

OVERVIEW OF THE HCT



Overview of the HCT

In 1985, HE Sheikh Nahayan Mubarak Al Nahayan, Chancellor of the United Arab Emirates University, made a commitment to establish a new system of postsecondary education for UAE Nationals that would stress the ideals of productivity, self-determination and excellence.

His Excellency envisioned a system of the highest quality that would be used to educate Nationals for the professional and technical careers necessary in a rapidly developing society.

In fulfillment of that vision, the Higher Colleges of Technology (HCT) was established in 1988 by Federal Law No 2 issued by the Late Sheikh Zayed bin Sultan Al Nahyan, may his soul rest in peace.

Four colleges commenced that year. Since then, thirteen additional colleges and the Centre of Excellence for Applied Research and Training (CERT) have opened throughout the Emirates to form the system of the Higher Colleges of Technology.

Today, the system of the HCT is the largest higher educational institution in the United Arab Emirates with the current enrolment exceeding 20,000 students, all of whom are UAE Nationals.

The seventeen HCT men's and women's campuses offer an impressive range of instructional programs in the fields of Applied Communications, Business, Computer and Information Sciences, Education, Engineering

Technology, Health Sciences and General Education, with all HCT programs being delivered in English.

Graduates of the HCT make immediate contributions to government, business and industrial sectors, and develop into leaders in their fields. The Colleges are dedicated to student-oriented learning, which places the responsibility for education upon the students themselves and promotes lifelong learning.

PROFILE

| | |
|--------------------|-------------|
| Enrolment | over 20,000 |
| Colleges | 17 |
| Academic Divisions | 7 |
| Graduates | over 32,000 |
| Credentials | over 52,000 |

Governance and Organization

GOVERNANCE

The Higher Colleges of Technology constitute a federal independent academic corporate body for higher education established under Federal Law No. 2 of 1988 and later re-organized under Federal Law no. 17 of 1998. Under the authority of Federal Law no. 17, the HCT confers degrees at the Bachelor, Higher Diploma Advanced Diploma and Diploma levels.

The HCT operates as a system of 17 separate campuses for male and female students in urban and rural locations in five emirates. The headquarters are located in the city of Abu Dhabi.

The HCT is governed by a Governing Council which includes the Chancellor, HE Sheikh Nahayan Mubarak Al Nahayan, the Vice Chancellor Dr Tayeb Kamali and other qualified and experienced members from various sectors in the UAE appointed by the Cabinet on the recommendation of the Chancellor. The Chancellor is the legal representative of the System. The Vice Chancellor is responsible for the management of the HCT and the implementation of its regulations and resolutions.

ORGANIZATION

The Higher Colleges of Technology organization comprises a central administration and seventeen campuses. The central administration, under the Office of the Provost, comprises Academic Central Services and Central Services directorates.

Central Administration performs the various functions and services that provide a centralized resource to enable the campuses to achieve their educational objectives.

The Centre of Excellence for Applied Research and Training (CERT) is the commercial arm of the HCT involved in strategic alliances with local industry and multinational organizations to develop education and knowledge projects and offer sponsored programs in partnership with the Higher Colleges of Technology.

Chancellor: HE Sheikh Nahayan Mubarak Al Nahayan

Vice Chancellor: Dr Tayeb Kamali

Central Administration

Academic Central Services:

The Academic Central Services Directorate (ACS) provides academic leadership, academic policy and planning guidance, coordination and evaluation of instructional programs and processes, academic standards and assessment, and learning resources in support of the implementation of academic programs.

Academic Divisions

There are seven academic divisions, namely:

Applied Communications

Business

Computer and Information Sciences

Education

Engineering Technology

General Education

Health Sciences

The Academic Division Deans provide academic leadership to ensure the quality of teaching, learning, evaluation and assessment. They manage divisional academic resources to support all HCT campuses. Academic Division Deans maintain and enhance the HCT's learner-centred environment in the following divisions:

Central Learning Resource Services

Central Learning Resource Services coordinate academic resources and provide technical services to the individual college libraries and learning centres across the HCT system.

Central Services

Central Services is made up of various units including:

- Finance
- Human Resources
- Marketing Outreach and Enrolment Management
- Planning and Institutional Effectiveness

- Academic Advancement and Accreditation
- Assessment Unit
- Budget Planning
- Institutional Research
- IT Services
- Procurement and Contracts
- Publications

Finance - The Finance Department provides a number of essential financial and accounting services to the HCT system including:

- financial reporting;
- maintaining the general ledger accounts;
- processing payment of goods and services incurred on behalf of HCT;
- receipting and recording of all revenues;
- cash management and banking relationships; and
- fixed asset control.

