progress in preparation for final coursework and/or examinations.

Assessments take a number of different forms including essay writing, projects, presentations and reports. Some courses include a final examination and, where applicable, you will take this at the end of each course.

ASSIGNMENT DEADLINES

It is advisable to organize your time and have assignments in on time. However, if you have a valid reason for being unable to submit an assignment by the deadline, you can request an extension to the deadline by submitting a Late Submission Request Form. This is available from the Registration Department. You must complete and submit the form to your lecturer, along with valid and verifiable evidence in support of your request before the due date. If you submit the form after the due date, or if your request is approved but you are again late with your submission, the following penalties will apply:

The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the maximum mark applicable for the assessment item, for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than five days after the due date are awarded zero marks.

ABSENCE FROM AN EXAM

If you are absent from an examination, you must contact the Registration Department or the Program Chair before the start of the examination. On the first day you return to the College, you need to submit to the Registration Department valid and certifiable documentation supporting the reason for your absence. The Program Chair will then consider the circumstances and may give you the opportunity to make-up the examination. The dates and times for the make-up examination will be determined by the Program Chair.
ACADEMIC INFORMATION

ASSESSING ACHIEVEMENT

A university degree certifies that its holder has attained a measurable level of achievement as established by a recognized system of evaluation. Thus, the performance of each student in each course must be evaluated by the lecturer(s) responsible for the course. The courses include continuous assessment throughout the semester which assists students in preparing and monitoring their progress towards undertaking coursework and/or examinations. The coursework takes a number of different forms to give students practice across a range of different skills e.g. essay writing, project work, oral presentations, exams and also a combination of oral and written reports. Some courses include a final examination and these are normally taken at the end of each semester as shown in the academic calendar at the end of this publication.

The weight accorded to the various elements is at the discretion of the academic department responsible for the course. At the beginning of a course, the lecturer will provide students with the detailed syllabus. The scheme cannot be altered without appropriate notice in writing.

ASSESSMENT SCHEDULE

In order to provide a manageable and balanced assessment load for students, the assessment schedule is fixed in advance for each semester, in consultation with Division Heads and Program Chair. The exam schedule is shown in the Academic Calendar contained within this publication and any amendments will be notified to students and published on ECAE’s internal Portal.

If students are absent from a mid-year or final assessment, they must contact the Registration Department or the Program Chair before the start of the assessment. On the first day they return to the College, they need to submit to the Registration Department valid and certifiable documentation supporting the reason for their absence. The Program Chair will then consider the circumstances and may give them the opportunity to make-up the assessment. The dates and times for the make-up assessments will be determined by the Program Chair.

LATE SUBMISSION OF ASSIGNMENTS

It is expected that students will hand in assignments/tasks on time, and a clear deadline will be given for each assignment. Due to special circumstances, an individual student may be allowed to submit an assignment at a later date, as agreed with the lecturer. Students need a verifiable excuse, and need to get approval for late submission from the lecturer before the due date.

An assessment item submitted after the due date, without an approved extension from the Lecturer or Program Chair, will be penalized. The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the maximum mark applicable for the assessment.
ACADEMIC INFORMATION

GRADING OF ASSESSMENTS

The academic achievement of the student is indicated by the following letter grades and descriptors. The points awarded to each grade are used in calculating the Grade Point Average (GPA).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Grade Points</th>
<th>Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 -100</td>
<td>4</td>
<td>Excellent achievement</td>
</tr>
<tr>
<td>A-</td>
<td>87 - 89</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>84 - 86</td>
<td>3.3</td>
<td>Good achievement</td>
</tr>
<tr>
<td>B</td>
<td>80 - 83</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>77 - 79</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>74 - 76</td>
<td>2.3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>70 - 73</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>67 - 69</td>
<td>1.7</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>D+</td>
<td>64 - 66</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60 - 63</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0 - 59</td>
<td>0</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Students who are unable to attend a final assessment or complete course work, due to valid and verifiable reasons, may receive a grade of Incomplete (I) for the course. An ‘I’ grade may only remain on the transcript for one subsequent semester after which time it must be converted to either a passing grade or a fail grade.

ACADEMIC PROBATION

Students will be placed on academic probation where it is identified that they need additional support. A probation notation will appear on their transcript and they will be assigned an academic advisor. The advisor will provide academic guidance, monitor their progress and make referrals to other College services if these are needed.

All graduate students must maintain a minimum 3.0 Cumulative Grade Point Average (CGPA). A student with a CGPA of less than a 3.0 at the end of the semester will automatically be placed on academic probation for the subsequent semester. During this time they must maintain satisfactory progress.

The student must achieve a CGPA of 3.0 or better in the subsequent semester in order to be removed from probation. If the CGPA at the end of a probationary semester remains below 3.0, or if the student continues to receive failing and/or unsatisfactory grades at the conclusion of the probationary term, the student may be suspended or terminated from the College.

RE-ASSESSMENT

Where students fail a course and receive an ‘F’ grade, they will be given the opportunity to undertake remedial classes and subsequently re-sit the assessment. The final grade awarded after a re-sit may not exceed a ‘C’ grade.

REPEATING COURSE(S)

Students will not be permitted to repeat a course where they have achieved a passing grade of A, B or C.

