General Academic Requirements Division (GARD)

Divisional Mission

The Mission of GARD is to:

- Enhance and integrate the academic and personal development and growth of HCT students through the development of a student-centered learning environment that will provide a comprehensive array of Innovative programs, resources and services.

- Facilitate the successful transition of new students to their career programs by enhancing student engagement, integrating academic and co-curricular programs, and fostering both independent and lifelong learning.

Senior Staff

Mr. Rami Hamdan, Director General Academic Requirements
Dr. Georgia Daleure, Dean General Studies
Dr. Abdulrahim Alshahin, Dean Arabic and Emirati Studies
Mr. Paul Barney, Senior Manager Foundations
Mr. Paolo Rossetti, Manager Academic Success Program

Programs offered

The following programs are offered at each HCT campus:

- ACADEMIC SUCCESS
- FOUNDATIONS
- GENERAL STUDIES
- ARABIC AND EMIRATI STUDIES
Academic Success Program (ASP)

Through its proactive and innovative programs, the ASP design opportunities for students to achieve academic goals and develop as lifelong independent reflective learners. It aims to Support students in their efforts to achieve their academic goals and successfully align themselves with the HCT2.0 new curriculum framework and its challenging educational environment.

The Academic Success Program objectives are:
• To offer learning centers to support students in achieving the required skills in English and Math
• To provide students with academic and developmental advising to assist their academic progress
• To enhance the academic development of students by offering a series of training sessions based on 21st century skills
• To better prepare students to join their career program directly and more efficiently
• To continue developing students’ academic potential to meet the expectations of their career programs

Foundations (FN)

The Foundations Program prepares students to meet the English entry requirements of HCT’s career programs. Students are placed in one of five English levels according to their starting language proficiency, and have up to one year to achieve the level of English required to enter the career program of their choice. Foundations English courses use state-of-the-art learning technology and teaching methods, ensuring that successful students acquire digital as well as linguistic proficiency.

Course Offerings in Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>FND 0020</td>
<td>Pre-Foundations English</td>
</tr>
<tr>
<td>FND 1016</td>
<td>Foundations English Level I</td>
</tr>
<tr>
<td>FND 2016</td>
<td>Foundations English Level II</td>
</tr>
<tr>
<td>FND 3016</td>
<td>Foundations English Level III</td>
</tr>
<tr>
<td>FND 4016</td>
<td>Foundations English Level IV</td>
</tr>
</tbody>
</table>

Maximum duration of study: 1 Academic Year

Program Learning Outcomes

Reading: Read independently employing a range of reading strategies at Common European Framework (CEFR) level B1+. Read a broad range of articles, reports, and introductory academic texts, being able to extract important specific details and understand overall global meaning, demonstrating comprehension in a variety of ways.

Writing: Write clear, detailed texts on a broad range of topics at CEFR level B1+, demonstrating a solid command of an intermediate level of grammar and a broad range of vocabulary. Formulate arguments in a coherent way and demonstrate an awareness of text organization. Demonstrate an ability to review and self-edit.

Listening: Demonstrate an ability to understand extended speech typical of academic lectures on a range of general topics and typical news programs at natural speeds and to extract gist and detail.

Speaking: Demonstrate an ability to interact fluently with native speakers, taking an active part in discussions. Present clear detailed descriptions and explanations on a wide range of subjects.

Grammar: Demonstrate a solid understanding of grammar at the CEFR B1+ level, and demonstrate full command of punctuation and capitalization.

Vocabulary: Demonstrate understanding of all words on the Foundations Curriculum Vocabulary List, including an understanding of the multiple meanings of a broad range of words.

Study Skills: Demonstrate a range of good study skills and behaviors: punctuality, participation in class activities, timely completion of homework and assignments, ability to schedule and complete independent study and review, organization as regards materials and equipment, and the use of English as the medium of communication in class.

