

# Standards for Licensure and Accreditation

# 2011



Commission for Academic Accreditation  
Ministry of Higher Education and Scientific Research  
United Arab Emirates

## PREFACE



As the United Arab Emirates strives to build a knowledge-based economy, it is essential that it is underpinned by a tertiary education system of the highest quality. With the globalization of higher education and increased student mobility between institutions and nations, students need to be assured that their qualifications are of a high standard and are recognized and respected across borders. Institutions licensed by the Ministry of Higher Education and Scientific Research (MOHESR), offering CAA accredited programs, have demonstrated that their curriculum is of sound international standing and the necessary human and physical resources are in place to provide the students with an

effective learning environment.

The concept of quality in the context of universities and colleges is a complex product of many factors. These are considered systematically through the eleven sections of the Standards, each with criteria that are challenging for institutions to meet, but essential as a foundation for continuous improvement and future attainment of excellence.

This fifth edition of the CAA Standards has been refined with cognizance of best international practices in higher education and with feedback from institutions of higher learning here in the UAE. This edition of the Standards has been developed with an increased focus on outcomes-based curricula and assessment. It calls for more external benchmarking of programs and support services to demonstrate the quality achieved and future targets. There is now reference in the Standards to the UAE's Qualifications Framework, to be published shortly, which provides a further benchmark for judging appropriate levels of awards and the associated outcomes achieved by students. A final new section in the Standards addresses the area of Community Engagement, seeking mutually beneficial strategies for institutions to contribute to society in the local and regional context.

The Commission for Academic Accreditation has completed its first decade of operation and in this significant year has also achieved recognition from the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) that it follows the Good Practice Guidelines for such organizations. The rigorous reviews carried out by the Commission, in conjunction with international subject experts, will continue to provide reassurance to students and their families that MOHESR licensed institutions in the UAE will provide high quality study programs commanding respect locally, regionally and internationally.



**Nahayan Mabarak Al Nahayan**  
**Minister of Higher Education and Scientific Research**

# TABLE OF CONTENTS

<b>INTRODUCTION - STANDARDS FOR 2011.....</b>	<b>1</b>
<b>PROCEDURAL GUIDELINES.....</b>	<b>1</b>
<b>PRINCIPLES OF LICENSURE AND ACCREDITATION .....</b>	<b>1</b>
<b>UAE QUALIFICATIONS FRAMEWORK .....</b>	<b>3</b>
<b>INTERNATIONAL QUALITY ASSURANCE.....</b>	<b>3</b>
<b>THE REVIEW CYCLE.....</b>	<b>3</b>
<b>STANDARDS FOR LICENSURE AND ACCREDITATION.....</b>	<b>6</b>
<b>1. Mission, Organization and Governance.....</b>	<b>6</b>
1.1 Vision and Mission.....	6
1.2 Organization.....	6
1.3 The Board.....	6
1.4 Institutional Governance.....	7
1.5 Policies and Procedures.....	7
1.6 Multiple Campus Institutions.....	7
1.7 Campuses of UAE Institutions in Other Countries.....	7
1.8 Branch Campuses of Foreign Institutions.....	8
<b>2. Quality Assurance .....</b>	<b>8</b>
2.1 Institutional Research.....	8
2.2 Institutional Planning.....	9
2.3 Risk Management.....	9
2.4 Continuous Quality Enhancement.....	9
2.5 Quality Assurance/Institutional Effectiveness Manual.....	9
2.6 Reporting.....	10
<b>3. The Educational Program .....</b>	<b>10</b>
3.1 Credit-bearing Programs.....	10
3.2 The Curricula.....	11
3.3 Academic Courses.....	11
3.4 General Education.....	11
3.5 Internship.....	12
3.6 Undergraduate Preparatory or Remedial Courses and Programs.....	12
3.7 Graduate Programs.....	12
3.8 Course Delivery.....	13
3.9 Class Size.....	13
3.10 Program Effectiveness.....	13
3.11 Substantive Change for Programs.....	13
<b>4. Faculty and Professional Staff .....</b>	<b>13</b>
4.1 Faculty Handbook.....	14
4.2 Staff Handbook.....	14
4.3 Recruitment and Records.....	14
4.4 Faculty Preparation.....	14
4.5 Graduate Faculty.....	14
4.6 Staff Qualifications.....	15
4.7 Appointment, Compensation, Promotion, and Contract Renewal.....	15
4.8 Professional Development.....	15
4.9 Faculty Workload.....	16

4.10	Part-Time Faculty.....	16
4.11	Evaluation.....	17
4.12	Code of Conduct.....	17
4.13	Disciplinary Actions and Appeals.....	17
4.14	Grievances.....	17
4.15	Graduate Assistants.....	17
<b>5.</b>	<b>Students.....</b>	<b>17</b>
5.1	Student Handbook.....	18
5.2	Undergraduate Admission.....	18
5.3	Graduate Admission.....	18
5.4	Transfer Admission.....	19
5.5	Advanced Standing.....	20
5.6	Recognition of Prior Learning.....	20
5.7	Student Records.....	20
5.8	Student Services.....	20
5.9	Advising Services.....	21
5.10	Student Activities and Publications.....	21
5.11	Student Behavior and Academic Integrity.....	21
5.12	Grievances.....	21
5.13	Residence Halls.....	22
<b>6.</b>	<b>Learning Resources.....</b>	<b>22</b>
6.1	Learning Resources: Library.....	22
6.2	Learning Resources: Technology.....	23
6.3	Learning Resources: Laboratories.....	23
<b>7.</b>	<b>Physical Resources.....</b>	<b>24</b>
7.1	Physical Environment: Development.....	24
7.2	Physical Environment: Safety.....	24
7.3	Physical Environment: Technology.....	24
<b>8.</b>	<b>Fiscal Resources.....</b>	<b>25</b>
8.1	Fiscal Resources.....	25
8.2	Reporting.....	25
8.3	Organization.....	25
8.4	Budgeting.....	25
8.5	Financial Operations.....	25
8.6	Accounting and Auditing.....	26
8.7	Purchasing and Inventory Control.....	26
8.8	Fees Collection and Refund Policy.....	26
8.9	Cash Management.....	26
8.10	Auxiliary Enterprises.....	26
<b>9.</b>	<b>Public Disclosure and Integrity.....</b>	<b>27</b>
9.1	Policy.....	27
9.2	Publications.....	27
9.3	Institutional Name.....	28
9.4	Relationship with the Ministry and the Commission.....	28
9.5	Contractual Relationships.....	28
9.6	Associations with Corporate Entities.....	29
<b>10.</b>	<b>Research and Scholarly Activities.....</b>	<b>29</b>
10.1	Research Strategy.....	29
10.2	Research Support.....	29
10.3	Research Policy.....	29
10.4	Research Expectations.....	29
10.5	Cooperative Arrangements.....	29

<b>11. Community Engagement .....</b>	<b>30</b>
11.1 Institutional Engagement.....	30
11.2 Employer Engagement.....	30
11.3 Community Relations.....	30
<b>STIPULATIONS .....</b>	<b>31</b>
<b>Stipulation 1- Required Documents.....</b>	<b>31</b>
Stipulation 1A.....	31
Stipulation 1B.....	34
Stipulation 1C.....	35
Stipulation 1D.....	35
Stipulation 1E.....	36
Stipulation 1F.....	37
<b>Stipulation 2- Substantive Change.....</b>	<b>38</b>
<b>Stipulation 3- By-Laws .....</b>	<b>40</b>
<b>Stipulation 4- Completion Requirements Policy .....</b>	<b>41</b>
<b>Stipulation 5- Course Syllabi .....</b>	<b>41</b>
<b>Stipulation 6- Internships .....</b>	<b>42</b>
<b>Stipulation 7- Course Files.....</b>	<b>43</b>
<b>Stipulation 8- Faculty Qualifications .....</b>	<b>43</b>
<b>Stipulation 9- Adjunct Clinical Faculty.....</b>	<b>45</b>
<b>Stipulation 10- Graduate Admissions .....</b>	<b>47</b>
<b>APPENDIX 1- Courses Offered in Condensed Periods.....</b>	<b>49</b>
<b>APPENDIX 2- Glossary of Terms.....</b>	<b>51</b>

## INTRODUCTION - STANDARDS FOR 2011

Higher education in the United Arab Emirates continues to evolve in terms of its diversity, the numbers of institutions and programs, and the quality of education available to students. The Commission for Academic Accreditation (the Commission or CAA) is committed to maintaining the rigor of its *Standards for Licensure and Accreditation* (the *Standards*) while respecting the diversity of educational provision and encouraging innovation and creativity in educational strategies.

This new edition of the *Standards* gives more attention to internal review mechanisms, branch campuses, student transfers, and coordination between campuses. With increasing international mobility of students, it is essential that recognition of qualifications is underpinned by a robust national system of institutional licensure and detailed program accreditation, resulting in qualifications of a high quality and standing in the international community. Community engagement is recognized as an important activity in higher education institutions, and so *Standard 11* has been added to address this important link with UAE society and the mutual benefits that can be derived from effective relationships with the community.