Where students receive a D or Fail a course and receive an F and also failed the re-sit (if applicable) they will be required to repeat the whole course. The Academic Dean may permit students to progress to the next level/year of study even though a course has been failed. However, the students will be required to complete the failed course in addition to any new courses they are undertaking if the timetables permits. If the course is a pre-requisite the student must achieve a passing grade in the repeated course before the grade can be awarded in the subsequent course. Students will only be permitted to repeat a failed course once.
GRADUATE STUDENT RIGHTS

ECAE will strive to ensure that students are treated fairly and respectfully and that they have opportunities to provide feedback on the learning and teaching they receive.

- Students will be treated fairly, equitably, professionally and respectfully by faculty, staff, visitors to the campus and other students.
- Students will receive professional and confidential advice from both faculty and Student Services.
- Students will have the right to participate in the governance of the College through consultative groups, committees and institutional research.
- Students will receive a Student ID Card which provides access to the campus building.
- Students will receive a library card which enables them to take books from the library.
- Students will be allocated a locker if required.
- Students will have the right to access all College facilities and services within the specified times and provided there are no disciplinary matters pending.
- Students will have the right to be allocated with an Academic Advisor to support them during their time with ECAE.
- Masters students will have the right to be allocated with a Research Advisor.
- Graduate students enrolled in the Ph.D. program are guided and supported by a Doctoral Dissertation Committee. Students can refer to the Doctoral Handbook Document for more details.
STUDYING AT ECAE

STUDENT RESPONSIBILITIES

> responsible for the proper completion of his or her academic program.
> responsible for ensuring they know the requirements for completion of the program as set out in ECAE’s Graduate Catalog.
> responsible for maintaining their attendance in accordance with the requirements of the College.
> responsible for adhering to the Code of Conduct as specified within the Student Handbook and ECAE’s Graduate Catalog.
> responsible for ensuring that the College has full and correct personal information along with any necessary documentation including: mobile number, address, guardian details (if appropriate).
> responsible for responding appropriately to ECAE communications via SMS and other means.
> expected to participate in campus and community life in a manner that reflects positively upon the student and the College.
> responsible for paying any relevant fees or reimbursing the College for damage etc. when they become due.
> responsible for treating faculty, staff, other students and guests to the campus professionally and with respect.
> expected to comply with the rules, regulations, policies and procedures of the College.
> responsible for making themselves aware of the rules relating to academic misconduct and the penalties involved.
> responsible for ensuring that they meet with their Academic Advisor on a regular basis.

DRESS CODE

ECAE students are expected to respect the cultural environment within which they live and study. Students are required to dress in a professional manner, consistent with formal business attire, UAE customs and traditions. Appropriate dress includes but is not limited to:

> UAE Nationals will observe official national dress.
> Expatriates will dress in a professional manner reflecting business attire.

Prohibited dress, includes but is not limited to the wearing any type of clothing that is tight-fitting, transparent or unsuitable for the work environment. If students are involved in an Internship ECAE’s Internship Coordinator will allocate a school to them. The school should be regarded as an extension of the College and students should be aware that some schools have their own policies relating to professional dress. Students must follow these rules when on Internship.
STUDYING AT ECAE

Students who have an ambition to become educators of future generations within the UAE are encouraged to join ECAE as the College is dedicated to assisting in achieving that goal. From the moment students arrive they are taught by dedicated professionals who have a ‘shared determination’ to ensure that they receive the highest education.

JOINING ECAE’S GRADUATE STUDENT COMMUNITY

Graduate students learn from academics who are authorities in their disciplines and who have close links with key employers. Students also benefit from the vast information resources and have access to state-of-the-art equipment. In addition, students have the opportunity to develop their academic abilities, personal qualities and transferable skills, such as problem solving, communication, critical thinking, confidence and team working skills.

ECAE believes that learning needs to be practiced and applied in a real situation. ECAE therefore offers a range of different modes of learning to help students develop the skills to direct their own learning, including:

> Lectures – sessions led by a lecturer, which provide the foundations of gathering information about the subject. Graduate students are also expected to engage in debates within seminars, discussions and presentations.

> Practicals or laboratories – hands-on sessions where students develop subject-related skills, particularly in science programs, in an appropriate environment.

> Independent Learning and research based activities – self-directed learning along with research based activities which are embedded in the learning community.

STUDENTS WITH SPECIAL NEEDS

Students with special needs that require special adjustments to be made, can submit an official documentation describing their needs and their requirements when applying for admission.

ACADEMIC YEAR

ECAE operates on a two semester academic calendar however for graduate students the College appreciates that flexibility is required to help graduate students meet their work commitments. The academic calendar will be flexible and the proposed calendar below is given as guidance only for academic year 2017-18:

Semester 1 August, 2018
Semester 2 January, 2019

Specific dates to be confirmed.
STUDYING AT ECAE

FEES AND FINANCIAL ASSISTANCE

Expat students are required to pay a non-refundable Registration Fee of 10% of the total tuition fee within 5 working days of receipt of their acceptance to ensure that they have a place on the program. Fees are paid as per the schedules below and payment must be received in the first week of the semester and no refund will be offered if the candidate withdraws after making the payment or after one week.

The registration fee will be deducted from the first semester fees.

Emirati students are eligible for complete fee waiver to attend the programs with no fees.