ICT: Effectively use a personal laptop computer to learn and practice English, to access course materials, and to participate in course activities. Use the internet to search for information. Use the keyboard effectively to write. Effectively use shared folders in the cloud.
General Studies

General Studies Program is dedicated to supporting, developing and mentoring all HCT students to reach their full communicative, intellectual, literacy and vocational skills potential. This is achieved through a cross-curricula approach that challenges students to reflect and develop holistically by providing them with continual Learning by Doing opportunities that broaden their global perspective, critical thinking, problem-solving and information synthesis skills in preparation for the knowledge economy of the 21st Century in line with the UAE Vision 2021.

Admission to program
As per details in each Academic Division

Program Description
General Studies courses form an integrated suite of courses that empowers students to meet the challenges of college, the workplace, and life by enabling students to acquire essential 21st century practical skills and competencies in the areas of effective oral and written communication in Arabic and English, creative and critical thinking and problem solving, multiple forms of data gathering and analysis, moral and ethical decision-making, tolerance and multicultural sensitivity while maintaining the unique national identity and Arab cultural background of the UAE, teamwork and collaboration, and understanding the integrative and cumulative nature of knowledge acquisition.

The structure of the General Studies (GS) Courses is aligned with the CAA Standards for Licensure and Accreditation (2011) and consists of the following categories:

- English, Arabic or other Languages;
- Humanities or Arts;
- Information Technology or Mathematics;
- The Natural Sciences;
- The Social or Behavioral Sciences.

Program Learning Outcomes
Graduates will be able to:

- Comprehend and express concepts in English or Arabic in oral, written, and digital formats
- Collect, analyze, interpret and report qualitative and quantitative data effectively at a basic level
- Develop decision making processes that incorporate critical and creative problem-solving skills
- Work effectively in teams and independently understanding strategies that promote healthy dialog and discussion among people from different nationalities, cultures, and backgrounds
- Identify and devise creative solutions to address potential future challenges students may face in their educational experience, career, and life
- Identify areas for personal, academic, and professional growth and development and self-access means for improving identified areas
- Reflect on the attitudes and beliefs relevant to individual and social choices and actions.
- Demonstrate a knowledge of mathematics and its application in various contexts.

Completion Requirements
As a graduation requirement, students must successfully complete the following minimum credits:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor students</td>
<td>33</td>
</tr>
<tr>
<td>Higher Diploma students</td>
<td>27</td>
</tr>
<tr>
<td>Diploma students</td>
<td>18</td>
</tr>
</tbody>
</table>

Mandatory Courses
General Studies courses which are mandatory for all students completing a Bachelor’s degree to take include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AES 1003</td>
<td>Emirati Studies</td>
</tr>
<tr>
<td>AES 1013</td>
<td>Arabic Communications I</td>
</tr>
<tr>
<td>AES 3003</td>
<td>Professional Arabic*</td>
</tr>
<tr>
<td>ICT 2013</td>
<td>Computational Thinking and Coding</td>
</tr>
<tr>
<td>LSC 1103</td>
<td>Academic Reading and Writing I</td>
</tr>
<tr>
<td>LSS 1003</td>
<td>Life and Study Skills</td>
</tr>
<tr>
<td>LSS 1123</td>
<td>Basic Methods of Scientific Research and Development</td>
</tr>
<tr>
<td>LSS 2403</td>
<td>Innovation and Entrepreneurship*</td>
</tr>
</tbody>
</table>