The Commission remains committed to its mission – *"to promote educational excellence across diverse institutions of higher learning in the UAE. Through licensure of colleges and universities, and accreditation of individual programs, the Commission strives to assure high quality education, consistent with international standards"*.

## PROCEDURAL GUIDELINES

As many of the licensed institutions in the UAE are maturing, it is possible to separate out the Commission's review procedures for institutional licensure and program accreditation. In order to guide institutions in the preparation and documentation required for these two distinctive reviews, the Commission has developed a set of *Procedural Guidelines* linked to the *Standards* and designed to help institutions prepare for these separate processes.

The following four *Procedural Guidelines* are available through the Commission in hard copy and on the CAA website <http://www.caa.ae>:

Initial Institutional Licensure (IL)  
Licensure (L) and Renewal of Licensure (RL)  
Initial Program Accreditation (IA)  
Accreditation (A) and Renewal of Accreditation (RA)

## PRINCIPLES OF LICENSURE AND ACCREDITATION

In the United Arab Emirates the authority to license non-federal educational institutions to grant degrees and other academic awards, and to accredit the programs of all institutions, rests with the Commission for Academic Accreditation within the Ministry of Higher Education and Scientific Research (the Ministry). Any institution located in the UAE that provides regular, theoretical, practical, or applied curricula of one academic year or longer beyond the UAE Secondary School Certification (or the equivalent), and that lead to an academic degree, certificate, or diploma, must be licensed and have its programs accredited in order to be

officially recognized by the Ministry<sup>1</sup> The Commission for Academic Accreditation is responsible for these quality assurance processes. The *Standards* that guide these processes and the criteria that institutions must meet are specified in this publication, available both in print and on the Commission's website (<http://www.caa.ae>).

The *Standards for Licensure and Accreditation* (2011 edition) provide the threshold requirements that an institution must meet for licensure, the renewal of licensure, for accreditation and the renewal of accreditation. For some of the *Standards*, there are *Stipulations* that provide greater detail as to the expectations that the Commission holds for licensed and/or accredited institutions or programs. These *Stipulations* carry the weight of the *Standards* themselves and, when called for through either the process for licensure or accreditation, the *Stipulations* must be adhered to.

The standards, policies, and procedures adopted by the Commission to establish and operate institutions of higher education and to accredit academic programs are designed to promote high quality institutions and to assure prospective students, their families, employers, and other interested parties that licensed institutions meet standards of quality consistent with current international practice and professional judgment. Licensed institutions demonstrate that they adhere to standards of performance covering all aspects of the institution, follow principles of continuous improvement, and provide evidence of student learning.

Licensure applies to the entire institution and all its activities. In order to be licensed, the institution must meet eleven *Standards* and their criteria that cover all major activities. The licensure requirements and the *Standards* specify a number of documents for institutions to develop and keep current for various audiences. These documents and the requirements for their contents are described in the *Stipulations* later in these *Standards*, and referred to in the relevant *Procedural Guidelines*.

Criteria for each of the eleven *Standards* determine whether the institution fulfills that standard, and each criterion must be met to achieve licensure. The second section of these *Standards*, *Quality Assurance*, relates to all other *Standards* and is at the heart of the Commission's determination to assure and enhance high quality.

Licensure signifies that the institution has a mission appropriate to higher education and possesses the governance structure, by-laws, regulations, policies and procedures, physical and financial resources, academic programs, faculty and other personnel, and quality assurance measures sufficient to accomplish its mission. Initial Licensure (IL) is granted for up to five years. The process of Initial Licensure is designed to ensure that robust plans are in place to provide human and physical resources in a timely manner, essential policies and administrative structures have been developed such that programs and support units will function effectively, and the financial basis of the institution is sound. Much of this process is based on detailed documentation and plans submitted by the institution.

After the period of Initial Licensure, an institution must apply to renew its license. A self-study is required. A review for Licensure (L) will evaluate the institution's performance in meeting the *Standards* during its period of licensure, and will require clear, detailed evidence and appropriate documentation that the institution is accomplishing its mission and offering and delivering academic programs of high quality, consistent with current international practice. Renewal of licensure (RL) is required every five years after Licensure is granted.

---

<sup>1</sup> One academic year applies to any combination of programs or courses of any duration, if they yield the equivalent of a program of one academic year or longer.

A licensed institution is required to identify its status as licensed by the Commission in all documents and advertising, and to comply with the Commission's requirement for reporting data annually.

Only after being granted Initial Licensure (IL) may an institution apply for Initial Accreditation (IA) for an academic program. Initial Accreditation must be obtained before the institution may advertise that program and recruit and enroll students. The review for Initial Accreditation is designed to ensure that a fully developed curriculum is in place, and with assistance from visiting international experts in the field (the External Review Team or ERT), the Commission evaluates the constituent courses and their requirements for specialist faculty and appropriate teaching and learning resources. After the program has graduated its first cohort of students, further reviews for Accreditation (A) and subsequent Renewal of Accreditation (RA) require a critical self-study and a further assessment by an ERT to ensure that the program's anticipated outcomes are being achieved.

## UAE QUALIFICATIONS FRAMEWORK

In its activity of program accreditation the Commission has always worked to ensure that academic programs are appropriate to the level of the qualification, be it certificate, associate, bachelors, graduate certificate/diploma, masters or doctorate. This is currently judged by international experts in the fields of study. This approach is to be further enhanced by the introduction of the UAE Qualifications Framework (UAE-QF) which is to be published and disseminated to the educational community. The UAE-QF will give more transparency to the possible pathways for students to progress from one award to the next across the spectrum of qualifications in post-secondary education and vocational training. Institutions will be expected to design, deliver and review their programs of study in accordance with the UAE-QF's descriptive criteria associated with each level of the qualifications framework.

## INTERNATIONAL QUALITY ASSURANCE

The Commission conducts its review procedures with reference to the *Guidelines of Good Practice* of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), the *Guidelines for Quality Assurance* from the European Association for Quality Assurance in Higher Education (ENQA), and the common core standards for quality review endorsed by the Arab Network for Quality Assurance in Higher Education (ANQAHE).

Institutions with licensure and program accreditation awarded by the CAA may also seek accreditation from international professional associations, and affiliations with overseas institutions are commonplace. The number of branch campuses established in the UAE has also grown in recent years. In the interests of international alignment of standards and to increase efficiency, the Commission is increasingly working with overseas institutions, accrediting agencies, and professional associations to conduct joint/concurrent reviews.

## THE REVIEW CYCLE

The *Standards, Stipulations* and associated criteria are to be used as the basis for the two processes of institutional licensure and program accreditation. The procedures and steps in the licensure and accreditation processes are depicted in Figure 1. When used in conjunction with the *Procedural Guidelines*, it will be apparent that certain sub-sections of the *Standards* are more pertinent to licensure and others to program accreditation. The *Procedural Guidelines* will assist institutions to focus on the required sections and sub-sections of the *Standards* and develop comprehensive applications for Commission review and approval.

The Commission's review, as related to licensure or program accreditation, may result in one of the following decisions:

**Approved:** Licensure is granted for up to five years initially, and subsequently requires renewal on a five year cycle. The licensure status authorizes an institution to offer accredited programs in the UAE. Initial program accreditation is approved for a period up to two years beyond graduation of the first student cohort. During the period of approval the institution may receive unscheduled visits from the Commission to ensure that it continues to meet the requirements of the *Standards*. Failure to do so may result in loss of institutional licensure or program accreditation, as determined by the Minister.

