

Standards for Licensure and Accreditation 2011

e-Learning Addendum

The following *Standards*, related particularly to e-learning, are to be considered as supplementary to the provisions of the *Standards for Licensure and Accreditation 2011* that apply to all programs and courses offered by higher education institutions.

1.7 Campuses of UAE Institutions in Other Countries

1.7a e-Learning Support Sites.

- 1.7a.1 A licensed institution that makes use of physical sites, such as tutorial or examination centers, in foreign countries to support the delivery of e-learning programs and courses must obtain approval from the Commission for those sites before enrolling e-learning students who will use them.
- 1.7a.2 If an e-learning support site is located in a foreign country, it is expected to comply with requirements of relevant authorities in the host country.

2.2 Institutional Planning

2.2a Planning for e-Learning.

The institution has developed and implemented an e-learning strategy that:

- 2.2a.1 identifies the role of e-learning in the institution's short-term and long-term strategic plans and its alignment with the academic mission;
- 2.2a.2 identifies responsibility for the oversight, development, evaluation, and support of the institution's e-learning program;
- 2.2a.3 was developed with the participation of relevant stakeholders;
- 2.2a.4 is approved by the governing body;

2.2a.5 is reviewed annually by program leadership, informed by direct and indirect measures of performance that result in a process of continuous improvement.

3.6 Undergraduate Preparatory or Remedial Courses and Programs

3.6a Preparation for e-Learning Courses.

An institution offering courses by e-learning should offer remedial instruction or training programs to enrolled students who lack sufficient information technology skills to succeed in the course. (See Section 5.2/5.3a.2)

3.8 Course Delivery

3.8a Program and Course Delivery by e-Learning.

The institution:

- 3.8a.1 ensures that programs and courses delivered face-to-face or through e-learning have the same learning outcomes, and require equivalent rigor and quality of student performance;
- 3.8a.2 designs its e-learning programs and courses to facilitate interaction among students and between students and faculty, in either asynchronous or synchronous modes as appropriate, and maintains an effective and reliable e-learning environment to support this interaction (see Section 6.2a);
- 3.8a.3 ensures that all students enrolled in e-learning courses, regardless of their geographical location, benefit from effective access to learner support, including academic advising and tutors;
- 3.8a.4 assures the integrity of student work in the e-learning environment by demonstrating the steps taken to limit the possibility of fraud and academic dishonesty, including, where appropriate, limited residency requirements, proctored examinations, and effective means of authenticating student work;
- 3.8a.5 ensures that sites used as examination centers have rigorous measures in place to:
 - 3.8a.5.1 ensure the authenticity of the test taker;
 - 3.8a.5.2 maintain the security of the test;
 - 3.8a.5.3 employ up-to-date administrative measures and technological advances to prevent fraud and cheating.

- 3.8a.6 maintains appropriate class sizes (student/faculty ratios) in e-learning courses that ensures the effective participation of all students, and for interaction among students and between students and faculty;
- 3.8a.7 evaluates the effectiveness of e-learning programs and courses according to its program of institutional research;
- 3.8a.8 assumes responsibility for the quality of e-learning courses provided by partner institutions or other organizations, and has procedures in place for the evaluation and review of such courses.

4.4 Faculty Preparation

4.4a e-Learning Faculty.

The institution:

- 4.4a.1 ensures that full-time and part-time faculty teaching in e-learning programs and courses meet the requirements of *Stipulation 8: Faculty Qualifications* in relation to their qualifications, training and experience;
- 4.4a.2 ensures that decisions concerning e-learning curricula and program oversight involve faculty who are qualified both academically to teach the subject and technically, through e-learning skills;
- 4.4a.3 provides faculty with support in instructional design and development of course materials, including as appropriate graphic designers, multimedia specialists, programmers, librarians, and others;
- 4.4a.4 clearly specifies to faculty the expectations for faculty engagement relating to online teaching and student support;
- 4.4a.5 adjusts faculty members' workload appropriately to account for time spent in developing and delivering e-learning course or program materials, and in on-line interaction with students;
- 4.4a.6 provides opportunities for professional development for e-learning faculty, focused on advances in e-learning pedagogy and technology;
- 4.4a.7 ensures that e-learning faculty located off campus participate in the development and evaluation of e-learning programs and courses.

5.2 Undergraduate Admission / 5.3 Graduate Admission

5.2/5.3a Admission to e-Learning Programs.