Postgraduate Diploma and Master’s Degree Programs

<table>
<thead>
<tr>
<th>Postgraduate Diploma:</th>
<th>School Evaluation and Improvement</th>
<th>AED 25,200</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Guidance and Counselling</td>
<td>AED 25,200</td>
</tr>
<tr>
<td></td>
<td>Applied Behaviour Analysis</td>
<td></td>
</tr>
<tr>
<td>Semester 1: Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2: Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>AED 50,400</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master of Education:</th>
<th>Educational Assessment</th>
<th>AED 37,800</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Curriculum and Learning Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applied Behaviour Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special and Inclusive Education</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>Week 1 of Semester 1 and Semester 2 (AED 18,900 in each semester)</td>
<td>AED 60,000</td>
</tr>
<tr>
<td>Year 2</td>
<td>Week 1 of Semester 1 and Semester 2 (AED 18,900 in each semester)</td>
<td>AED 60,000</td>
</tr>
<tr>
<td>Year 3</td>
<td>Week 1 of Semester 1 and Semester 2 (AED 18,900 in each semester)</td>
<td>AED 60,000</td>
</tr>
<tr>
<td>Year 4</td>
<td>Week 1 of Semester 1</td>
<td>AED 30,000</td>
</tr>
<tr>
<td></td>
<td>Week 1 of Semester 2</td>
<td>AED 29,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>AED 75,600</td>
</tr>
</tbody>
</table>

Students enrolled in Postgraduate diploma and Master’s degree programs will be charged for courses undertaken at a rate of AED 2,100 per credit.

Doctoral Degree Programs

<table>
<thead>
<tr>
<th>Ph.D. in Education:</th>
<th>Educational Neuroscience</th>
<th>AED 60,000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Measurement and Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>Week 1 of Semester 1 and Semester 2 (AED 30,000 in each semester)</td>
<td>AED 60,000</td>
</tr>
<tr>
<td>Year 2</td>
<td>Week 1 of Semester 1 and Semester 2 (AED 30,000 in each semester)</td>
<td>AED 60,000</td>
</tr>
<tr>
<td>Year 3</td>
<td>Week 1 of Semester 1 and Semester 2 (AED 30,000 in each semester)</td>
<td>AED 60,000</td>
</tr>
<tr>
<td>Year 4</td>
<td>Week 1 of Semester 1</td>
<td>AED 30,000</td>
</tr>
<tr>
<td></td>
<td>Week 1 of Semester 2</td>
<td>AED 29,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>AED 239,000</td>
</tr>
</tbody>
</table>

Students enrolled in the doctoral programs will be charged for courses undertaken at a rate of AED 3,990 per credit.

Student who submit their dissertation:
> within 5 years of enrollment will not be required to pay any additional fees.
> within 6 years of enrollment will be required to pay an additional AED 10,000.
> within 7 years of enrollment will be required to pay an additional AED 20,000.

Please note that textbooks, photocopying, personal stationery items and other incidental costs are not included in the tuition fees.
STUDENT CONDUCT

ACADEMIC HONESTY

ECAE takes academic honesty very seriously and expects all students to adhere to high standards of integrity in all academic work. Academic dishonesty includes cheating and plagiarism. All alleged incidents of academic dishonesty, in both assessed work and examinations, are investigated. Students proven to have been involved in academic dishonesty are subject to serious disciplinary action and will be dealt with accordingly. The College has the discretion to apply a range of penalties, from a failed grade to academic suspension or dismissal from the College as per the Academic Honesty policy. The following section provides information on the kinds of behaviors that will not be tolerated in the College.

CHEATING

Cheating is defined as using, or attempting to use, in any academic exercise, materials, information, study aids, or electronic data that the student knows, or should know, is unauthorized. Cheating includes, but is not limited to, the following:

> Bringing and/or using unauthorized material (written, printed, electronic, or any other format) to the examination room
> Taking an exam for someone else and/or using another individual’s identity to gain access to the examination room
> Copying work from another student’s exam paper
> Obtaining a copy of the examination questions prior to the assessment or allowing your identity to be used for this purpose
> Talking with, or providing assistance to, another student during an examination
> Removing assessment materials, worksheets or test questions from the examination room
> Distributing any assessment materials or worksheets from the examination
> Unauthorized assistance from others in any academic exercise, including papers and homework assignments
> Submission of the same work for more than one course without the authorization of the lecturers
> Submission of another student’s work as your own

PLAGIARISM

Plagiarism is taking the ideas and/or the expression of another person representing them as one’s own. Plagiarism is a form of cheating and is considered to be an act of gross misconduct, whether done accidently or intentionally. You are always expected to submit your own work. Plagiarism includes, but is not limited to, the following:

> Using published work without referencing (the most common)
> Copying previously submitted coursework (e.g. assignments, projects, etc.)
> Collaborating with any other person when the work is supposed to be individual
> Taking another person’s computer file/program
> Submitting another person’s work as one’s own
> Using an unacknowledged material published on the web
> Using a writing service or pay someone to provide the work, or write some of all of the work
> Copying another student’s results

If you are not sure whether you are plagiarizing the work of others, you should seek advice from the faculty or other academic staff. It is the College’s policy that electronically submitted coursework produced by students is regularly submitted to suitable plagiarism-detection software for the identification and analysis of possible plagiarism.

ECAE considers plagiarism to have occurred if the plagiarism score is equal to or greater than fifteen (15) percent.
PLAGIARISM PENALTIES

1 Students that submit coursework items that achieve a plagiarism score equal to, or greater than, fifteen (15) percent as judged by the lecturer/division head and the Program Chair are considered to have plagiarized. As such, in the first instance of plagiarism, the decision will be made at the program level. In the next two instances, a Disciplinary Committee will be convened, consisting of:
   a. Committee Chair: Senior faculty member
   b. Head of Student Services
   c. Program Chair

2 The Committee will consider all pertinent evidence against the student, such as witness testimony, documentation, etc. The student will also be given the opportunity to present evidence and answer the questions of the Committee.