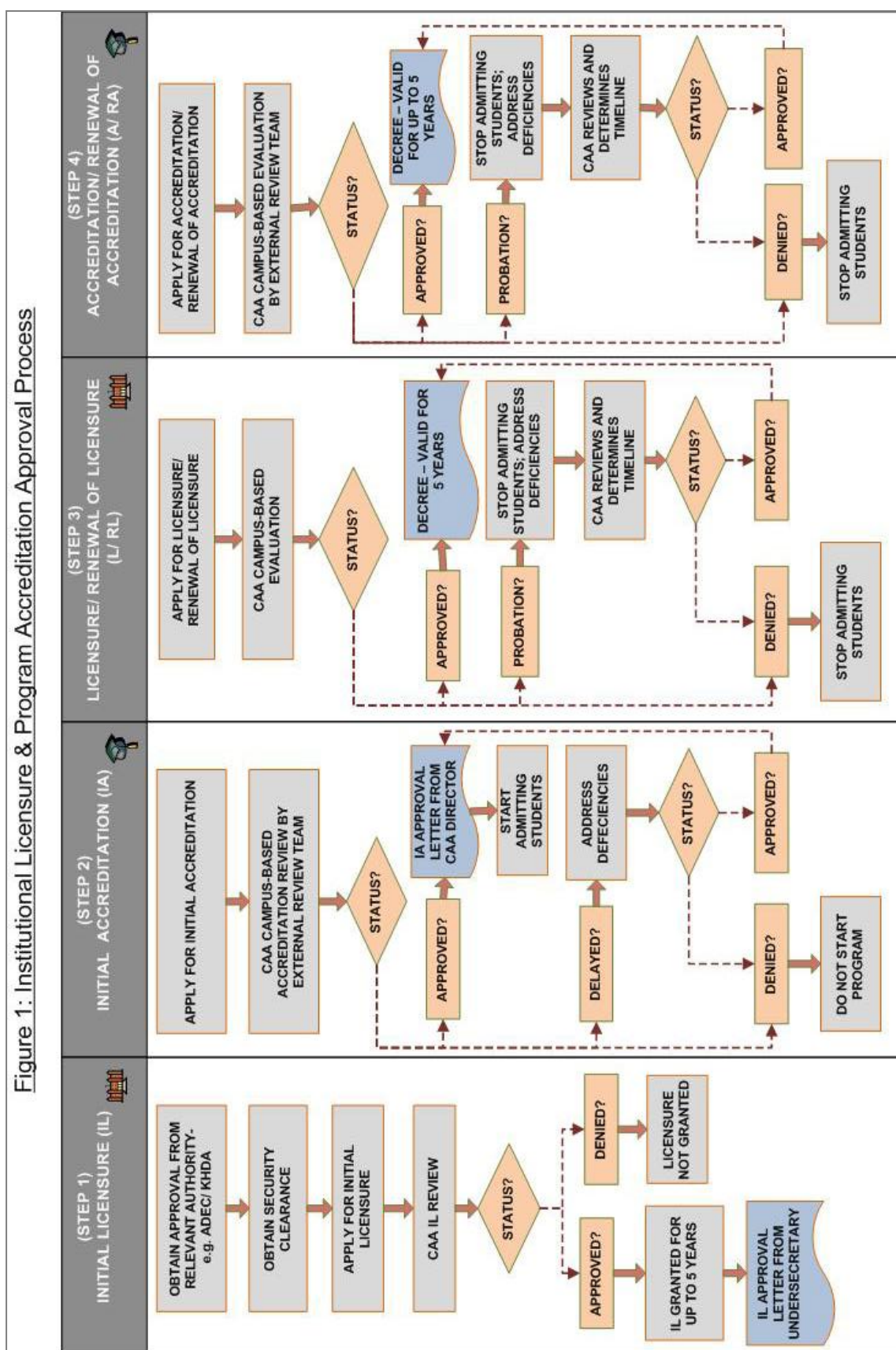
**Delayed:** The decision concerning institutional licensure or program accreditation is delayed until the institution rectifies a problem, provides additional information, or resolves an issue. If the institution fails to satisfy the Commission's requirements within six months following notification, it will either be placed on probation, or denied licensure or program accreditation.

**Probation:** If an institution or an individual program is placed on probation, the institution must correct any deficiencies noted to the satisfaction of the Commission within a specified period of time. At the end of the probationary period, the Commission makes a recommendation to the Minister, which may result in approval or in the denial or revocation of licensure or accreditation. For the duration of the probationary period the institution will not be permitted to admit students to the institution as a whole or to specified programs.

**Denied:** The institution denied licensure or program accreditation has its license revoked or its program terminated. Denial of program accreditation prevents any new students from being admitted, and existing students will follow the teach-out plan. If the institutional licensure is denied it must stop admitting students to any of its programs, stop offering its programs within a period of time specified by the Commission, and inform its students that its licensure has been denied. The institution must guide its students in gaining admission to other recognized institutions of higher education. Funds held as a financial guarantee will be used to assist students in completing their educational programs and to meet other institutional obligations.

Any decision for approval will result in addition of the institution or the program to the CAA website approved listing. Denied proposals and Probations will also be listed on the website. Specific sanctions related to the above decisions are detailed and accessible on the CAA's website policy pages (<http://www.caa.ae>).

Figure 1: Institutional Licensure &amp; Program Accreditation Approval Process



## STANDARDS FOR LICENSURE AND ACCREDITATION

### 1. Mission, Organization and Governance

The institution has a distinct and clearly articulated mission that is appropriate to an institution of higher education, focused upon its identity, its educational and other goals, and the students and communities it wishes to serve. The mission serves to distinguish the institution from others and aids in planning and resource allocation.

The institution has an appropriate organization structure and a system of governance that facilitates the accomplishment of its mission, furthers institutional effectiveness, and clearly distinguishes the authority, roles, and responsibilities of its governing body (the *board*), administration, faculty, and staff. The institution develops and publishes clear statements of policies and procedures governing its operations.

#### 1.1 Vision and Mission.

The institution:

- 1.1.1 has a *vision statement* that articulates the long-term aspirations of the institution;
- 1.1.2 has a *mission statement* that:
  - 1.1.2.1 describes the institution accurately, including its distinguishing characteristics, the students and other stakeholders it seeks to serve, and its relationship to the wider community;
  - 1.1.2.2 is approved by the governing body;
  - 1.1.2.3 is periodically re-evaluated to assess its currency and its usefulness in providing overall institutional direction;
  - 1.1.2.4 provides overall direction to institutional planning;
  - 1.1.2.5 is widely disseminated to the institution's constituencies;
- 1.1.3 has *institutional goals* and *institutional objectives*; the objectives are derived from the goals and are measurable;
- 1.1.4 includes its approved vision and mission statements, institutional goals and institutional objectives in appropriate publications and on the institution's website.

#### 1.2 Organization.

- 1.2.1 The organization of the institution reflects and supports its mission, and facilitates its efficient operation.
- 1.2.2 The organization of the institution is expressed in an organization chart that clearly delineates current lines of authority and institutional relationships, and is published in appropriate documents and on the institution's website.
- 1.2.3 Significant changes to the organization of the institution are referred to the Commission for approval (see *Stipulation 2: Substantive Change*).

#### 1.3 The Board.

- 1.3.1 The board is subject to and operates under by-laws which comply with the requirements specified in *Stipulation 3: By-Laws*.
- 1.3.2 The board includes representatives of the community.
- 1.3.3 The majority of board members have no fiduciary investment in the institution.

- 1.3.4 The education and experience of board members are appropriate to their role in governance of an academic institution.
- 1.3.5 Except for officers who are board members by the virtue of their position at the institution (*ex officio*), no board members of the institution are involved in its day-to-day operation.
- 1.3.6 The roles, functions, and membership of the board and of the administration and faculty are sufficiently distinct to ensure appropriate separation and independence.
- 1.3.7 The board appoints the chief executive officer of the institution and provides direction for the institution in terms of its mission and general policies, but delegates to the chief executive officer the responsibility for the day-to-day operation of the institution.
- 1.3.8 The board regularly evaluates its own effectiveness.

#### 1.4 Institutional Governance.

- 1.4.1 Owners or investors in the institution do not hold executive positions (e.g., President, Chancellor, Provost, Vice President, Dean) and are not involved in its day-to-day operations.
- 1.4.2 The chief academic officer is qualified by an appropriate level of academic preparation and experience to direct the academic affairs of the institution.
- 1.4.3 Administrative officers possess credentials, experience, and demonstrated competence appropriate to their areas of responsibility.
- 1.4.4 Academic administrators hold appropriate credentials, are qualified for appointments at faculty rank, and represent a diversity of cultural and educational backgrounds.
- 1.4.5 Faculty members have sufficient opportunity to participate in decision making on matters related to the curriculum, assessment, and academic integrity.
- 1.4.6 Students have the opportunity to participate in the decision making processes within the institution. This should include formal representation on appropriate committees related to both academic and non-academic matters.
- 1.4.7 All administrators and academic officers, including the chief executive officer, are annually evaluated and are provided feedback on those evaluations (see Section 4.11).

#### 1.5 Policies and Procedures.

The institution maintains a *Policies and Procedures Manual* that contains *all* the policies and procedures of the institution and meets specific Commission requirements as specified in *Stipulation 1A: Policies and Procedures Manual*. The institution has clearly delegated responsibilities for policy development, document control, review and dissemination. The institution implements these policies and procedures.

#### 1.6 Multiple Campus Institutions.

- 1.6.1 The governance structure, faculty and other personnel, facilities, services, and academic programs of multiple-campus institutions ensure that students attending any campus receive an equivalent educational experience and achieve the same learning outcomes.
- 1.6.2 Institutions wishing to operate in another location in the UAE must receive approval from the Commission before commencing operations (See *Stipulation 2: Substantive Change*).
- 1.6.3 An institution with multiple campuses has a manual for coordination of activities among its campuses.

#### 1.7 Campuses of UAE Institutions in Other Countries.

A licensed institution based in the UAE that establishes a branch campus in a foreign country must obtain approval from the Commission prior to establishing the campus. (See *Stipulation 2:*

*Substantive Change*). The branch campus must comply with the requirements of these *Standards* and is expected to comply with requirements of relevant authorities in the host country.