Human Resources - The Human Resources Department is responsible for the research, development and interpretation of personnel policies and procedures. It provides client-focused HR services, balancing the best interests of the organization and its personnel in order to attract and retain top quality employees.

Marketing Outreach and Enrolment Management - This Department is responsible for communication and relations with the Ministry of Education and the Secondary School System as well as other interested parties.

Planning and Institutional Effectiveness

The Office of Planning and Institutional Effectiveness supports the mission and goals of the Higher Colleges of Technology through leading and facilitating planning, assessment, institutional research and policy development that supports continuous quality improvement at the colleges and the central service units.

To achieve the above mission the Office of Planning and Institutional Effectiveness:

- leads and coordinate the strategic planning process.
- leads the budget planning process of the system.
- leads and facilitates the institutional accreditation initiative.
- leads and facilitates the design of system-wide survey instruments.
- assists colleges and Central administrative units in planning appropriate assessments and evaluation measurements.
- ensures that appropriate policies are in place to support the mission and goals of the system.
- audits student learning and the consistency of academic standards across the system.
- evaluates and responds to external requests for HCT system-wide data and analysis.

Academic Advancement and Accreditation - The Academic Advancement and Accreditation (AAA) Division's aim is to ensure the achievement of quality standards across the HCT. Its role is to improve the quality of academic programs and services progressively over time using a range of tools to evaluate and improve institutional effectiveness.

As part of this quality improvement AAA supports and encourages the academic divisions across the system to seek program accreditation and external benchmarking. AAA also oversees the operation of the internal program quality assurance process to improve program quality. AAA work focuses on the achievement of specified outcomes and performance indicators as a key measure of institutional effectiveness and improvement.

Assessment Unit - The purpose of the Unit is to provide assurance that HCT is meeting its mission as articulated by the HCT Graduate Outcomes, and that programs develop rigorous and beneficial assessments to measure student learning and to provide a basis for program improvement.

Institutional Research - The Institutional Research Department is responsible for:

- facilitating strategic planning;
- pursuing institutional research both in terms of internal performance indicators and external environmental data;
- initiating institutional development projects;
- coordinating policy development; and
- supporting college campuses to achieve the HCT mission.

IT Services - The Higher Colleges of Technology constantly implements new technologies and learning systems that allow students to study in a modern, innovative and progressive learning environment. The department provides the technical services that assist with the implementation of new technologies and equipment, and in the development of operational guidelines for best user practice. 18

Procurement and Contracts - The Procurement and Contracts Department assists with the acquisition of required goods and services in an orderly, timely, and economical manner that assists HCT directorates to achieve their mission of delivering high quality education to UAE Nationals.

Publications - This department supports the Colleges and other directorates in a range of promotional activities and assists with the organization of promotional

events and activities, educational conferences and other official events. The department also provides translation and documentation services and assists with legal and legislative matters for the HCT.

STUDENT SUPPORT SERVICES

Student Support Services support all aspects of student life, to help them achieve success in their academic studies.

Student Services offer a range of services, facilities and programs which contribute to students' personal growth, health and welfare, and academic achievement. Student Support staff assist with student and alumni organizations, encourage student involvement in events and competitions, and work with student groups to plan and implement social, educational and recreational programs and also offer counseling services and special needs assistance.

Central Academic Registry Services provides leadership, guidance, direction and training in areas of student admission, enrolment, registration and graduation. They act as a resource to the colleges and their faculty, support staff and administrators through college-based Academic Services departments to provide Central Registry services throughout the HCT system.

HIGHER COLLEGES OF TECHNOLOGY CAMPUSES

Each campus is headed by a Director who is responsible for the overall leadership of staff, students and campus life, educational programming, quality improvement, financial and human resources, planning, appointment of staff, marketing, and assessment of performance. The College Director is the senior educational leader on site and operates within the framework of the HCT system. Campus Directors manage system-wide issues through membership on the Academic Council that is chaired by the Provost. The Director is the student records custodian on each campus.