3 The student may take a fellow student, guardian or other competent person to support them during the Disciplinary Committee Meeting. The supporting person may not speak on behalf of the student, but may ask questions and seek clarification on behalf of the student.

4 The Committee will consider all the facts and make recommendations within three (3) working days of the meeting. The Committee decision will take the form of one of the following:
   a. Disciplinary action not warranted: no further action and a record placed on the student’s file
   a. Disciplinary action warranted and appropriate actions to be taken
      i. Failed grade for the assignment or the course
      ii. Suspension from the College (academic and non-academic reasons)
      iii. Dismissal from the College for academic failure
      iv. Other

5 The student will be notified of the outcome of the Disciplinary Committee hearing within ten (10) school days of the hearing. When disciplinary action has been advised, the student will be advised of the right to appeal.

6 A record of any disciplinary action will be maintained by the College in the student’s file.

7 If the student wishes to contest the Committee’s decision, they may do so through the appeals process. A copy of the appeals process is available on the portal and can be provided to the student concerned. The student will then be informed of the outcome of the appeal in line with the procedural requirements. A record of the appeal and outcome will be added to the student’s file.

PENALTIES FOR ACADEMIC DISHONESTY

<table>
<thead>
<tr>
<th>Instance</th>
<th>Action</th>
<th>Minimum Penalties</th>
</tr>
</thead>
<tbody>
<tr>
<td>First instance of academic dishonesty</td>
<td>Faculty member notifies the division head and program chair and applies the penalty</td>
<td>Student receives a zero (0) for the assignment</td>
</tr>
<tr>
<td>Second instance of academic dishonesty</td>
<td>Faculty member notifies the division head and program chair and applies the penalty</td>
<td>Student will re-sit the course according to the policies and procedures.</td>
</tr>
<tr>
<td>Third instance of academic dishonesty</td>
<td>Faculty member notifies the division head and program chair. The program chair convenes the Academic Disciplinary Committee</td>
<td>Increased severity of sanctions as explained in the policy and procedures.</td>
</tr>
</tbody>
</table>
RESOLVING ISSUES
RESOLVING ISSUES

The College is conscious that from time to time issues may arise and a student may be unhappy about some aspect of life at the college but they don’t know how to resolve it. ECAE has therefore developed a grievance procedure which provides guidance to students on how to resolve grievances informally and also how to escalate the issue through more formal channels.

Similarly there are times when ECAE may have to discipline students for behavior or conduct. We do however want to do this in a fair and transparent manner so again we have published a disciplinary procedure which guides students through the process from the informal stages through to the more formal stages. In some circumstances however the College may have to initiate the formal process for serious breaches of ECAE rules and regulations, or where the safety of other students is concerned. All students are afforded the right of appeal against decisions taken where they have a grievance or are the subject of disciplinary action.

GRIEVANCE PROCEDURE

Stage 1: Informal Resolution

Students who have a grievance in relation to some aspect of their academic or non-academic life at the College should first seek assistance from either their Student Services Counselor (non-academic complaints/grievances) or Academic Advisor (academic complaints/grievances other than grade appeals). Where students have concerns about raising the matter with their Counselor/Academic Advisor they may direct the grievance to another member of Student Services (non-academic) or their Lecturer.

In most cases, the matter will be considered resolved at this informal stage. However, if at the end of the informal stage the student is still not satisfied he/she may take the matter further progressing to Stage 2 of the Grievance Procedure.

Stage 2: Formal Resolution

Where the matter has not been resolved to the student’s satisfaction at Stage 1 of the Grievance Procedure and he/she wish to take the matter further, the student should take the following steps.

The student should submit in writing a detailed account of the reason for their grievance. The student should provide as many details as possible about the matter, but must include:

> a summary of the issue
> the actions which have been taken thus far
> why they are still dissatisfied, and
> what they consider a satisfactory solution.

The student must submit a copy of the account to the Head of Student Services (non-academic grievances) or Program Chair (academic grievances). The submission must be received within two weeks of the completion of Stage 1 of the Grievance Process.
RESOLVING ISSUES

The Head of Student Services or Program Chair (as appropriate) will discuss the grievance with the student within one week of receipt of the grievance. They will try to establish whether the grievance has foundation through further investigation if necessary. In most cases the matter will be considered resolved at this stage. If however the student is still dissatisfied they may proceed to Stage 3 of the Grievance Procedure.

Stage 3: Formal Resolution

Where the matter has not been resolved to the student’s satisfaction at Stage 2 of the Grievance Procedure and they wish to take the matter further, the student should take the following steps. The student should notify the Academic Dean in writing, stating the reason for the grievance, why they consider it has not been suitably resolved and confirming that they wish to pursue the grievance further.

The Academic Dean will then form a Grievance Committee who will consider all evidence presented by all parties; they may also interview individuals to gain further insight into the issue. The meeting proceedings including the discussion of evidence provided will be recorded, but will be held in confidence to protect the identity of those involved. The meeting record will only be used should the student decide to appeal the decision of the Committee.

The Committee will issue its decision in writing within five days of the committee meeting. The decision may be one of the following:

- Grievance upheld.
- Grievance rejected.

Where the grievance is upheld and another student or employee has been found to have acted inappropriately the Committee can recommend that the relevant disciplinary procedure be applied to the student or employee.

Stage 4: Appeal

If either party wishes to appeal the decision of the Committee, an appeal can be made to the Vice Chancellor. Appeals may only be considered where the decision of the Grievance Committee was demonstrably unfair or unjust. The student must submit a notice of appeal to the Vice Chancellor’s Office within five working days of the committee decision in order to be considered. The Vice Chancellor will review the appeal and determine whether it (a) meets the criteria for an appeal and (b) was submitted within the prescribed timeframe.