## 1.8 Branch Campuses of Foreign Institutions.

A branch campus established in the UAE by an institution of higher education based outside the UAE is required to:

- 1.8.1 comply with applicable rules and regulations of the UAE;
- 1.8.2 comply with the requirements for institutional licensure and program accreditation of the Commission;
- 1.8.3 provide an educational experience that ensures the achievement of the same learning outcomes as at the parent institution;
- 1.8.4 establish a local advisory board to include representatives of the UAE community, who will advise the chief administrators of the branch campus and the senior administrators of the parent institution;
- 1.8.5 demonstrate that the governing body of the parent institution has approved the establishment of the branch campus;
- 1.8.6 have local administrators who are accountable directly to the central administration of the parent institution and, ultimately, the governing body of the parent institution;
- 1.8.7 operate under the same name as the parent institution, with additional identification of the local branch;
- 1.8.8 publish student, faculty, and staff *Handbooks* and other policies and procedures appropriate for the branch campus and its location;
- 1.8.9 provide the Commission with a financial guarantee for the operation of the institution, including a plan for and support of a “teach out” arrangement should the branch campus be forced to close or a program be discontinued;
- 1.8.10 provide the Commission access to the accreditation (institutional and programmatic) and financial documents of the parent institution, as applicable;
- 1.8.11 work with the Commission as necessary in developing joint visits and partnerships with the accrediting bodies of the parent institution.

## 2. Quality Assurance

The institution demonstrates its commitment to continuous quality assurance and enhancement by systematically evaluating the effectiveness of all aspects of its operations and academic programs. The institution evaluates its academic programs and courses and its academic, student, and administrative services on the basis of evidence, and by benchmarking its performance against the best practices of other local and international institutions. The institution uses the results of its evaluations in planning, budgeting, establishing its priorities, and improving its academic programs and services. It can demonstrate how evidence-based planning has led to improvements in programs and services, to new programs and services, and to more effective use of resources.

### 2.1 Institutional Research.

The institution has:

- 2.1.1 a well designed system of institutional research, which provides the institution with the capability to determine whether the objectives of its academic, student, and administrative service units, and the learning outcomes of its academic programs and courses, are being

met (see also Section 3.10);

- 2.1.2 a separate quality assurance/institutional effectiveness unit, reporting to the institution's chief executive officer, which is responsible for implementing the system of institutional research, and is supported with sufficient human and fiscal resources;
- 2.1.3 a process by which the quality assurance unit is regularly evaluated.

## 2.2 Institutional Planning.

The institution:

- 2.2.1 develops, periodically reviews, and updates both short-term operational and long-term strategic plans, which are mission-driven; include goals, objectives, performance indicators and targets; and are linked to the institutional budget;
- 2.2.2 documents its planning policies and processes;
- 2.2.3 ensures that the results of institutional research are used to guide planning, budgeting and resource allocation;
- 2.2.4 involves stakeholders, advisory panels, and international practitioners in its planning, where appropriate.

## 2.3 Risk Management.

- 2.3.1 The institution has a detailed risk management plan which defines various sources of risk (for instance, natural disasters, failure of information technology infrastructure, loss of key personnel, financial risks arising from insufficient enrollment, loss of access to learning resources, cessation or insufficiency of access to clinical training sites), assesses their severity, and identifies strategies to avoid, reduce, or ameliorate them.
- 2.3.2 The institution has clearly delegated responsibilities for risk management.
- 2.3.3 The institution has appropriate levels of liability and other insurance—or designated financial resources—to provide adequate replacement protection for its physical facilities and equipment and to cover the potential liability of personnel.
- 2.3.4 The risk management plan, delegation of responsibilities, and insurance coverage for identified risks, are approved by the governing body on at least a biennial basis.

## 2.4 Continuous Quality Enhancement.

The institution demonstrates that:

- 2.4.1 the results of institutional research are used to modify and improve programs, resources, and services;
- 2.4.2 benchmarking against best local and international practices is deployed as a part of the continuous quality improvement process;
- 2.4.3 improvements are monitored and evaluated.

## 2.5 Quality Assurance/Institutional Effectiveness Manual.

The institution maintains a *Quality Assurance Manual* that clearly describes how all quality assurance activities are integrated into a single system to continually appraise and improve the institution, its operations and programs. The Manual must include the contents specified in *Stipulation 1B: Quality Assurance Manual*.

## 2.6 Reporting.

The institution submits to the CAA annual reports on the activities and achievements of its quality assurance/institutional effectiveness unit.

## 3. The Educational Program

The academic programs and courses offered by the institution are appropriate to its mission. International academic norms are reflected in program design and composition, in the delivery of teaching and instruction, and in the assessment of student achievement. The institution demonstrates that academic programs and courses are delivered as they are specified, are reviewed and continuously improved, and that students meet the intended outcomes. Program learning outcomes are appropriate to the level of qualifications awarded and are consistent with the UAE Qualifications Framework.

### 3.1 Credit-bearing Programs.

- 3.1.1 The institution thoroughly assesses the need for any new program, determining the potential employment market, competition in the sector, prospective student interest, resource requirements, and financial implications.
- 3.1.2 Program titles are stated in standard academic terms that reflect international norms and transparency with respect to program content and level (see Appendix 2: *Glossary of Terms*).
- 3.1.3 Each academic program has well-articulated program goals and outcomes (i.e. learning outcomes at the level of the program); the outcomes are derived from the goals and are defined in measurable terms; all program goals and outcomes are accurately described in appropriate publications. Goals and outcomes are consistent with the level of qualification awarded as defined in the UAE Qualifications Framework.
- 3.1.4 The institution identifies the mode or modes of delivery used for each of its programs and their constituent courses: full-time, part-time, evening, weekend, intensive, modular, cohort-based, on-line, etc.
- 3.1.5 Institutions demonstrate that their academic programs and courses meet international expectations of student effort, with requirements for instructional and learning hours comparable to credit-based programs of good international standing.
- 3.1.6 The institution does not award credit for duplicated courses, for training provided by non-approved organizations, or for courses offered by institutions in the UAE not licensed by the Commission.
- 3.1.7 Institutions which offer credit for prior learning do so according to a defined and published policy which has received the approval of the Commission, and which ensures that all credit granted by the institution is at the post-secondary level. (See also Section 5.6).
- 3.1.8 Institutions offering programs jointly with other institutions based outside the UAE assume primary responsibility for their compliance with the *Standards*, while also meeting the requirements of the partner institutions (see Section 9.5).
- 3.1.9 Institutions offering programs jointly with other institutions ensure that the proportion of the program taught by the partner institution is no greater than 25%. If the courses offered by the partner institution are delivered through e-learning or distance teaching, an appropriate portion of each course must be delivered face-to-face by a qualified faculty member.

### 3.2 The Curricula.

The curriculum of each academic program:

- 3.2.1 comprises a progression and mix of courses (such as major, concentration, general education, and electives; introductory and advanced with prerequisites) that meets international norms in terms of content, coverage, level, and practice;
- 3.2.2 requires a number of credit hours (or equivalent) that is consistent with international norms in the discipline and for the level of the qualification awarded;
- 3.2.3 requires for completion a minimum cumulative grade point average (or equivalent) and other requirements as specified in *Stipulation 4: Completion Requirements*;
- 3.2.4 if allowing credit earned through courses defined as “independent study”, limits the grant of such credit to 6 semester hours for undergraduate programs below the bachelor’s degree; 9 semester hours for a bachelor’s degree;
- 3.2.5 relates any professional training to current practice, relevant licensing requirements, and generally accepted international norms;
- 3.2.6 is clearly described and published in the *Catalog* and other relevant publications, including the institution’s website.

### 3.3 Academic Courses.

The institution:

- 3.3.1 employs instructional methodologies that are supported by appropriate technology and instructional tools, and are suitable for the subject being taught;
- 3.3.2 involves students actively in their own learning;
- 3.3.3 provides learning outcomes for each course that are consistent with current international norms in the discipline and the level of the course and the qualification awarded; and align with, and demonstrably meet, the program outcomes of each program in which the course appears;
- 3.3.4 ensures that appropriate assessment tools are employed for the specified learning outcomes;
- 3.3.5 prepares detailed syllabi for all courses, including the information required in *Stipulation 5: Course Syllabi*;
- 3.3.6 allows sufficient time for preparation, reflection, analysis and the achievement of learning outcomes for courses that are offered in concentrated time periods (see Appendix 1: *Courses Offered in Condensed Periods*);
- 3.3.7 ensures that courses offered through independent study have comparable learning outcomes to other courses, which are appropriately assessed;
- 3.3.8 implements a policy for monitoring and authenticating student work;
- 3.3.9 ensures that courses, or parts of courses, offered in online mode meet the requirements of the Commission's *e-Learning Standards for Licensure and Accreditation*.