Course Credits

<table>
<thead>
<tr>
<th>English, Arabic or other Languages</th>
<th>Required Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
<td>6</td>
</tr>
<tr>
<td>AES 1013 Arabic Communications I</td>
<td>3</td>
</tr>
<tr>
<td>AES 3003 Professional Arabic*</td>
<td>3</td>
</tr>
<tr>
<td>Or:</td>
<td></td>
</tr>
<tr>
<td>AES 2003 Arabic for Non-Native Speakers I*</td>
<td>3</td>
</tr>
<tr>
<td>AES 2023 Arabic for Non-Native Speakers II*</td>
<td>3</td>
</tr>
<tr>
<td>Required:</td>
<td>3</td>
</tr>
<tr>
<td>LSC 1103 Academic Reading and Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Add one elective course from:</td>
<td></td>
</tr>
<tr>
<td>LSC 1503 Academic Spoken Communication</td>
<td>3</td>
</tr>
<tr>
<td>LSC 2103 Academic Reading and Writing II</td>
<td>3</td>
</tr>
<tr>
<td>LSC 2223 Critical Thinking in English</td>
<td>3</td>
</tr>
<tr>
<td>LSC 2233 Intercultural Communications in English</td>
<td>3</td>
</tr>
<tr>
<td>LSC 2243 Ethical Communications in English</td>
<td>3</td>
</tr>
<tr>
<td>LSC 3023 Professional English</td>
<td>3</td>
</tr>
</tbody>
</table>

* not mandatory for Military and Security programs
### Humanities or Arts

**Required Credits: 3**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AES 1003</td>
<td>Emirati Studies</td>
<td>3</td>
</tr>
<tr>
<td>PST 1173</td>
<td>Islamic Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective for Military and Security programs only:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PST 1174</td>
<td>Islamic Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

### Information Technology or Mathematics

**Required Credits: 6**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT 2013</td>
<td>Computational Thinking and Coding</td>
<td>3</td>
</tr>
</tbody>
</table>

**Add one elective course from:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSM 1003</td>
<td>Applied Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>LSM 1103</td>
<td>Technical Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>LSM 1113</td>
<td>Statistical Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>LSM 1123</td>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>MTH 1113</td>
<td>Statistics for Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required for students who score < 17 in the MPT (equivalent to SAT Math < 450):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSM 1000</td>
<td>Fundamentals of Applied Mathematics</td>
<td>0</td>
</tr>
</tbody>
</table>

### The Natural Sciences

**Required Credits: 3**

**One of the following courses as advised:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHM 1203</td>
<td>Aviation Physics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 1803</td>
<td>Fundamentals of Teaching Math and Science</td>
<td>3</td>
</tr>
<tr>
<td>HSC 1013</td>
<td>Human Biology</td>
<td>3</td>
</tr>
<tr>
<td>HSC 1233</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>LSN 1113</td>
<td>Introduction to Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>LSN 1303</td>
<td>Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>LSN 2433</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>LSN 2503</td>
<td>Introduction to Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PHY 1103</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>VET 1123</td>
<td>General Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

### The Social or Behavioral Sciences

**Required Credits: 9**

*(6 for Military and Security programs)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSS 1003</td>
<td>Life and Study Skills</td>
<td>3</td>
</tr>
<tr>
<td>LSS 1123</td>
<td>Basic Methods of Scientific Research and Development</td>
<td>3</td>
</tr>
<tr>
<td>LSS 2403</td>
<td>Innovation and Entrepreneurship</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Required Credits:** 33

**Minimum Duration of Study:** 4

**Maximum Duration of Study:** 6

**Program Code:** GS1617

* not required for Military and Security programs
Academic Staff

Aaesha Ahmed Aljasmi, Bachelor of Islamic Studies, UAE University, UAE.

Abdul Karim Eraikat, Doctorate in Education, Edith Cowan University, Australia.

Abdulla Ibrahim, Master in Applied Science, Sharjah University, UAE.

Abdulraheem Al Shaheen, Ph.D, Political Science, Cairo University, Egypt.

Ahed Taha Abdellatif Ayyal Salman, PhD, Arabic Language & Literature, Mu'tah University, Jordan.

Ahmad Mohammad Hussein Bsharat, Ahmad Ph.D, Arabic Language and Literature, Yarmouk University, Jordan.

Ahmed Alshehhi, Master of Arts, Political Studies of the Muslim World, Zayed University, UAE.

Ahmed Tayel, Master of Arts, Applied Linguistics, Alexandria University, Egypt.

Ahyaf Abdel-Azeze Mohammad Burini, Masters, Arabic Language & Literature, Hashemite University, Jordan.