In addition to delivering HCT-credentialed programs, campuses also provide access to lifelong learning and training and educational resources through Continuing Education programs to provide flexible, high-quality, market-responsive opportunities that satisfy corporate, personal and professional development needs.

| CAMPUS | FOUNDED | DIRECTOR | TELEPHONE | FAX | PO BOX | WEB |
|--------------------------------|---------|--------------------|-------------|-------------|--------|---------------------|
| Al Ain Men's College | 1988 | Mr. Timothy Smith | 03-782 0888 | 03-782 0099 | 17155 | aam.hct.ac.ae/ |
| Al Ain Women's College | 1988 | Mr. Timothy Smith | 03-782 0777 | 03-782 0766 | 17258 | aaw.hct.ac.ae/ |
| Abu Dhabi Men's College | 1988 | Dr. Simon Jones | 02-445 1514 | 02-445 1571 | 25035 | www.admc.hct.ac.ae/ |
| Abu Dhabi Women's College | 1995 | Dr. Jace Hargis | 02-641 3839 | 02-641 3456 | 41012 | www.adwc.hct.ac.ae/ |
| Dubai Men's College | 1989 | Dr. Leo Chavez | 04-326 0333 | 04-326 0303 | 15825 | dbm.hct.ac.ae/ |
| Dubai Women's College | 1989 | Dr. Howard Reed | 04-267 2929 | 04-267 3939 | 16062 | dwc.hct.ac.ae/ |
| Fujairah Men's College | 1989 | Dr. David Pelham | 09-222 2112 | 09-222 2113 | 4114 | fjw.hct.ac.ae/ |
| Fujairah Women's College | 2004 | Dr. David Pelham | 09-228 1212 | 09-228 1313 | 1626 | fjw.hct.ac.ae/ |
| Madinat Zayed Men's College | 2006 | Dr. Philip Quirke | 02-894 3700 | 02-884 9081 | 58855 | mzc.hct.ac.ae |
| Madinat Zayed Women's College | 2006 | Dr. Philip Quirke | 02-884 3700 | 02-884 9081 | 58855 | mzc.hct.ac.ae |
| Ras Al Khaimah Men's College | 1999 | Dr. Robert Moulton | 07-221 2999 | 07-221 1611 | 4793 | rkm.hct.ac.ae/ |
| Ras Al Khaimah Women's College | 1993 | Dr. Robert Moulton | 07-221 0550 | 07-221 0660 | 4792 | rkw.hct.ac.ae/ |
| Ruwais Men's College | 2007 | Dr. Philip Quirke | 02-8943800 | 02-8778158 | 58855 | - |
| Ruwais Women's College | 2007 | Dr. Philip Quirke | 02-8943800 | 02-8778158 | 58855 | - |
| Sharjah Men's College | 1993 | Dr. Farid Ohan | 06-558 5222 | 06-558 5252 | 7946 | sjm.hct.ac.ae/ |
| Sharjah Women's College | 1998 | Dr. Farid Ohan | 06-558 5333 | 06-558 5353 | 7947 | sjw.hct.ac.ae/ |

The HCT Learning Model

The HCT Learning Model guides all HCT academic work aimed at enabling students to become the kinds of graduates that HCT espouses in its mission. It declares expectations for program and course design and how programs and courses should be assessed.

The challenge for all HCT colleges - urban and rural, male and female - is to provide students with a series of educational experiences that will produce graduates with the knowledge, skills and attributes to effectively contribute to the nation-building process.

HCT delivers a variety of qualifications, primarily two year associate degree, four-year degree and graduate programs. Regardless of the level of qualification, the HCT Learning Model is a frame of reference for designing a program, writing a course outline, developing and implementing a specific teaching, learning and assessment activity or helping an individual student succeed. Central to the HCT Learning Model is a set of graduate characteristics that HCT aspires to inculcate in graduates of its various programs. These characteristics are described later.

1. MISSION AND VISION

1.1 The HCT Mission

The Higher Colleges of Technology is dedicated to the delivery of technical, professional and applied academic programs of the highest quality to students, within the context of sincere respect for diverse beliefs and values. It is also committed to providing access to higher education for those who may not otherwise have the opportunity to pursue university studies and adding the educational value necessary to enable such student to excel in their studies.

Graduates will have the linguistic and communication ability to function effectively in an international environment, the professional skills to operate in an increasingly complex technological world, the intellectual capacity to adapt to constant change, the commitment to sustainable development and the leadership potential to make the fullest possible contribution to the community for the good of all its people.

1.2 The HCT Vision

To be an internationally recognized and accredited provider of professionally oriented tertiary education.

2. HCT'S LEARNING AND TEACHING PHILOSOPHY

HCT's applied curricula are informed by the needs of the communities they serve. They provide more than mere sets of workplace skills: through innovative and creative practice, they represent a learning climate that values personal as well as vocational growth.

The Higher Colleges of Technology values dynamic learning that is integrated with the demands of the workplace, and which is both reflective and experiential. Programs are designed so that learning leads to the application of the students' knowledge and skills in a work experience environment.

HCT values engaging, inventive teaching, which promotes a critical understanding of theories and principles in students' specialized fields. HCT's student-centred commitment embraces a variety of learner styles, abilities and aspirations. Assessment practices which identify the instructional needs of students, measure their attainment and motivate the learning process, are integral to this philosophy.