### 3.4 General Education.

The institution:

- 3.4.1 ensures that all students in undergraduate programs requiring two years or longer of full-time study complete a broadly based general education requirement. The general

education requirement is designed to add breadth to students' intellectual experience. Students must attain knowledge and competency equivalent to completing one or more university-level courses in each of the following areas: i) English, Arabic or other languages; ii) the humanities or arts; iii) the natural sciences; iv) information technology or mathematics; and v) the social or behavioral sciences;

- 3.4.2 ensures that all undergraduate students complete the equivalent of one or more university-level courses in Islamic studies, history, or culture;
- 3.4.3 clearly defines the learning outcomes for its general education program and regularly assesses students' achievement of those outcomes;
- 3.4.4 ensures that students who complete its undergraduate programs can demonstrate competence in oral and written communication in the language of instruction; in scientific, quantitative and critical reasoning; and in using technology to access, evaluate, organize, and communicate information.

### 3.5 Internship.

Institutions offering curricula in applied fields such as education, engineering, health sciences, and similar areas are expected to provide opportunities for workplace experience, such as internships or practica. As appropriate, institutions are encouraged to provide opportunities for workplace experience in other fields. Any practicum or internship adheres to the requirements listed in *Stipulation 6: Internships*. Student experiences in the internship should be at the appropriate level for the qualification being pursued.

### 3.6 Undergraduate Preparatory or Remedial Courses and Programs.

The institution:

- 3.6.1 may offer non-credit preparatory or remedial courses or programs to students who lack a sufficient background in one or more academic areas (such as English or mathematics);
- 3.6.2 ensures that its preparatory courses have measurable learning outcomes;
- 3.6.3 permits enrollment in a preparatory program for a limited, specified period of time, after which students are either fully admitted or leave the institution;
- 3.6.4 allows no more than 15 semester credits (or equivalent) of course work taken for credit while in a preparatory program to contribute towards an undergraduate degree;
- 3.6.5 allows students enrolled in a preparatory program to take General Education credit-bearing courses only in subjects for which they have the necessary education and preparation to achieve the course learning outcomes.

### 3.7 Graduate Programs.

The institution's graduate programs:

- 3.7.1 emphasize the development of competencies in research and scholarship appropriate to the field and the level of the program;
- 3.7.2 demonstrate that graduate courses are sufficiently rigorous, and distinctly more challenging than undergraduate courses in the same discipline;
- 3.7.3 may include non-credit preparatory or remedial courses for students who lack a sufficient academic background in the discipline studied;
- 3.7.4 require, for a master's degree or a postgraduate diploma (or equivalent), the equivalent of at least one year of full-time study;

- 3.7.5 require, for a doctoral degree, the equivalent of at least one year of taught course work beyond the master's level that is distinctly more challenging than master's level courses in the same discipline, training in research skills and methodology, and a research thesis or a major project appropriate to the field.

### 3.8 Course Delivery.

The institution:

- 3.8.1 ensures that the delivery of each course is consistent with its detailed syllabus;
- 3.8.2 ensures that the academic assessment of students is fair, accurate, aligned with learning outcomes and program goals, and is undertaken at an appropriate level;
- 3.8.3 maintains updated files for the delivery of each course, which include the information specified in *Stipulation 7: Course Files*.

### 3.9 Class Size.

The institution:

- 3.9.1 has guidelines in place for determining appropriate class size to ensure effective teaching and learning in its different discipline fields and levels of courses;
- 3.9.2 can demonstrate, through appropriate approved policies and practices, based on a sound pedagogical rationale, that class size is carefully considered in the design and delivery of all its courses.

### 3.10 Program Effectiveness.

The institution regularly assesses all academic programs according to the institution's program of institutional research, with the results analyzed to show that students meet the specified learning outcomes. The institution demonstrates that such evidence is used for program improvement, and for institutional planning.

### 3.11 Substantive Change for Programs.

The institution seeks approval from the Commission for changes to its academic programs that significantly modify a program's goals or learning outcomes, or its basic structure. (See *Stipulation 2: Substantive Change*).

## 4. Faculty and Professional Staff

The institution demonstrates that it has an appropriately qualified faculty and administrative and technical staff of a sufficient number to meet all requirements of its programs, services, and activities and to achieve its mission. All faculty members and professional staff hold appropriate credentials; their preparation and qualifications are suited to the field and the level of their instructional assignments or field of activity. The institution has orderly, transparent processes and policies for recruiting, developing, evaluating, promoting, and retaining members of the professional staff and faculty members, who exemplify diverse educational and cultural backgrounds.

**4.1 Faculty Handbook.**

The institution maintains a *Faculty Handbook* that covers the range of topics specified in *Stipulation 1C: Faculty Handbook*. The institution implements these policies and procedures and distributes the *Faculty Handbook* to all full-time and part-time (adjunct) faculty members.

**4.2 Staff Handbook.**

If professional staff are not included in the *Faculty Handbook*, the institution maintains a *Staff Handbook* that covers the range of topics specified in *Stipulation 1D: Staff Handbook*. The institution implements these policies and procedures and distributes the *Staff Handbook* to all members of the professional staff.

**4.3 Recruitment and Records.**

The institution:

- 4.3.1 has effective policies and processes for advertising, recruiting, and appointing faculty and professional staff members and maintains records of these processes;
- 4.3.2 has an assigned individual to coordinate and process matters relating to the appointments of faculty and staff: immigration and residence permits, benefits, evaluation of non-faculty appointees, maintenance of personnel files, etc.;
- 4.3.3 maintains a record on site for each full-time faculty, part-time faculty, and professional staff member, including official validated transcripts of academic preparation, the signed contract, and all documents required by the Ministry of Labor and Social Affairs in the UAE;
- 4.3.4 has policies in place regarding the content and maintenance (including backup) of personnel files, and guaranteeing appropriate employee access to his/her personnel file including the right to review the file and correct erroneous information.

**4.4 Faculty Preparation.**

- 4.4.1 The preparation and qualifications of all faculty members, both full-time and part-time, are appropriate to the field and level of their assignments and meet the minimum qualifications required for each level, as specified in *Stipulation 8: Faculty Qualifications*.
- 4.4.2 For adjunct clinical faculty, the institution adheres to the minimum qualifications specified in *Stipulation 9: Adjunct Clinical Faculty*.
- 4.4.3 The institution demonstrates that faculty members are competent in the language of instruction in the programs to which they are assigned.
- 4.4.4 The institution demonstrates a commitment to achieving diversity in the cultural and educational backgrounds of its faculty and administration.

**4.5 Graduate Faculty.**

The institution:

- 4.5.1 demonstrates that faculty members who instruct in graduate programs evidence a strong record of active engagement in research and scholarship related to the discipline covered in their courses or have significant professional experience in applied fields as practitioners;
- 4.5.2 appoints faculty members as principal supervisors of student research theses who are research-active in their field and have prior supervisory experience;

- 4.5.3 clearly defines and articulates the eligibility requirements for faculty members teaching graduate courses as distinct from undergraduate courses.

#### **4.6 Staff Qualifications.**

The qualifications and experience of all professional staff members are appropriate to the level of their appointment and the duties to which they are assigned.

#### **4.7 Appointment, Compensation, Promotion, and Contract Renewal.**

- 4.7.1 The institution provides faculty and professional staff members with contracts, letters of appointment, or other documents that clearly describe the terms and conditions of employment.
- 4.7.2 The institution demonstrates that it offers adequate salaries and benefits to attract and retain highly qualified faculty members of diverse cultural and educational backgrounds; it makes available to faculty the salary ranges and criteria for appointment to each rank and for different disciplines.
- 4.7.3 The institution establishes criteria and procedures for faculty promotion from one rank to another, for renewal of contracts, and, where appropriate, for awarding an extended or rolling contract.
- 4.7.4 The term of the contract offered after the probationary period provides a reasonable degree of job security for faculty.
- 4.7.5 The institution has policies in place covering nepotism, inappropriate employee relationships, and other policies appropriate under UAE labor and employment laws.
- 4.7.6 The institution has a clear policy regarding the handling of legal issues relating to the employment of faculty and professional staff.

#### **4.8 Professional Development.**

The institution:

- 4.8.1 provides faculty development activities that support teaching, research, and scholarship; these activities are regularly assessed to ensure they are appropriate and effective;
- 4.8.2 provides appropriate support services and professional development and training programs for faculty members in a variety of instructional strategies and technologies in order to foster active student learning;
- 4.8.3 provides adequate training and support for faculty members in using software related to meeting educational goals;
- 4.8.4 demonstrates, as relevant to its mission, that faculty members receive adequate opportunities and resources for research and scholarship; for example, publishing or presenting research papers; organizing and participating in national, regional, and international conferences, workshops, seminars, or exhibitions; leaves for sabbaticals and training;
- 4.8.5 demonstrates that the results of annual faculty and professional staff evaluations contribute to the production of individual and collective professional development plans;
- 4.8.6 provides professional staff development activities that support staff members' roles and improve performance; these activities are assessed to ensure they are appropriate and effective;
- 4.8.7 allocates an adequate budget to support the professional development of its faculty and professional staff, and provides evidence that funds are used for that purpose;

- 4.8.8 has a structured orientation system in place for newly appointed faculty and professional staff.