Alexander Barr, Master of Arts, Applied Linguistics & TEFL, Portsmouth Polytechnic, UK.

Aligrdas Makarevicius, PhD, Linguistics, Moscow State Linguistic University, Russia.

Alma Picir Mesic, Master of Arts in TESOL, St. Michael's College, USA.

Alya Al Naqbi, Bachelor of Education in Arabic Language, UAE University, UAE.

Ameen Ikhdair, Master of Arabic Language and Literature- Linguistics, University of Jordan, Jordan.


Andy Downer, Master of Education, The University of Manchester, UK.

Aysha Al Ali, Master of Arts Degree in Arabic Language and Literature, University of Sharjah, UAE.

Baghdad Alshanan, Master of Arts, Media, University of Sharjah, UAE.

Bassam Tradat, Masters, Arabic Language and Literature, Yarmouk University, Jordan.

Bindu Fernando, Master of Arts - English, MS University, India.

Brendan O’Connor, Master of Education, Mount Saint Vincent University, Canada.

Brett Doyle, Master of Arts in Applied Linguistics, The University of Sydney, Australia.

Buthaina Hawarna, Master, Arabic and Islamic Studies, Al Imam Al Qozai College, Lebanon.

Carmel-Anne Parker, Master of Arts, English Language Teaching, The University of Limerick, Ireland.

Ces Koc, PhD in Mathematics, Hacettepe University, Turkey.

Christine Coombe, Doctorate in Philosophy, The Ohio State University, USA.

Christopher Bailey, Master of Arts, English, Dalhousie University, Canada.

Colin Michell, Master of Arts, Linguistics, University of South Africa, South Africa.

Corey Scott, Master of Applied Linguistics, University of Southern Queensland, Australia.

Damien Carberry, PhD, History, National University of Ireland, Ireland.

David Knott, Master of Arts, English with American Studies, Adam Mickiewicz University in Poznan, Poland.

Deema Attal, Master of Arts, Teaching English to Speakers of Other Languages (TESOL), University of Illinois, USA.

Deirdre McAlistier, Ph.D, History/Anthropology, National University of Ireland, Maynooth, Ireland.

Denise Buckley, Master of Arts, Literature & Language, University of Limerick, Ireland.

Donavan Rocher, Master of Arts in Sociology, Concordia University, Canada.

Edmund Tobias Prior, Master of Arts, TESOL, Institute of Education, UK.

Ehab Ibrahim, PhD, Arabic Language and Literature, Ain Shams University, Egypt.

Eman Al Mashmoom, PhD in Islamic Studies, Arabic & Islamic Studies Colleges, Dubai, UAE.

Essam Ayoub, PhD, Political Science and International Relations, Cairo University, Egypt.

Ewa Gajer, PhD, Literature, University of New England, UK.


Fahid Bin Alwan Alhebshi, Bachelor in Law, Imam Malik College, Dubai, UAE.

Fatima Abdulrazzaq A Karamastaji, Bachelor, Arabic Language & Literature, UAE University, UAE.

Fatima Ali Kayed Alnasairat, PhD, Applied Linguistics, Yarmouk University, Jordan.

Fehim Chibani Abdelkader, Ph.D-Language and Literature, Djilali Liabes University, Algeria.

Felicity Green, Masters in Applied Linguistics, University of Southern Queensland, Australia.

Firas Al Sammarraie, Master in Language and Grammar, University of Basra, Iraq.

Frances Sutton, Master of Educational Technology, University of Southern Queensland, Australia.


Gehan Wheeler, MA TEFL, American University in Cairo, Egypt.

Georgia Daleure, Ed. D, Educational Leadership, Curriculum & Assessment, Ball State University, USA.

Gillian Zammel, Master in TESOL, University of Nottingham, UK.

Grant Hartley, Master of Science, TESL, Aston University, UK.

Hajar Alnuaimi, Bachelor, Arabic Language and Literature, UAE University, UAE.

Hamad Almteri, Master, Applied Sociology, University of Sharjah, UAE.