Where the criteria and/or timeframe are not met the student will be notified that the matter will not be considered further. This decision will be final and no further discussion will be entered into on the matter. However, where the criteria and timeframe are met the Vice Chancellor, after reviewing all the evidence, will make a final and decision on the grievance and this will be conveyed to those concerned within five working days. The decision of the Vice Chancellor will be final and there will be no further appeal. All records pertaining to the grievance will be retained by the Registration Department on the student’s file.
RESOLVING ISSUES

DISCIPLINARY PROCEDURE

Stage 1: Informal Disciplinary Process

ECAE tries, wherever possible, to resolve disciplinary issues in an informal manner. However, for serious or gross misconduct this informal stage will be omitted.

Academic Disciplinary Issue

Where a student’s academic behavior or conduct is considered to be inappropriate this will be raised with the student’s Academic Advisor/lecturer. The Academic Advisor/lecturer will discuss the matter informally with the student. The Academic Advisor/lecturer and student should agree any corrective action required and the student should be given the opportunity to improve his/her conduct and/or behavior.

The Academic Advisor/lecturer will make a record of the discussion and the agreed action and this will be placed in the student’s file. No disciplinary actions may be taken against the student at this stage.

Non-academic Disciplinary Issue

Where a student, employee or stakeholder wishes to make a complaint about the behavior or conduct of an ECAE student they should discuss the matter with a member of the Student Services Department.

The member of the Student Services Department will discuss the matter informally with the student. Where the behavior and/or conduct is judged to be inappropriate, the member of the Student Services Department will agree any corrective action required. The student should be given the opportunity to improve or change his/her conduct and/or behavior. The member of the Student Services Department will make a record of the discussion and the agreed action and this will be placed in the student’s file. No disciplinary actions may be taken against the student at this stage.

The member of staff or faculty will monitor the behavior and conduct of the student and, provided a positive change is noted, the matter will be considered resolved.

Stage 2: Formal Disciplinary Process

Where the student’s behavior and/or conduct does not improve; or in the case of serious/gross misconduct a more formal disciplinary process will be initiated. In extreme cases the student may be subject to summary dismissal or suspension pending a formal hearing and this decision will be taken by the Vice Chancellor.

The student’s behavior and/or misconduct must be referred by either The Head of Student Services or the Program Chair to the Dean (Academic) who will ensure that Stage 1 has been followed (if appropriate). Where the Dean (Academic) determines that the matter should be dealt with formally he/she will establish a Disciplinary Committee. The Committee will consider all pertinent evidence against the student such as witness testimony, documentation etc. The student will also be given the opportunity to present evidence and answer the questions of the Committee.
RESOLVING ISSUES

The student may take a fellow student, guardian or other competent person to support them during the Disciplinary Committee Meeting. This person may not speak on behalf of the student, but may ask questions and seek clarification on behalf of the student.

The Committee will consider all the facts and will notify the Academic Dean of its recommendations within three working days of the meeting.

The Committee decision will take the form of:

- Disciplinary action not warranted: no further action and a record placed on the students file.
- Disciplinary action warranted and appropriate actions to be taken:
  - Academic probation.
  - Suspension from the College (academic and non-academic reasons).
  - Dismissal from the College for academic failure.
  - Dismissed from the College for a non-academic infringement.

*In extreme cases the Committee may place a registration hold against the student but this will only be applied after the period of appeal has expired.*

The student will be notified of the outcome of the Disciplinary Hearing within ten days of the hearing and where Disciplinary Action has been advised, the student will be advised of their right to appeal.

A record of any disciplinary action will be maintained by the College in the student’s file.

Stage 3: Appeal

Students wishing to appeal a disciplinary action must submit an appeal notification to the Dean (Academic) within five days of the disciplinary action. This appeal notification must detail the following:

- The grounds for the appeal.
- A detailed explanation of why the student believes the final decision was unfair or unjust.
- Any other information pertinent to the disciplinary decision, and the student’s behavior and conduct.

The Vice Chancellor will consider the evidence presented in the student’s appeal and will review the record of the Disciplinary Committee. He/she may also re-interview witnesses and the committee members as well as the students. The Vice Chancellor will consider the appeal and make one the following determinations within ten days of receipt of the appeal, and the decision will be notified to the student in writing.

- Appeal upheld no disciplinary action was warranted: On the basis of the facts presented the disciplinary action taken was not warranted and the decision is overturned with no further action against the student.
- Appeal upheld the disciplinary action was not the appropriate action: The action taken was disproportionate to the offence but disciplinary action was warranted. The Vice Chancellor will refer the matter back to the Disciplinary Committee for review.
STUDENT SUPPORT

STUDENT SERVICES OFFICE

The Student Services Office is the primary contact for general matters relating to current students. The Office is open from 8:00 am to 4:00 pm. Student Services support is extended for evening classes accommodated by operating on a shift basis.

THE LIBRARY

The Library is open to all ECAE students and staff from 8:00 am to 6:00 pm on Sunday, Tuesday and Wednesday, and 8:00 am to 4:00 pm Monday and Thursday. It contains a variety of resources to help you in your studies.

Library staff are available to guide you in finding the resources you need to help you in your studies. In addition, the Library holds a large range of resources for you:

> The General Collection holds most of the books to support your studies as well as a selection of general interest materials and fiction in both English and Arabic.