3. HCT'S GRADUATE CHARACTERISTICS

HCT has identified the following graduate characteristics under four categories that should guide program and course development and approaches to teaching and assessment:

- I. **Knowledge of Core Subjects and Global Issues**
 - Knowledge of a specific discipline
 - Global Awareness
 - Civic Literacy
 - Health Literacy
 - Environmental Literacy
- II. **Learning and Innovation Skills**
 - Entrepreneurial Literacy
 - Creativity and Innovation
 - Critical Thinking & Problem Solving
 - Communication & Collaboration

III. Information, Media, and Technology Skills

Information Literacy
Media Literacy
ICT (Information, Communication, and Technology) Literacy

IV. Transferable Lifelong Characteristics

Flexibility and Adaptability
Initiative and Self-Direction
Social and Cross-Cultural Skills
Productivity and Accountability
Leadership and Responsibility

What follows is a description of the above characteristics

KNOWLEDGE OF CORE SUBJECTS AND GLOBAL ISSUES**Knowledge of a Specific Discipline**

- ▶ Mastery of the concepts, tools and techniques in a specific area of knowledge
- ▶ Knowing how to apply what has been learned in a practical context

Global Awareness

- ▶ Understanding and addressing global issues
- ▶ Appreciating and valuing other cultures

Civic Literacy

- ▶ Understanding the rights and obligations of citizenship and comprehending the impact of civic decisions on society.
- ▶ Exercising the rights of a citizen for the good of the community.

Health Literacy

- ▶ Comprehending the national and international implications of public health and safety issues
- ▶ Using health information and services to enhance personal and family health.

Environmental Literacy

- ▶ Demonstrating knowledge of environmental issues and an understanding of society's impact on the environment.
- ▶ Taking personal responsibility to care for the environment.

LEARNING AND INNOVATION SKILLS**Entrepreneurial Literacy**

Seeking entrepreneurial opportunities in various disciplines of study and areas of endeavour.

Creativity and Innovation**Think Creatively**

Understanding and employing a wide range of idea creation techniques (such as brainstorming)

Work Creatively with Others

Communicating innovations effectively with others, embracing diverse perspectives and viewing failure as a learning opportunity in the creativity process

Implement Innovations

Acting on creative ideas to make a tangible, feasible and cost effective contribution to the field in which the innovation will occur

Critical Thinking and Problem Solving**Reason Effectively**

- ▶ Using various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- ▶ Work towards win-win situations

Use Systems Thinking

Analyzing how parts of a whole interact to produce overall outcomes in complex systems

Make Judgments and Decisions

- ▶ Effectively analyzing and evaluating evidence, arguments, claims and beliefs
- ▶ Judging ideas and not the persons delivering them
- ▶ Synthesizing various opinions in moving towards a decision
- ▶ Reflecting critically on the decision making process.

Solve Problems

- ▶ Solving problems in both conventional and innovative ways
- ▶ Where possible, using information and data to support the problem solving process.

Communication and Collaboration**Communicate Clearly**

- ▶ Articulating thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- ▶ Effectively utilizing multiple media and technologies for communication purposes.
- ▶ Communicating effectively across cultures.

Collaborate with Others

Demonstrating the ability to work effectively and respectfully with diverse teams

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS**Information Literacy****Access and Evaluate Information**

- ▶ Accessing information efficiently (time) and effectively (sources)
- ▶ Evaluating information critically and competently

Use and Manage Information

- ▶ Using information accurately and creatively for the issue or problem at hand
- ▶ Understanding the ethical/legal issues surrounding the access and use of information

Media Literacy**Analyze Media**

- ▶ Understanding both how and why media messages are constructed, and for what purposes and comprehend possible effects.
- ▶ Understanding the ethical / legal issues surrounding the access and use of media

Create Media Products

Utilizing the most appropriate media creation tools, characteristics and conventions with particular reference to diverse, multi-cultural environments.

ICT (Information, Communications and Technology) Literacy**Apply Technology Effectively**

- ▶ Using technology as a tool to research, organize, evaluate and communicate information
- ▶ Demonstrating an ability to self learn new technology
- ▶ Understanding the ethical/legal issues surrounding the access and use of information technologies

TRANSFERABLE LIFELONG CHARACTERISTICS**Flexibility and Adaptability****Adapt to Change**

Adapting to varied roles, jobs responsibilities, schedules and contexts

Be Flexible

Balancing diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Initiative and Self-direction**Manage Goals and Time**

- ▶ Setting goals with tangible and intangible success criteria
- ▶ Utilizing time and managing workload efficiently

Work Independently

Completing tasks without direct oversight

Be Self-directed Learners

- ▶ Expanding own learning and opportunities to gain expertise
- ▶ Committing to learning as a lifelong process

Social and Cross-cultural Skills**Interact Effectively with Others**

Practicing effective listening and speaking and interacting in a courteous and respectful manner.