#### 4.9 Faculty Workload.

- 4.9.1 The institution employs a sufficient number of faculty members to effectively deliver the programs it offers, both credit and non-credit, in line with its mission and international norms.
- 4.9.2 Workload assignments are equitable and reasonable and include the entire range of a faculty member's responsibilities, such as instruction, advising, committee work, thesis supervision, guidance of student organizations, research, service, and curriculum development. Assignments take into account the number of course preparations, level of courses taught, student enrollments, subject matter, support from clerical and other staff or teaching assistants, and administrative responsibilities.
- 4.9.3 The institution adheres to the following maxima with regard to faculty teaching assignments:
- 4.9.3.1 15 credit hours, or equivalent, per semester for non-terminal degree holders teaching in undergraduate certificate, diploma, associate degree and baccalaureate programs (see also *Stipulation 8: Faculty Qualifications*);
  - 4.9.3.2 12 credit hours, or equivalent, per semester for faculty members with terminal degrees teaching in baccalaureate programs;
  - 4.9.3.3 9 credit hours, or equivalent, per semester for faculty only teaching in graduate programs, or pro-rata for faculty teaching a mix of baccalaureate and graduate courses;
  - 4.9.3.4 6 credit hours, or equivalent, per semester for part-time faculty;
  - 4.9.3.5 6 credit hours, or equivalent, in a summer term.
- 4.9.4 In exceptional circumstances where teaching assignments in excess of the above requirements (overloads) are inevitable, they are compensated either through reduced teaching assignments in the next regular semester after the semester in which the overload is taught, or through direct overload compensation during the semester in which the overload is taught.
- 4.9.5 Workload assignments provide for a minimum release time as follows:
- 4.9.5.1 three credit hours per semester for program coordinators and department chairs;
  - 4.9.5.2 six credit hours per semester for deans;
  - 4.9.5.3 appropriate release time for other major administrative assignments.
- 4.9.6 The institution recognizes that laboratory, studio, clinical, internship and other forms of pedagogy must be differently accounted for in faculty workload calculations. For example, the instructor of record in a laboratory is typically given one hour of work load credit for every two contact hours in the laboratory.

#### 4.10 Part-Time Faculty.

The institution:

- 4.10.1 ensures that no more than 25% of the instructors teaching courses in a given program are part-time faculty, unless prior approval is received from the Commission;
- 4.10.2 ensure that part-time faculty meet the same qualifications for appointment as do full-time faculty;
- 4.10.3 makes it clear, through part-time contracts and through policy statements, that part-time employment is for specified courses and for a specific semester and is not a continuing appointment;

- 4.10.4 provides orientation for part-time faculty;
- 4.10.5 ensures inclusion of part-time faculty in program development, professional development, and other institutional functions;
- 4.10.6 ensures that part-time faculty have access to instructional materials, including library and copying services, and can effectively provide office hours to meet the needs of the students.

#### 4.11 Evaluation.

- 4.11.1 The institution conducts annual evaluations of the performance of all full-time, part-time, and visiting faculty members, and professional staff members at all locations, using a variety of measures.
- 4.11.2 The criteria, methods, and procedures for faculty and professional staff evaluation are equitable and disseminated to all faculty and professional staff members.
- 4.11.3 Feedback on evaluations is given to personnel and is discussed by both parties.

#### 4.12 Code of Conduct.

The institution's *Faculty* and *Staff Handbooks* identify expectations for faculty and staff conduct that reflect its mission and purposes, recognizing the need for faculty and staff to carry out their duties in a professional, ethical and collegial manner and to respect the culture of the United Arab Emirates.

#### 4.13 Disciplinary Actions and Appeals.

The institution's *Faculty* and *Staff Handbooks* have policies and procedures that allow disciplinary action to be taken against faculty and staff who violate the expected standards of conduct. These policies identify the range of possible actions available to the institution, and specify the procedures for regulating the processes of disciplinary action and for appeal by faculty and staff against disciplinary actions.

#### 4.14 Grievances.

The institution operates a grievance policy and associated procedures; these are available to all faculty and professional staff members.

#### 4.15 Graduate Assistants.

The institution ensures that its use of graduate students as assistants in teaching and instruction takes account of their other academic responsibilities. Graduate students may support the faculty by aiding with class activities (such as practical sessions and tutorials), facilitating group discussions and team-based learning, and offering technical support.

### 5. Students

The institution defines the characteristics of the students it seeks to enroll and provides an environment that contributes to their cultural, social, moral, intellectual, and physical development. Student services and programs are based upon an assessment of students' needs, support the achievement of their educational goals, and are consistent with the institution's mission.

## 5.1 Student Handbook.

The institution maintains a *Student Handbook* that covers the range of topics specified in *Stipulation 1E: Student Handbook*. The institution implements these policies and procedures and distributes the *Student Handbook* to all students.

## 5.2 Undergraduate Admission.

- 5.2.1 The governing board determines the size and character of the student body and the general admissions policies; these are implemented by the faculty and administration.
- 5.2.2 The institution does not compromise its admissions standards or academic progress policies to achieve a desired enrollment.
- 5.2.3 Admissions policies and the bases for admissions decisions are consistent with the institution's mission and the goals of its programs; these policies are clearly defined, applied to all students equally, and are published appropriately in the *Catalog* and institutional website.
- 5.2.4 The institution specifies all admission requirements including acceptable documentation for high school completion, requirements for letters of reference, essays, photographs, background checks and/or other requirements that may affect the admission decision.
- 5.2.5 The institution's requirements for undergraduate admission:
  - 5.2.5.1 include qualitative and quantitative measures as appropriate to the program, completion of secondary school, and other preparation that is consistent with the current requirements of the Ministry under Decree 200/Year 2004 and Decree 133/Year 2005, and with the curriculum of the academic program in which the student wishes to enroll;
  - 5.2.5.2 require for programs taught in English a minimum TOEFL score of 500 (173 CBT, 61 iBT), 5.0 IELTS, or another standardized, internationally-recognized test that is approved by the Commission;
  - 5.2.5.3 specify higher admission standards to programs which have higher proficiency requirements in areas such as mathematics and/or the sciences;
  - 5.2.5.4 establish deadlines for admissions which are adhered to by the institution;
  - 5.2.5.5 establish policies for notification of students regarding admissions decisions;
  - 5.2.5.6 identify circumstances which may result in provisional enrollment, and the requirements that a student must meet to be removed from provisional status and advance into an academic program.
- 5.2.6 Admissions standards for programs and for the institution are regularly assessed and such information is used in enrollment planning.
- 5.2.7 Students in a preparatory English language program are considered probationary students; they must meet or exceed the Commission's minimum standards of English language proficiency before they can advance into an academic program taught in English. (See also Section 3.6).

## 5.3 Graduate Admission.

- 5.3.1 The institution's requirements for graduate admission:
  - 5.3.1.1 are designed to admit students to pursue graduate degrees who show a potential for a high level of performance, based on their previous academic record and other indicators of ability;
  - 5.3.1.2 include qualitative and quantitative measures as appropriate to the program;
  - 5.3.1.3 require official transcripts of all earned undergraduate credits;
  - 5.3.1.4 require, for master's programs, a recognized baccalaureate degree earned in a

- discipline appropriate for the prospective graduate degree with a cumulative grade point average of 3.0 on a 4.0 scale or its established equivalent;
- 5.3.1.5 require, for doctoral programs, the completion of a master's degree earned in a related discipline with a cumulative grade point average of 3.0 on a 4.0 point scale or its established equivalent;
- 5.3.1.6 require for programs taught in English a minimum TOEFL score of 550 (213 CBT, 79-80 iBT), 6.0 IELTS or another standardized, internationally-recognized test that is approved by the Commission;
- 5.3.1.7 require, for doctoral programs taught in Arabic, a minimum TOEFL score of 500 (173 CBT, 61 iBT), 5.0 IELTS, or another standardized, internationally-recognized test that is approved by the Commission, unless an exception is granted;
- 5.3.1.8 where relevant, contain clear guidelines for probationary or conditional admission, separately approved by the Commission, including time limits and the requirements for moving to full admission.
- 5.3.2 Admissions policies and the bases for graduate admissions decisions are consistent with the institution's mission and the goals of its programs; these policies are clearly defined, applied to all students equally, and are published appropriately in the *Catalog* and institutional website.
- 5.3.3 In setting policies for graduate admissions, institutions comply with requirements specified in *Stipulation 10, Graduate Admission*.