Institutions delivering programs or courses wholly or partly by e-learning ensure that:

- 5.2/5.3a.1 students entering the programs are informed of the nature and potential challenges of learning in an online environment;
- 5.2/5.3a.2 students are evaluated to determine whether they have the necessary information technology skills to succeed in an e-learning program;
- 5.2/5.3a.3 students are informed as to the minimum requirements for hardware, software and internet connectivity for the program or course;
- 5.2/5.3a.4 students are informed of the expectations for their participation in the program's or course's online community of learners, including interacting with other students and with faculty or tutors, and the channels through which interaction takes place;
- 5.2/5.3a.5 students are aware of the library and other learning resources available to e-learners, and as necessary receive training in their use;
- 5.2/5.3a.6 students are aware of all support services relevant to e-learning available to them, to include tutoring, academic advising, and financial aid;
- 5.2/5.3a.7 students are informed as to what portions of the program require their physical presence, if any, including face-to-face course meetings, tutorials or help sessions, field activities, examinations, etc., and the date, time, location and arrangements provided for these.

5.7 Student Records

5.7a Student Records within the e-Learning Environment.

The institution documents that it has appropriate security measures to protect the integrity and confidentiality of student data and all course data and analytics within the e-learning platform, and of student information maintained within the comprehensive e-learning environment.

5.8 Student Services

5.8a Services to e-Learning Students.

The institution:

- 5.8a.1 makes all its student services, including career planning services, available to students enrolled in e-learning programs and courses, adapted when necessary to students' local context;
- 5.8a.2 ensures that students enrolled in e-learning programs and courses can access institutional publications, including the *Catalog* and *Student Handbook*, and official institutional communications from the administration;
- 5.8a.3 invites students enrolled in e-learning programs and courses to participate whenever possible in campus events, student activities, and student clubs or organizations.

6.2 Learning Resources: Technology

6.2a Learning Resources: e-Learning.

The institution:

- 6.2a.1 develops and maintains an e-learning environment, consisting of a learning or course management platform, related communications tools (e.g., for e-mail, videoconferences or blogs), and support resources/services (e.g., electronic library resources), which is adequate to meet the demands of its e-learning programs and courses, and of the faculty members and students involved in e-learning;
- 6.2a.2 maintains sufficient internet bandwidth, server capacity, and staff to support the operation of the e-learning environment;
- 6.2a.3 provides training to faculty, staff, and students involved with e-learning programs and courses in the operation of the e-learning platform;
- 6.2a.4 ensures that faculty members teaching in e-learning courses have the necessary equipment, software, communications tools, and internet connectivity and bandwidth to develop and deliver the courses they teach, and to communicate with students;
- 6.2a.5 provides sufficient technical support to students and faculty to ensure the effective delivery of e-learning programs and courses;
- 6.2a.6 ensures that all e-learning students have access at all times to the e-learning environment, and to library and other learning resources accessible through it.

7.3 Physical Environment: Technology

7.3a E-Learning Environment

The institution:

- 7.3a.1 demonstrates that it has short- and long-range plans for the evaluation of performance, upgrading, and enhancement of the e-learning environment;
- 7.3a.2 provides an equipment and software replacement plan and associated budget for the e-learning environment

8.4 Budgeting

8.4a Budgeting for e-Learning Programs.

The institution clearly specifies in its budget the financial arrangements relating to e-learning programs and courses, including anticipated revenues and expenditures attributable to its e-learning operations.

Stipulation 1G e-Learning Manual

An institution which offers programs and courses through e-learning must develop and maintain an *e-Learning Manual* which must include the following:

1. an organization chart illustrating the responsibility for e-learning programs and courses, including materials development, program delivery, learner support, and evaluation;
2. a statement of faculty roles and responsibilities in the development and implementation of e-learning programs and courses;
3. information on the mode of delivery adopted by the institution for e-learning programs and courses (e.g., wholly online or blended mode; synchronous or asynchronous interaction among learners; media used for course delivery);
4. procedures and processes relating to the continuous development of e-learning materials for the institution, including overall project management, instructional design, content creation, design of assessments, etc.;
5. assessment policies relating to e-learning, focused on maintaining the integrity of student work in the e-learning environment;
6. characteristics of the e-learning environment, including both its hardware and software components;

7. the location of physical sites established to support delivery of e-learning programs and courses;
8. information on the systems and procedures for security of testing and authentication of examinees;
9. copyright and intellectual property policies relating to e-learning materials developed by or for the institution.