Work Effectively in Diverse Teams

Working effectively with people from a range of social and cultural backgrounds including leveraging social and cultural differences for innovation purposes.

Productivity and Accountability**Manage Projects**

Prioritizing, planning and managing work to achieve the desired result.

Produce Results

Demonstrating the ability to produce high quality output

Leadership and Responsibility**Guide and Lead Others**

- ▶ Using interpersonal and problem-solving skills to inspire, influence and guide others toward a goal
- ▶ Demonstrating integrity and ethical behavior in using influence and power

Be Responsible to Others

Acting responsibly with particular reference to the interests of the larger community.

4. DEVELOPMENT OF GRADUATE CHARACTERISTICS

The elements described below are considered the critical support systems necessary to ensure students attain the desired graduate characteristics. This involves the alignment of educational standards, assessments, curriculum, instruction, professional development and learning environments.

STANDARDS

Educational standards will:

- ▶ Build understanding across and among core subjects as well as interdisciplinary themes
- ▶ Engage students with the real world

ASSESSMENT

Assessment will:

- ▶ Support a balance of assessments, including high-quality standardized testing along with effective classroom formative and summative assessments
- ▶ Emphasize useful and meaningful feedback on student performance
- ▶ Instruction

Faculty will:

- ▶ Teach core subjects in the context of universal themes.
- ▶ Employ innovative learning methods that focus on problem-based approaches and higher order thinking skills

- ▶ Create learning opportunities that embed the Graduate Characteristics in course specific learning outcomes

PROFESSIONAL DEVELOPMENT

Professional Development will:

- ▶ Highlight ways teachers can seize opportunities for integrating skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize
- ▶ Balance direct instruction with project-oriented teaching methods
- ▶ Facilitate learning communities for teachers that model the kinds of classroom learning that promotes student learning.

ENVIRONMENTS

The learning environment will:

- ▶ Create learning practices, human support and physical environments that will support and enhance teaching and learning.
- ▶ Blend formal assessment with enabling students to learn in relevant, real world contexts (e.g., through project-based or other applied work)
- ▶ Allows equitable access to quality learning tools, technologies and resources

HCT Services and Resources for Students

STUDENT SUPPORT SERVICES

Student Support Services at the HCT campuses, involve both

- the Academic Registry Services, and
- the Student Services departments,

work closely with Central Student Support Services to ensure both the academic integrity of an HCT credential and student access to a supportive campus environment in order to promote all students' personal well-being and academic success as well as to prepare them to contribute to the on-going development of the UAE.

College Academic Registry Services provide all record-related services from admission, registration, official transcripts, course and examination schedules, student timetables and verification of graduation eligibility up to final credential award.

College Student Services are responsible for supporting the different aspects of student life, starting with new student recruitment and orientation. The staff assist with financial aid services, student behavior, discipline and attendance issues, safety and security, counseling services, wellness and any special needs accommodations. They give guidance to students organizing student councils, peer tutoring, extra- and co-curricular athletic and recreational activities as well as clubs and other special events. They also provide career services and, finally, organize alumni activities.

ALUMNI ASSOCIATION

There is an HCT Alumni Association which graduates are welcome to join. This association:

- helps graduates stay connected to each other,
- keeps graduates informed about the HCT, including international and national conferences and events,
- provides opportunities for lifelong learning,
- allows graduates to sign up for voluntary support,

- provides career advice and opportunities with a directory of employers.

CAREER SERVICES

The HCT Career Services are staffed by specialists in career management and counseling, which place strong emphasis on career development in a constantly changing global workforce.

The activities of the HCT Career Centres include:

- assisting students to make informed career decisions, and provide career assessment opportunities;
- providing one-to-one counseling to help students match their interests with suitable careers;
- building relationships between the HCT, employers and business communities;
- organizing career fairs and other career-centred events, including summer orientation sessions for high-school students;
- posting employment listings received from employers in both the private and public sectors;
- assisting students in the search for employment and liaising between employers, graduates and students;
- providing student-focused workshops on topics such as career planning, developing a positive professional attitude, CV and resume writing as well as job interview techniques;

COUNSELING SERVICE

The HCT provides personal and academic counseling to help students with their classroom performance or social adjustment at the college.