#### 5.4 Transfer Admission.

Institutions accepting transfer students at any degree level:

- 5.4.1 ensure that only students transferring from a federal or licensed institution in the UAE, or a foreign institution of higher learning based outside the UAE and accredited in its home country, are eligible for transfer admission;
- 5.4.2 require students to meet the English language proficiency requirements for the institution and for the program to which they seek to transfer, prior to commencing their study in the program they transfer to;
- 5.4.3 do not allow for transfer students to enter under any conditions stipulated for provisional admission by the receiving institution;
- 5.4.4 require all entering transfer students to present certification (TOEFL or IELTS) demonstrating the required scores for full admission (see Sections 5.2.5 and 5.3.1);
- 5.4.5 require the submission of official transcripts showing all post-secondary work attempted at all institutions attended;
- 5.4.6 treat work taken under an articulation agreement with another institution as transfer credit;
- 5.4.7 accept only students who are in good academic standing and who are eligible to return to their current or former institution. In those instances where a student wishes to transfer into a different program than he/she was previously admitted to, the institution has clearly defined criteria for such admission;
- 5.4.8 permit students who are not in good standing to transfer only to a program in a field different from the one from which the student is transferring;
- 5.4.9 accept only students in good academic standing (a minimum cumulative grade point average of a 3.0 on a 4.0 scale, or equivalent) to graduate programs;
- 5.4.10 limit the number of transfer credits which may be applied to a specific degree program; the limit may not exceed 50% of the total number of credits which are required to complete a degree;
- 5.4.11 transfer only credits which were offered at the post-secondary level or at the appropriate graduate level, and which have learning outcomes comparable to those of the accepting

- institution;
- 5.4.12 transfer undergraduate program credits only for courses relevant to the degree that provide equivalent learning outcomes and in which the student earned a grade of C (2.0 on a 4.0 scale) or better;
- 5.4.13 transfer graduate program credits only for courses relevant to the degree that provide equivalent learning outcomes and in which the student earned a grade of B (3.0 on a 4.0 scale) or better;
- 5.4.14 provide for timely written notification of applications of the transferability of credit, how much credit is granted, and how the accepted credit will be applied to the degree program of the receiving institution;
- 5.4.15 prohibit accepting credit twice for substantially the same course taken at two different institutions;
- 5.4.16 allow the transfer of credits for clinical training only when done in the UAE; in exceptional circumstances, the Commission may grant a waiver of this condition.

## 5.5 Advanced Standing.

An institution wishing to award credit by advanced standing must specify conditions, approved by the Commission, under which credit may be awarded on this basis, including limitation on the number of such credits that may be awarded.

## 5.6 Recognition of Prior Learning.

An institution wishing to award credit for recognition of prior learning must have a policy, approved by the Commission, regarding exemptions from courses on the basis of certified earlier learning. This may include portfolio development, challenge exams and/or other means in keeping with sound international practice. The policy must specify a limitation on the number of such credits that may be awarded. See also Section 5.4.10.

## 5.7 Student Records.

- 5.7.1 The institution has appropriate policies governing the collection, maintenance, storage, disposal, and security of all official and original student records, including secure fireproof storage and back-up, preferably off-site.
- 5.7.2 The institution has policies concerning what constitutes the permanent student record, the format in which records are maintained, who may manage and update records, who has access to them, how long they are to be retained, and what may be disposed.
- 5.7.3 The institution has a policy concerning the release of information to the public that respects the rights of individual privacy, the confidentiality of records, and the best interests of the student and institution.

## 5.8 Student Services.

- 5.8.1 A designated administrative unit is responsible for planning and implementing student services that is headed and staffed by personnel with appropriate preparation and experience.
- 5.8.2 The institution provides access to personal counseling services, health services and health education programs consistent with the verified needs of its community.

- 5.8.3 To assist students in career planning and appropriate employment, career development services—career testing, information, and counseling, interviewing and other employment skills, job placement, and follow-up activities—are available to students beginning with their first enrollment; specific policies govern the career services available to students, alumni, and employers.
- 5.8.4 If the institution offers financial aid, all awards, including scholarships, are coordinated and awarded according to published criteria; all funds for financial aid programs are audited in compliance with UAE law.

## 5.9 Advising Services.

- 5.9.1 The institution provides new students at all degree levels with an appropriate orientation program.
- 5.9.2 The institution provides all students with an effective system of academic advising, which is regularly evaluated.
- 5.9.3 Advisors are properly prepared to advise students regarding career development, current employment opportunities, the curriculum, and, if relevant, to mentor graduate students.
- 5.9.4 Advisors have ready access to student records and are responsible for a number of advisees that is commensurate with effective advising and their other responsibilities.
- 5.9.5 The institution provides assistance and support to students exhibiting poor academic performance.

## 5.10 Student Activities and Publications.

The institution:

- 5.10.1 has a program of student activities commensurate with its mission and its student body, and guided by appropriate policies and procedures regarding the institution's supervision of those activities;
- 5.10.2 maintains and publishes in relevant documents a written policy governing any student-run media.

## 5.11 Student Behavior and Academic Integrity.

The institution has:

- 5.11.1 a clear statement of student rights and responsibilities;
- 5.11.2 policies and procedures regarding student discipline;
- 5.11.3 policies and procedures regarding academic offenses (including plagiarism);
- 5.11.4 a regulatory framework, including the authority of judicial bodies and institutional administrators, for investigating disciplinary and academic offences, including procedures and regulations for the appeal of decisions.

## 5.12 Grievances.

The institution develops and implements reasonable policies and procedures for addressing student grievances.

### 5.13 Residence Halls.

- 5.13.1 Institutions with residence halls have policies and procedures governing their operation, ensuring a healthy, safe, and secure living environment with special consideration for female students, in consideration of UAE culture and values.
- 5.13.2 The learning environment in the residence halls supports the educational mission of the institution.
- 5.13.3 Sufficient and suitably trained staff members administer the residence halls.

## 6. Learning Resources

The institution provides learning resources and services for students and faculty members that adequately support teaching and learning and, as applicable, research, in ways that are consistent with the institution's mission and goals. Those learning resources typically include the library, technology and laboratories (both general purpose and specialized) as appropriate. Library, information resources, other technological support, and the laboratories are sufficient in quality, depth, diversity and currency in order to support the institution's curricular offerings at the appropriate level for the programs offered, and they meet the needs of the faculty, students, and academic support personnel, regardless of where they are located.

### 6.1 Learning Resources: Library

The institution:

- 6.1.1 demonstrates, as evidenced by a multi-year projected budget and evidence of appropriate expenditures, that the library and its services are adequately supported and sustainable;
- 6.1.2 demonstrates that the library provides adequate space, electronic imaging equipment, and an environment conducive to study and research;
- 6.1.3 ensures that non-campus based and auxiliary learning or training facilities (such as clinics) are equipped with adequate learning resources;
- 6.1.4 demonstrates that the library is open for a sufficient number of hours to meet the needs of students and faculty;
- 6.1.5 demonstrates that the library provides an appropriate range of services including bibliographic instruction, efficient book and periodical acquisition, and circulation;
- 6.1.6 demonstrates that the library staff provides students and faculty with appropriate orientation programs, workshops, individual assistance and other services so that they develop the key skills of information literacy and can locate, evaluate, and appropriately use knowledge and information available online, in print, or in other media;
- 6.1.7 demonstrates that the institution provides electronic library services which are in keeping with international practice and which support the needs of students and faculty members, as appropriate to its mission;
- 6.1.8 demonstrates that students and faculty have access to electronic resources, as appropriate to their program, level and mode of study;
- 6.1.9 documents that the library has both short and long-range plans, supported by adequate budgets, for adding to the library collection;
- 6.1.10 documents that faculty and other stakeholders are involved in the development of collections and in decisions regarding the elimination of materials;
- 6.1.11 demonstrates that the library collection is catalogued according to accepted bibliographic formats and conventions, to provide both on-campus and off-campus users with convenient access to resources including electronic databases;

- 6.1.12 documents that all cooperative agreements with other libraries and agencies are appropriate to the mission of the institution, are current and are subject to periodic evaluation;
- 6.1.13 documents that the professional library staff is sufficient in number, has appropriate professional training and is able to serve the students and faculty through bibliographic instruction, access to collections, both print and electronic, and to other forms of information technology during all hours of operation.

## 6.2 Learning Resources: Technology

The institution:

- 6.2.1 demonstrates that it has adequate technological support in its classrooms;
- 6.2.2 demonstrates, as appropriate, that there is sufficient technology support for learning – including general purpose and specialized computer labs, and individual computers for faculty and professional staff – to meet the programmatic needs of the institution including learning, teaching and research;
- 6.2.3 documents that the institution provides appropriate training to faculty, staff and students in the use of technology resources;
- 6.2.4 documents that the institution maintains appropriate communication technologies to allow interaction among faculty and students outside the classroom;
- 6.2.5 demonstrates that the staff assigned to technological support is sufficient in number and appropriately trained, as well as available to assist users during all hours of institutional operation;
- 6.2.6 demonstrates that it has a reliable network which enables all members of the institutional community to use information technology and to access information resources;
- 6.2.7 demonstrates that, in the case of multi-campus institutions, information technology resources are accessible to all users at each of the institution's locations;
- 6.2.8 demonstrates that it has developed and implemented a policy which specifies what kind and what level of technical support it will provide for student- and faculty-owned equipment and software.