Heather Wright, Master of Arts, English Literature, University of Northumbria, UK.

Hinda Hussein, Master of Arts, Health Education, East Carolina University, USA.

Hossein Babaei, Master of Arts, English Language Teaching, Alameh Tabatabaei University, Iran.

Huda Alshamsi, Master of Arts, Sociology, Sharjah University, UAE.


Imad Maarouf, Master of Education Leadership, Abu Dhabi University, UAE.

James McLaughlin, Doctor of Education, University of Exeter, UK.

Jane Hall, Master of Arts, TESOL, Victoria University of Wellington, New Zealand.

Jeddi Abdelbasset, Master of Arts, TESOL, American University of Sharjah, UAE.

John Maszka, Master of Arts, Communication Studies, Master of Arts, Political Science, Northern Illinois University, USA.

Joseph Watkins, Master of Arts, Linguistics – English as a Second Language Option, California State University, Fresno, USA.

Katrina Kinsella, Master of Science, Organizational Psychology, London School of Economics, UK.

Kausar Saida, Ph.D., English Literature, Jawaharlal Nehru Technological University, India.

Kristel O’Sullivan, Masters in Applied Linguistics, The University of Melbourne, Australia.

Krisztina Liwa, Masters in International Relations, Budapest University of Economics, Hungary.
Lana Hiasat, Master of Arts Cultural and Media Studies, The Open University, UK, Master of Teaching English as a Second Language, Arizona State University, USA.
Latifa Dorabi, Master in Family Counseling and Social Work - Applied Sociology, University of Sharjah, UAE.
Linah Awad, Ph.D. of Modern Literary criticism - Arabic language and literature, University of Jordan, Jordan.
Luke Mawer, Master of Arts, TESL, University of Sunderland, UK.
Maha Al Shoufi, Master of Science, Community Health, Jordan University for Science and Technology, Jordan.
Maha Ebeid, Ph.D. Oceanography, Alexandria University, Egypt.
Maha Saleh, Master, Arabic Language and Literature, University of Jordan, Jordan.
Mahdi Alshamout, Master - Arabic, University of Jordan, Jordan.
Maitha Shahdoor, Master of Education, TESOL, British University in Dubai, UAE.
Malika Khelifa, Master of Science, TESOL, Aston University, UK.
Mamon Suleiman Mohammad Al Ghannam, Master, Arabic Language and Literature, University of Jordan, Jordan.
Marc Senall, Master of Science, Global Technology and Sustainable Development, Arizona State University, USA.
Marcel Harran, Doctorate in English, Professional Writing, Rhodes University, South Africa.
Marcelino Torrecilla Navarro, Master of Arts, Language Teaching and Learning, University of Liverpool, UK.
Mark Alexander-Warne, Master of Arts, TESL, Northern Arizona University, USA.
Maryam Abdulla Ebrahim Hassan Al Hashmi, PhD in Arabic Language and literature, College of Islamic and Arabic Studies, Dubai, UAE.
Maryam Al Shamsi, Masters, Arabic Language and Literature, Islamic & Arabic Studies College, UAE.
Maryam AlZaabi, Bachelor of Education, Arabic Language, UAE University, UAE.
Melanie Gobert, MA in Applied Linguistics/TESOL, University of Leicester, UK.
Mohamed Al Nuaimi, PhD - Islamic philosophy / Islamic thought, Tanta University, Egypt.
Mona Kaakeh, Masters, Arabic Language Applying Linguistics, Aleppo University, Syria.
Moza AlAli, PhD: Arabic Literature and Criticism, The College of Islamic and Arabic Studies, UAE.
Muhammad Hanif Ibrahim, Master of Arts, Linguistics, University of New England, UK.
Muna Ali Al Suwaidi, Bachelor of Islamic Studies, Al Imam Mohammed Ibn Saud Islamic University, KSA.
Nader Al-Waafi, PhD, Arabic Language & Literature, Mu'tah University, Jordan.
Nadia Kettel, PhD in Environmental Biology, University of London, UK.