College counselors are available to meet students who are having academic or personal problems that interfere with their classroom performance or social adjustment. Counselors can help students find solutions to their problems and facilitate academic and personal growth.

EXTRA-CURRICULAR ACTIVITIES

During the year, a wide variety of physical, social and cultural activities is available to interested students. Students are encouraged to make every effort to participate in these activities, which are designed to supplement and complement their classroom work, enhance their experience at the Higher Colleges of Technology, and provide a healthy balance in life.

In many cases, students organize or coordinate college events such as film festivals, athletic and recreational competitions, health and wellness days, heritage and cultural displays, art shows and career fairs. These events develop individual and group initiatives, teamwork and leadership skills. They provide the students with the opportunity to apply the skills they have learned, to support charitable causes and to demonstrate academic achievements.

SAFETY AND SECURITY

The HCT is concerned that all individuals the students meet are properly authorized to enter the campus. All HCT campuses have security gates, with security personnel stationed at each entrance. These security officers allow only those who are properly authorized to enter the campus.

Security officers have the right to prevent female students from leaving the college without permission, and to carry out random checks on student and staff vehicles.

All HCT security officers are appointed for the safety of the staff and students of the colleges, and should be treated with proper respect.

Fire Drills

In case of fire, each college has procedures to follow. Students should learn the location of emergency exits, fire alarms and fire extinguishers. In the event of a fire drill or emergency, students must follow the directions of teachers or security personnel.

Medical Cases

If a student is seriously ill and needs help, the teacher will call Student Services who will provide assistance and contact their family. An ambulance will be called if necessary.

STUDENT COUNCILS

Each college has a Student Council to give the student body an effective means for providing input to the staff and faculty to improve overall student life. The Student Councils are composed of students from the colleges, thus providing many opportunities for student growth and leadership development such as:

- planning and organizing student activities;
- developing closer relationships between students and faculty;
- establishing a better atmosphere for learning;
- informing the college of student needs and recommendations;
- developing leadership qualities; and
- improving student morale.

The name and organizational structure of councils and their membership may vary from college to college.

Student representatives from all the colleges also meet to elect a system-wide HCT Student Council. This committee represents the wider HCT student body, inside the country as well as abroad. 24

STUDENTS WITH SPECIAL NEEDS

Under the conditions outlined in HCT policy, reasonable academic accommodation is provided for students with special needs.

Students with special needs (e.g. physical, medical or learning difficulties) are eligible for appropriate support which could take the form of special equipment or materials, or additional time to complete course requirements. Students are required to provide appropriate medical documentation detailing their special need.

It is important that students contact the Student Services office at their college as early as possible in order to obtain the necessary support.

FINANCIAL AID

The HCT recognizes that some students may need assistance with meals and transportation costs. Students who require such assistance are encouraged to contact their campus Student Services Supervisor or College Counselor for details regarding financial aid.

Student Services can also assist in various ways, such as helping to organize temporary employment or providing equipment.

In addition, the Higher Colleges of Technology forms partnerships with employers who can provide opportunities to sponsor students to follow regular programs. Sponsored students progress towards graduation with the support of employers in return for commitments specified in the sponsorship agreement.

CITI FOUNDATION BACHELOR SCHOLARSHIPS

Graduates who have earned a Higher Diploma and wish to return to complete a Bachelor of Applied Science in Business are eligible for sponsorship through a Citi Foundation Scholarship. These scholarships benefit students with a proven academic track record, as they enable them to upgrade their qualifications in response to industry needs and to promote lifelong learning.

Learning Resources

Each college features a Library and Learning Centre that provides resources which support the curriculum and services that develop and foster independent learning and information literacy.

LIBRARIES

Libraries at the HCT are among the best equipped and most extensive in the Gulf region. In addition to the full range of library collections and services, they feature advanced information and learning technologies. Students have access to high-performance computers and extensive digital information resources.

Library users can search the HCT web-based library catalogue to find and request books and materials housed at any of the libraries within the system. A wide variety of online databases, to which the HCT libraries subscribe, provide full-text journal articles, e-books, and other electronic resources. All library resources are easy to access via <http://library.hct.ac.ae>.

Resources available in each library include:

- ▶ general and course-related books that may be borrowed by students and staff;
- ▶ reference books for use in the library;
- ▶ local and international newspapers in print and online;
- ▶ magazines and journals on a wide variety of topics;
- ▶ aggregated databases featuring full-text articles from journals and magazines;
- ▶ e-books, online documents and reports;
- ▶ graded readers, annual reports, pamphlets, and local newspaper clippings;
- ▶ instructional resources and kits;
- ▶ DVDs, videocassettes and audiocassettes;
- ▶ computer software.