> The Reference Collection includes general and subject dictionaries, encyclopedias, yearbooks, directories and atlases. These items are for in-Library use only.

> The Journal Collection contains print journals that ECAE subscribes to. These range from educational research journals through to journals full of ideas for lesson plans to kids magazines. ECAE also has many online journals available in the Library databases and you can borrow back issues of our print journals as well.

WRITING CENTER

ECAE offers a writing center specifically to support students in their academic writing. The center will run workshops and provide dedicated support.

ADDITIONAL SUPPORT

ECAE works closely with students, monitoring their progress to ensure that program goals are being met. Where the need for additional support is identified, ECAE will tailor the solutions to put in place plans and additional learning opportunities to help students achieve their full potential.

The College’s Student Services team of advisers and faculty provide study skills support. All registered students are welcome at workshops, where they can get advice on essay writing, effective reading techniques, note-making skills and preparation for exams.
STUDENT SUPPORT

INFORMATION TECHNOLOGY

ECAE provides a technology rich environment for teaching and learning. All classrooms are equipped with multimedia, audio visual and LCD Interactive screen technologies. While at the College, students are exposed to a range of innovative interactive technologies and online learning platforms. All students at ECAE have access to the campus-wide wireless network. The College also has a number of computer labs, including i-mac laboratory, virtual interactive classrooms, and workstations in common areas which students are be able to access.

OTHER SERVICES FOR STUDENTS

Students can find out more information about the wide range of student services on campus from the Student Service Team. Whether students want to grab a bite to eat, see a nurse, get a new Student ID card or talk to a career adviser, ECAE’s staff are always available.

STUDENT FEEDBACK

Once students have started their studies ECAE believes it is important to get their feedback on how things are progressing. Whether it be through the Student Representative Council, representation on ECAE committees or just by speaking to their lecturer – feedback is valuable and helps to improve the quality of the education received at ECAE.
STUDENT SUPPORT

CAREER PLANNING

ECAE wants students to be a success both now and in the future, that’s why the College offers support to help students in their future career.

As well as working towards achievement of their program, students need to develop their employability skills. ECAE’s programs have these skills embedded within the learning but there is more students can do, and the College supports them in doing it. ECAE provides support through training and coaching workshops e.g. on Curriculum Vitae (CV) writing, interview skills, presentation skills and much more.

OUR CAREER SERVICE

Most graduate students on entering ECAE already have employment or know they want to further their career in education. ECAE works closely with ADEK and other stakeholders to help find positions for College graduates.

Future generations will be living in a world that is very different from that to which we are accustomed. It is essential that we prepare ourselves and our children for that new world.

His Highness Sheikh Zayed Bin Sultan Al Nahyan
ORGANIZATIONAL STRUCTURE

Board of Trustees

Vice Chancellor

Academic
- Academic Programs and Research
- Academic Support
- Library

Support Services
- Information Technology
- Human Resources & Facilities Management
- Finance
- Procurement & Contracts Management
- Marketing & Communications

Continuing Education Centre
- Learning & Development
- Projects Support

Strategy and Business Development

Institutional Research and Effectiveness

Internal Audit
## ORGANIZATIONAL PERSONNEL

### EXECUTIVE TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ebrahim Alhajri</td>
<td>Vice Chancellor</td>
<td><a href="mailto:Ebrahim.Alhajri@ecae.ac.ae">Ebrahim.Alhajri@ecae.ac.ae</a></td>
</tr>
<tr>
<td>Prof. David Pedder</td>
<td>Deputy Vice Chancellor - Academic</td>
<td><a href="mailto:David.Pedder@ecae.ac.ae">David.Pedder@ecae.ac.ae</a></td>
</tr>
<tr>
<td>Mr. Walid Alsawalhi</td>
<td>Deputy Vice Chancellor - Support Services</td>
<td><a href="mailto:Walid.Aljawedhi@ecae.ac.ae">Walid.Aljawedhi@ecae.ac.ae</a></td>
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### HEADS OF DEPARTMENTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
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<tbody>
<tr>
<td>Mr. Kumar Lal</td>
<td>Acting Head of Finance</td>
<td><a href="mailto:Kumar.Lal@ecae.ac.ae">Kumar.Lal@ecae.ac.ae</a></td>
</tr>
<tr>
<td>Ms. Alya Al Awadhi</td>
<td>Head of Human Resources and Facilities Management</td>
<td><a href="mailto:Alya.AlAwadhi@ecae.ac.ae">Alya.AlAwadhi@ecae.ac.ae</a></td>
</tr>
<tr>
<td>Mr. Marwan Al Malik</td>
<td>Head of Procurement and Contracts Management</td>
<td><a href="mailto:mMalik@ecae.ac.ae">mMalik@ecae.ac.ae</a></td>
</tr>
<tr>
<td>Dr. Ebrahim Alhajri</td>
<td>Acting Head of Academic Support</td>
<td><a href="mailto:Ebrahim.Alhajri@ecae.ac.ae">Ebrahim.Alhajri@ecae.ac.ae</a></td>
</tr>
<tr>
<td>Mr. Samir Mohammed</td>
<td>Head of Information Technology</td>
<td><a href="mailto:Samir.Mohammed@ecae.ac.ae">Samir.Mohammed@ecae.ac.ae</a></td>
</tr>
<tr>
<td>Mr. Michael Rjeily</td>
<td>Manager - Marketing and Communications</td>
<td><a href="mailto:Michael.Rjeily@ecae.ac.ae">Michael.Rjeily@ecae.ac.ae</a></td>
</tr>
<tr>
<td>Mr. Mohamed Dader</td>
<td>Director Internal Audit</td>
<td><a href="mailto:Mohamed.Dader@ecae.ac.ae">Mohamed.Dader@ecae.ac.ae</a></td>
</tr>
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</table>