Najeya Al Ali, Ph.D: in Literature, Story, Poem, Theater and Curriculum, College of Arts - Alexandria University, Egypt.
Nancy Fahnstock, PhD in Education, University of Exeter, UK.
Napoleon Manning, Master of Arts, Teaching English to Speakers of Other Languages and Information and Communications Technology, University of Leeds, UK.
Nayela Mohammad, Master of Education, The British University in Dubai, UAE.
Nicole Shammus, Master of Arts, TESOL, School for International Training, Vermont, U.S.A., University of Southern Queensland, Australia.
Panthiyal Babu Rajan, Ph.D, Population Studies, International Institute of Populations Studies, India.
Pariminder Gill, Master of Arts in TEFL, The University of Reading, UK.
Patrick Devitt, Doctorate in Education - Education, Exeter University, UK.
Patrick Kane, Masters in History, Temple University, Binghamton University, USA.
Peter Loughran, Master of Arts, Digital Technologies and Communication in Education, University of Manchester, UK.
Philip Oxtoby, Master of Arts, Teaching English for Young Learners, University of York, UK.
Pushpa Sadhwani, Master of Education, Teaching of English, British University in Dubai, UAE.
Radi Al Waaﬁ, Master of Arts, Arabic Language Teaching Techniques, Yarmouk University, Jordan.
Rasha Barakat, Master of Arts, Math Education, American University of Beirut, Lebanon.
Rasha Obeaid Ebraheim Abdulla Al Zaabi, Bachelor of Education, Higher Colleges of Technology, UAE.
Rehab, Dalia Rehab, Masters in Applied Linguistics, Northeastern Illinois University, USA.
Richard Peel, Master of Science in TESOL, Aston University, UK.
Robert Kennedy, Master of Arts, TESOL, University of Ulster, UK.
Robert Mccarthy, Master of Arts, Linguistics, University of Technology, Sydney, Australia.
Ronnie Dumale, Master of Arts, Education, Saint Mary's University / University of Baguio, Philippines.
Saif Alqaydi, Ph.D., Social Science, University of Durham, Durham, UK.
Salim Al Teneji, Ph.D. Educational Administration, UAE University, UAE.
Sana Quddoumi, M.Sc, Computing and Information Technology, University of Hull, M.Sc, Mathematics, University of Sindh, Pakistan.
Sandy Abu Saif, PhD, Arab Literature and Criticism, University of Jordan, Jordan.
Sarah Coldwell, Master of Education - TESOL, University of Southern Queensland, Australia.
Sean Murray, MFA in Creative Writing, University of New Orleans, USA.
Shaikha Al Arai, Ph.D: in Arabic Grammer and Language, Islamic & Arabic Studies, Dubai, UAE.
Shaima Al Yammahi, Bachelor, Arabic Language and Literature, UAE University, UAE.
Sophy Thompson, Ph.D in Botany, University of Delhi, India.
Stephen Bushill, Master of Arts - TEF, Reading University, UK.
Stephen Trinder, Master of Arts, Intercultural Communication, Anglia Ruskin University, UK.
Susan Carter, Master of Science in Management and Organization Development, Birmingham City University, UK.
Tarek Hamada, Master of Education, British University in Dubai, UAE.
Thomas Crompton, Master of Arts, Applied Linguistics & English Language Teaching, University of Nottingham, UK.
Tim White, Master of Arts in Applied Linguistics & TESOL, University of Leicester, UK.
Wahida Dastakeer, Master of Science, Microbiology, University of Mumbai (Bombay), India.
Walter Grant, Master of Arts (English Language Teaching), The Middle East Technical University, Turkey.
Wisam Albalawi, Masters in Arabic Language / Linguistics, Sana University, Yemen.
Yasemin Alatas, Master of Arts - Management in Education, Bilkent University, Turkey.
Zarina Yusaf, Master of Arts, Teaching English to Speakers of Other Languages, University Of Technology Sydney, Australia.