The HCT library collections consist of over 160,000 titles, 320,000 items and many more online information resources. In addition, HCT students and staff have access to over 350,000 books through LIWA (www.liwa.ac.ae), the shared catalogue of the libraries of the HCT, United Arab Emirates University and Zayed University.

Document delivery services from other UAE libraries are available through the interlibrary loan program.

Perhaps the most valuable resources are the librarians and staff who assist students and faculty in each of the libraries. Library staff help find the answers, from quick facts to extensive research questions. Each library offers individual and group instruction, with sessions ranging from general information literacy skills to specific research techniques and resources in each area of study.

LEARNING CENTRES

The Learning Centres provide students with computers and a variety of interactive software and print-based learning materials. Students can use the Learning Centre to develop their learning and study skills, improve their English language skills, review course materials, complete project assignments, or work with an instructor on a specific assignment.

TEXTBOOKS AND MATERIALS

Textbooks and other instructional items are provided by the colleges either free of charge or for a fee as determined by the Chancellor. Students are expected to equip themselves with routine personal items required for classroom use.

Instructional items provided by the college include:

- ▶ essential textbooks (students are required to pay for loss replacement)
- ▶ materials, equipment and tools required for laboratory and other practical instruction special clothing (e.g. uniforms, hard hats, protective boots, etc.) which become the property of the students to whom they are issued.

INTERNET ACCESS

The HCT internet access and electronic mail services are provided under the authority of the Chancellor and the Vice Chancellor of the HCT in accordance with federal laws and regulations governing the use of this service. Users of the internet are governed by the HCT

Internet Access and Electronic Mail Policy. Provision of access to internet resources and services is intended to support the recognized need for HCT graduates to possess the computer and information-seeking skills that are essential for the workplace and for lifelong education.

- ▶ to provide guidelines in determining the application principles for interpretation of the law.

The HCT acknowledges that the Ministry of Information and Culture is regarded as the definitive source of information on matters of intellectual property rights.

COPYRIGHT POLICY AND GUIDELINES

The main objectives of the HCT Copyright Policy and Guidelines are:

- ▶ to ensure compliance with the provisions of UAE Federal Law No. 7, 2002;
- ▶ to establish and protect HCT ownership of all HCT produced materials;

Academic Framework

The Higher Colleges of Technology offer instructional programs leading to Bachelor of Applied Science and Associate of Applied Science levels in the fields of Applied Communications, Business, Computer and Information Sciences, Education, Engineering and Health Sciences.

| BACHELOR DEGREE (4-YEAR PROGRAMS) | |
|---------------------------------------|---|
| MINIMUM ADMISSION REQUIREMENTS | <p>HCT ADMISSION REQUIREMENTS:</p> <p>UAE nationals are eligible for admission to the Higher Colleges of Technology (HCT), provided that they:</p> <ol style="list-style-type: none"> 1. possess a valid UAE passport and UAE National ID card, and 2. have reached 17 years of age before the start date in the academic year of admission, and 3. possess a valid medical certificate, and 4. have completed the Common Educational Placement Assessment (CEPA), and 5. have passed the government secondary General School Certificate (GSC), or equivalent. <p>PROGRAM ENTRY CRITERIA</p> <p>Students who have obtained the following CEPA scores for English and Math (or equivalent) have met minimum requirements for direct entry to the bachelor program of their choice:</p> <ul style="list-style-type: none"> ▶ CEPA English: 180 with CEPA Writing Band 5 (IELTS Academic module overall band 5.0) or equivalent ▶ CEPA Math: 170 or equivalent <p>Equivalent levels of internationally recognized examinations such as TOEFL will be taken into consideration when deciding applicant placement into program, provided that they were obtained from HCT-recognized test centres.</p> |
| CREDENTIAL CHARACTERISTICS | <p>HCT Bachelor programs prepare graduates for positions within a profession and are awarded to students who have demonstrated:</p> <ul style="list-style-type: none"> ▶ a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge at least some of which is at or is informed by the forefront of defined aspects of their discipline; ▶ an ability to evaluate, select and use tools and technologies appropriate for their field of employment; ▶ an ability to deploy accurately established techniques of analysis and enquiry within their discipline; ▶ conceptual understanding that enables them: <ul style="list-style-type: none"> ▶ to devise and sustain arguments, and/or to solve problems using ideas and techniques, some of which are at the forefront of their discipline; ▶ to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in their discipline; |