### VICE CHANCELLOR’S OFFICE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Marina Charles</td>
<td>Executive Assistant</td>
<td><a href="mailto:mCharles@ecae.ac.ae">mCharles@ecae.ac.ae</a></td>
</tr>
<tr>
<td>Dr. Hanadi Kadbey</td>
<td>Head of Institutional Research and Effectiveness</td>
<td><a href="mailto:hkadbey@ecae.ac.ae">hkadbey@ecae.ac.ae</a></td>
</tr>
<tr>
<td>Ms. Dana Abu-Ghazalah</td>
<td>Head of Strategy and Business Development</td>
<td><a href="mailto:Dana.AbuGhazalah@ecae.ac.ae">Dana.AbuGhazalah@ecae.ac.ae</a></td>
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### GRADUATE PROGRAM CHAIR

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ieda M. Santos</td>
<td>Graduate Studies</td>
<td><a href="mailto:Isantos@ecae.ac.ae">Isantos@ecae.ac.ae</a></td>
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</table>
## ORGANIZATIONAL PERSONNEL

### FACULTY

**COUNSELING, SPECIAL EDUCATION, & NEUROSCIENCE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Qualification</th>
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<th>Extension</th>
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<tbody>
<tr>
<td>Dr. Cara Williams</td>
<td>Assistant Professor</td>
<td>Ph. D in Educational Psychology-Special Education, Texas A&amp;M University, Texas, United States of America</td>
<td><a href="mailto:Cara.Williams@ecae.ac.ae">Cara.Williams@ecae.ac.ae</a>, Ext. 934</td>
<td>934</td>
</tr>
<tr>
<td>Dr. Claudine Habak</td>
<td>Associate Professor</td>
<td>Ph.D. in Neuropsychology and Cognitive Science, Université de Montréal, Canada</td>
<td><a href="mailto:Claudine.Habak@ecae.ac.ae">Claudine.Habak@ecae.ac.ae</a>, Ext. 945</td>
<td>945</td>
</tr>
<tr>
<td>Dr. Fatimah F. Rashad</td>
<td>Assistant Professor</td>
<td>Ph.D. in Developmental Psychology from Purdue University, West Lafayette, United States of America</td>
<td><a href="mailto:frashad@ecae.ac.ae">frashad@ecae.ac.ae</a>, Ext. 936</td>
<td>936</td>
</tr>
<tr>
<td>Dr. Mary-Lynn Woolsey</td>
<td>Associate Professor</td>
<td>Ph.D. in Special Education and Applied Behavior Analysis, Ohio State University, Columbus, Ohio, United States of America</td>
<td><a href="mailto:mwoolsey@ecae.ac.ae">mwoolsey@ecae.ac.ae</a>, Ext. 936</td>
<td>936</td>
</tr>
<tr>
<td>Dr. Michael Melkonian</td>
<td>Assistant Professor</td>
<td>Ph.D. in Psychology and Education, University of Southampton, United Kingdom</td>
<td><a href="mailto:mmelkonian@ecae.ac.ae">mmelkonian@ecae.ac.ae</a>, Ext. 915</td>
<td>915</td>
</tr>
<tr>
<td>Dr. Michelle P. Kelly</td>
<td>Assistant Professor</td>
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<td>920</td>
</tr>
<tr>
<td>Prof. Mohamed A. Fahim</td>
<td>Professor</td>
<td>Ph.D. in Neurobiology, Nottingham University, United Kingdom</td>
<td><a href="mailto:mfahim@ecae.ac.ae">mfahim@ecae.ac.ae</a>, Ext. 865</td>
<td>865</td>
</tr>
<tr>
<td>Dr. Mohamed L. Seghier</td>
<td>Associate Professor</td>
<td>Ph.D. in using functional MRI in cognitive neuroscience, Joseph Fourier University, Grenoble, France</td>
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<td>828</td>
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<tr>
<td>Dr. Suha Al Hassan</td>
<td>Associate Professor</td>
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<tr>
<td>Sumaya Saqr</td>
<td>Lecturer</td>
<td>M.Ed., Curtin University, Australia. Ph.D. candidate in Education at Curtin University, Australia</td>
<td><a href="mailto:ssaqr@ecae.ac.ae">ssaqr@ecae.ac.ae</a>, Ext. 848</td>
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## ORGANIZATIONAL PERSONNEL

### CURRICULUM AND INSTRUCTION

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<th>Email</th>
<th>Extension</th>
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<tbody>
<tr>
<td>Alfredo Halique</td>
<td>Lab Coordinator</td>
<td>Bachelor Degree in Chemical Engineering, University of San Agustin, Iloilo, Philippines.</td>
<td><a href="mailto:Alfredo.Halique@ecae.ac.ae">Alfredo.Halique@ecae.ac.ae</a>, Ext. 847</td>
<td></td>
</tr>
<tr>
<td>Dr. Dean Cairns</td>
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</tr>
<tr>
<td>Dr. Farouq Al Meqdadi</td>
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<td></td>
</tr>
<tr>
<td>Dr. Ieda M. Santos</td>
<td>Associate Professor</td>
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<td></td>
</tr>
<tr>
<td>Kacy Morgan</td>
<td>Lecturer</td>
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<td></td>
</tr>
<tr>
<td>Dr. Martina Dickson</td>
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<td>Ph.D., University of London, United Kingdom.</td>
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</tr>
<tr>
<td>Dr. Nagla Ali</td>
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<td></td>
</tr>
<tr>
<td>Graham Probert</td>
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<td></td>
</tr>
<tr>
<td>Dr. Patricia Fidalgo</td>
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<tr>
<td>Dr. Scott Parkman</td>
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<tr>
<td>Tracey Marie White</td>
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<td><a href="mailto:twhite@ecae.ac.ae">twhite@ecae.ac.ae</a>, Ext. 922</td>
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### ASSESSMENT AND SCHOOL EVALUATION