| BACHELOR DEGREE (Continued) | |
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| | <ul style="list-style-type: none"> ▶ an appreciation of the uncertainty, ambiguity and limits of knowledge; ▶ an ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. referred research articles and/or original materials appropriate to their discipline); ▶ an ability to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects; ▶ an ability to evaluate arguments, assumptions, abstract concepts and qualitative and quantitative data (that may be incomplete), to make judgments, and to frame appropriate questions to identify a solution or a range of solutions to a problem; ▶ an ability to make connections between a range of environmental and ethical issues in both global and UAE contexts and an awareness of the individual citizen's social responsibility with respect to those issues; ▶ an ability to communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences using a range of tools; ▶ qualities and transferable skills necessary for employment, requiring: <ul style="list-style-type: none"> ▶ the exercise of initiative and personal responsibility; ▶ decision-making in complex and unpredictable contexts; ▶ the learning ability needed to undertake appropriate further training of a professional or equivalent nature; ▶ the ability to function effectively in teams, both as team member and leader. |
| GRADUATION REQUIREMENTS | <ul style="list-style-type: none"> ▶ Successful completion of all program requirements ▶ Minimum Credit Units(1): 120 ▶ Cumulative GPA 2.0 or greater ▶ Successful completion of Work Experience |

| BACHELOR DEGREE (1-YEAR TOP-UP PROGRAMS) | |
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| MINIMUM ADMISSION REQUIREMENTS | PROGRAM ENTRY CRITERIA <ul style="list-style-type: none"> ▶ A relevant qualifying HCT Higher Diploma with the level of achievement required for the particular program, or an equivalent qualification; and ▶ Appropriate work experience or similar requirements, as specified for each program major; and ▶ A cumulative GPA of at least 2.50 or above in the qualifying Higher Diploma (N.B. A student with a cumulative GPA below 2.50 and a minimum of two years of work experience may apply to be considered for admission by submitting a portfolio); and ▶ IELTS (Academic) overall band 5.5, with no skill below 5.0, or equivalent |
| GRADUATION REQUIREMENTS | <ul style="list-style-type: none"> ▶ Successful completion of all program requirements ▶ Cumulative GPA of 2.0 or greater |

[1] The number of credit units assigned to each course is based on the amount of time that students are expected to spend under supervised delivery, as well as independent study, of the content in order to achieve the learning outcomes.

A standard Bachelor-level course is assigned 3 credit units, but this may vary based on the specific learning outcomes of the course, and the associated requirements from the students or other factors. The set number of credits for each course is specified in the course outline.

Program Accreditation

To ensure programs at the Higher Colleges of Technology are benchmarked to international standards, the HCT has developed strategic relationships with a range of external accreditation bodies, both in the UAE and abroad. Program quality and consistency is also achieved through accreditation with recognized international bodies

| PROGRAM OF STUDY | ACCREDITATION/BENCHMARKING |
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| <u>Business</u> | <p>Selected Business programs are accredited by the Association of Collegiate Business Schools and Programs, (ACBSP), USA.</p> <ul style="list-style-type: none"> ▶ eBusiness Management programs are benchmarked against BTEC/EdExcel. |
| <u>Computer and Information Science</u> | <ul style="list-style-type: none"> ▶ The HCT BAS programs are accredited by the Canadian Information Processing Society (CIPS), Canada. |
| <u>Education</u> | <ul style="list-style-type: none"> ▶ The Bachelor of Education degree in English Language Teaching in Schools (ELTS) is benchmarked with the University of Melbourne, Australia. ▶ The Education Division has been accepted as a candidate for accreditation for the Bachelor of Education degree in English Language Teaching in Schools (ELTS) through the Teacher Education Accreditation Council (TEAC), USA. |
| <u>Engineering Technology</u> | <ul style="list-style-type: none"> ▶ Chemical Engineering programs are accredited by the Chemical Engineering Institute of Chemical Engineers (ICHEME), UK. ▶ The Aviation programs are licensed by the UAE General Civil Aviation Authority. ▶ The Engineering Technology Division Civil Engineering programs have been accepted as Candidates for accreditation through the Accreditation Board for Engineering and Technology (ABET-TAC), USA. |
| <u>Health Sciences</u> | <ul style="list-style-type: none"> ▶ The BSc in Medical Laboratory Technology program is accredited by the Institute of Biomedical Science (IBMS), UK. ▶ The Bachelor of Applied Science in Nursing is benchmarked with the University of Oklahoma, USA. ▶ The BSc Health Education is benchmarked with the University of Oklahoma, USA. ▶ The BSc Medical Imaging is benchmarked with the University of Oklahoma, USA. ▶ The Bachelor of Pharmacy program was reviewed by the Canadian Council for Accreditation of Pharmacy (CCAP) in 2007. |