<table>
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<tr>
<td>Dr. David Litz</td>
<td>Assistant Professor</td>
<td>Ph.D. of Education in Educational Leadership, University of Calgary, Canada.</td>
<td><a href="mailto:dlitz@ecae.ac.ae">dlitz@ecae.ac.ae</a>, Ext. 879</td>
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<tr>
<td>Prof. Myint Swe Khine</td>
<td>Professor</td>
<td>Ed.D. in Science Education, Curtin University of Technology, Australia.</td>
<td><a href="mailto:mskhine@ecae.ac.ae">mskhine@ecae.ac.ae</a>, Ext. 926</td>
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<tr>
<td>Dr. Rida Blaik-Hourani</td>
<td>Associate Professor</td>
<td>Ph.D. in Education, University of Melbourne, Australia.</td>
<td><a href="mailto:Rhourani@ecae.ac.ae">Rhourani@ecae.ac.ae</a>, Ext. 854</td>
<td></td>
</tr>
<tr>
<td>Dr. Shaljan Areepattamannil</td>
<td>Associate Professor</td>
<td>Ph.D. in Educational Psychology, Queen’s University, Kingston, Ontario., Canada.</td>
<td><a href="mailto:sareepattamannil@ecae.ac.ae">sareepattamannil@ecae.ac.ae</a>, Ext. 940</td>
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</table>
### ACADEMIC CALENDAR

#### SEMESTER 1: PROPOSED CALENDAR

<table>
<thead>
<tr>
<th>Calendar</th>
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<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
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<td>Aug 19 - 23</td>
<td></td>
<td>Faculty Return</td>
<td>Arafat Day*</td>
<td>Eid Al Adha*</td>
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<td>Aug 26 - 30</td>
<td>Week 1</td>
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<td>Start of Semester 1 Classes</td>
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<tr>
<td>Sep 02 - 06</td>
<td>Week 2</td>
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<tr>
<td>Sep 09 - 13</td>
<td>Week 3</td>
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<td>Islamic New Year*</td>
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<td>Sep 30 - Oct 04</td>
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<td>Oct 14 - 18</td>
<td>Week 8</td>
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<td>End of Withdrawal Without Penalty</td>
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<td>Dec 02 - 06</td>
<td>Week 15</td>
<td>National day</td>
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<td>End of Semester 1 Classes</td>
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<td>Dec 09 - 13</td>
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<td>End of Semester Assessments</td>
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<td>Dec 16 - 20</td>
<td>Make Up Exams</td>
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<td>Exam Board Activities</td>
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<td>Dec 23 - 27</td>
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<tr>
<td>Dec 30 - Jan 03</td>
<td>Break for students &amp; Faculty to coincide with the UAE school break</td>
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<tr>
<td>Jan 06 - 10</td>
<td>Faculty</td>
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<td>Break For Students to coincide with UAE school break</td>
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</tbody>
</table>

- National Holidays
- Inter-Semester Break
- Main Assessment Period

*National Days and Public Holidays are subject to confirmation*
# ACADEMIC CALENDAR

## SEMESTER 2: PROPOSED CALENDAR

<table>
<thead>
<tr>
<th>Calendar</th>
<th>Teaching Weeks</th>
<th>Sun</th>
<th>Mon</th>
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<tbody>
<tr>
<td>Jan 06 - 10</td>
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<td>Faculty Return</td>
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<tr>
<td>Jan 13 - 17</td>
<td>Week 1</td>
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<td>Start of Semester 2 classes</td>
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<tr>
<td>Jan 20 - 24</td>
<td>Week 2</td>
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<tr>
<td>Jan 27 - 31</td>
<td>Week 3</td>
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<tr>
<td>Feb 03 - 07</td>
<td>Week 4</td>
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<td>Feb 17 - 21</td>
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<tr>
<td>Feb 24 - 28</td>
<td>Week 7</td>
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<td>End of Withdrawal Without Penalty</td>
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<td>Mar 03 - 07</td>
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<td>Mar 10 - 14</td>
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<td>Mar 24 - 28</td>
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<td>Mar 31 - Apr 04</td>
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<td>Break for students &amp; Faculty to co-incide with the UAE school break</td>
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<td>Apr 07 - 11</td>
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<td>Break for students to co-incide with the UAE school break</td>
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<td>Apr 14 - 18</td>
<td>Week 12</td>
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<td>Apr 21 - 25</td>
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<td>Apr 28 - May 02</td>
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<td>May 19 - 23</td>
<td>Make-up Exams</td>
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<td>Jun 02 - 06</td>
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<td>Eid Al Fitr*</td>
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<td>Jun 09 - 13</td>
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<td>Jun 30 - Jul 04</td>
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<td>End of Academic Year</td>
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- National Holidays
- Inter-Semester Break
- Main Assessment Period

*National Days and Public Holidays are subject to confirmation*