## 6.3 Learning Resources: Laboratories

The institution:

- 6.3.1 demonstrates that it has a sufficient number of appropriately equipped laboratories, both general and specific, to support the teaching, learning and research needs of all of its programs;
- 6.3.2 demonstrates that it has a short and long-range plan for the development of laboratory support over-time;
- 6.3.3 demonstrates, through multi-year budgets and reports of expenditures, a level of support for laboratories which is adequate and sustainable;
- 6.3.4 demonstrates that it has adequate and appropriately trained staff to support laboratory operations for teaching, learning and research;
- 6.3.5 demonstrates that it has appropriate risk and safety policies in place and appropriate provisions for the operation of equipment and the handling and disposal of hazardous materials, and communicates these to all users. See also Section 7.2.

## 7. Physical Resources

Whether owned or rented, the physical facilities are designed and maintained to serve the needs of the institution in relation to its mission. The institution's physical facilities include a sufficient number of classrooms and other specialized physical resources (see Section 6.3) to supports its academic programs.

### 7.1 Physical Environment: Development.

The institution:

- 7.1.1 demonstrates that it has the physical capacity to serve its mission, programs, and activities (both academic and other student activities) for its current and projected enrollment;
- 7.1.2 demonstrates that the physical environment takes into consideration location, accessibility and parking;
- 7.1.3 demonstrates that it has the appropriate physical facilities to accommodate the needs of both male and female students;
- 7.1.4 demonstrates that the institution complies with UAE law regarding access to physical facilities and to the necessary support services for students, faculty, and staff with physical disabilities;
- 7.1.5 demonstrates that it has a master facilities plan and short-range and long-range plans for the development of its physical resources;
- 7.1.6 demonstrates that it has short and long-range plans, including budgetary support, for routine, preventative, planned and deferred maintenance of facilities and properties, and does so in keeping with UAE standards for safety and educational use;
- 7.1.7 demonstrates that, in cases where the institution's facilities are leased, it can maintain ongoing access to sufficient space to provide for the needs of its students, faculty and staff and for the continuity of its programs.

### 7.2 Physical Environment: Safety.

The institution:

- 7.2.1 demonstrates that it provides a healthy and secure environment for the campus community and meets UAE legal requirements for safety;
- 7.2.2 demonstrates that health and safety issues are the assigned responsibility of an appropriately trained campus administrator;
- 7.2.3 demonstrates that policies and procedures relating to health, safety, and security are publicized, adhered to, and regularly evaluated;
- 7.2.4 demonstrates that it has an emergency evacuation plan for its campus which is regularly tested.

### 7.3 Physical Environment: Technology.

The institution:

- 7.3.1 demonstrates, as evidenced by a multi-year projected budget and evidence of appropriate expenditures, that the technology resources are adequate, supported and sustained;
- 7.3.2 demonstrates that it has a short- and long-range plan for the replacement and upgrading of technology resources,
- 7.3.3 documents that the institution has appropriate security measures to protect the integrity and confidentiality of academic systems, administrative systems and institutional networks;

- 7.3.4 demonstrates that it has appropriate policies governing the storage and security of all official electronic information systems, including secure fireproof storage and back-up, preferably off-site;
- 7.3.5 demonstrates that there is adequate technological support for the institution's administrative services, institutional research and planning.

## 8. Fiscal Resources

The institution demonstrates present and future financial stability, with resources adequate to accomplish its mission effectively and to ensure that all enrolled students are able to complete their academic programs. Essential policies and procedures for budgetary planning, expenditure control, accounting, external audits and risk management are in place.

### 8.1 Fiscal Resources.

- 8.1.1 The institution demonstrates financial stability by providing evidence that it has adequate funds to guarantee that it meets the personnel, operational, and capital requirements to accomplish its mission, and to support all of its academic programs.
- 8.1.2 The institution maintains budgets for the institution as a whole, for individual academic and non-academic units, and for individual programs.

### 8.2 Reporting.

The institution provides the Commission, on request, with all budgets, financial statements and reports, and any additional financial information as the Commission may require. This may include information on external funding, continuing education units, etc.

### 8.3 Organization.

The institution has a finance or business office headed by a chief finance officer who reports to the institution's chief executive officer.

### 8.4 Budgeting.

- 8.4.1 The institution prepares an annual budget, with input from officers responsible for unit budgets, which is approved by the governing body.
- 8.4.2 The annual budget reflects short and longer-term institutional planning, and studies of institutional and program effectiveness, and is based on conservative estimates of enrollment and other sources of revenue.
- 8.4.3 The annual budget is transparent and presented in standardized format, including itemized details of revenues and expenditures for individual units, and makes provision for contingency funding.
- 8.4.4 The institution has a process for revising the budget if necessary and for modifying allocations.

### 8.5 Financial Operations.

- 8.5.1 The responsibility for approving and controlling expenditures ultimately rests with the chief executive officer.

- 8.5.2 The institution delegates authority to approve expenditures within defined limits to officers responsible for unit budgets.
- 8.5.3 The chief finance officer provides periodic statements to officers responsible for unit budgets to ensure that the institution remains within its approved budget.

## **8.6 Accounting and Auditing.**

- 8.6.1 An accounting and auditing system, which follows generally accepted principles and practices for accounting in higher education, is administered by appropriately qualified personnel.
- 8.6.2 The institution has the necessary tools of information technology to maintain accurate accounts and generate timely reports.
- 8.6.3 The institution maintains revenue/expenditure reports either independently certified in the audit report or included as supplemental data in the audit report.
- 8.6.4 The chief finance officer prepares regular financial reports for institutional officers, the governing body, and, if requested, the Commission.
- 8.6.5 The institution demonstrates that it has an effective process of internal auditing and financial control that complements the accounting system and the annual external audit.
- 8.6.6 Independent, certified public accountants, chartered accountants, or registered auditors, not associated personally or professionally with the institution, conduct an annual, fiscal year audit and provide a management letter.

## **8.7 Purchasing and Inventory Control.**

The institution operates within policies and procedures that ensure control over purchasing and inventory management, including disposal of assets.

## **8.8 Fees Collection and Refund Policy.**

The institution:

- 8.8.1 has published policies relating to the collection and refund of student fees, that adhere to generally accepted practices in the higher education community;
- 8.8.2 publishes a schedule of tuition and other fees and notifies students, parents and the community at the time of first enrollment of its policies regarding changes in these fees. (See also Section 9.2).

## **8.9 Cash Management.**

Adequate policies and procedures exist for the receipt, deposit, and safeguarding of institutional funds.

## **8.10 Auxiliary Enterprises.**

- 8.10.1 Income-generating activities operated by or for the institution, such as non-credit training programs, bookstores, residence halls, food service operations, printing and duplicating services, child care, and transportation services, adhere to the same budget and reporting practices as the rest of the institution.
- 8.10.2 Revenues and costs from such enterprises are accounted for separately and included in regular financial reporting.

- 8.10.3 An appropriate proportion of revenue in excess of expenses from auxiliary services is used to further the institution's mission and purposes; for instance, to improve student services, provide scholarships, support student activities, or support research.

## 9. Public Disclosure and Integrity

The institution adheres to the highest ethical standards in its teaching, research, scholarship, and service; in its treatment of its students, faculty, and staff; and in its external interactions and relationships. Both print and electronic publications for students, prospective students, and the public provide complete, clear, consistent, and accurate information about the institution.

### 9.1 Policy.

The institution:

- 9.1.1 meets all legal requirements of the UAE and of the Emirate or Emirates in which it is located;
- 9.1.2 makes no unsubstantiated claims for itself, for the prospects of students who pursue its academic programs, for its relationships with other institutions, agencies, or employers, or otherwise portrays itself in ways that are other than clear, truthful, and substantiated by evidence;
- 9.1.3 fosters academic integrity in its policies and practices (such as rigor in student assessment, faculty and staff credentials, assessment of credit transfer);
- 9.1.4 demonstrates through its policies and practices its commitment to the free pursuit and dissemination of knowledge;
- 9.1.5 operates institutional policies and procedures on matters such as conflict of interest, intellectual property, teach-out, and grievances, and publishes these in relevant documents, as appropriate (see also *Stipulation 1A: Policies and Procedures Manual*).

### 9.2 Publications.

The institution:

- 9.2.1 ensures that published descriptions and titles of the institution's programs and courses accurately convey their content;
- 9.2.2 maintains a comprehensive and up-to-date website;
- 9.2.3 ensures that all publications are internally consistent, consistent with one another, accurately portray the institution, and are approved by the appropriate authorities in the institution;
- 9.2.4 ensures that its recruiting activities, print and electronic publications, and advertisements accurately and truthfully portray the institution, its licensure status, its programs and their accreditation status, and its relations to other institutions so that students and their families may make informed decisions about enrollment;
- 9.2.5 ensures that its tuition and fees, and the conditions under which these can be changed, are communicated to students and publicized in the *Catalog* and other appropriate publications;
- 9.2.6 maintains a *Catalog* in print and/or electronic format that includes material that is consistent with all other institutional documentation at the time of publication, and is made fully accessible to all students from the point of enrollment onwards. The *Catalog* is considered to be a contract between the institution and the student, and as such must be

identified and retained as the *Catalog* of record for students in the designated year of entry. The institution specifies the period of validity of each edition of the *Catalog*. The *Catalog* must contain the information specified in *Stipulation 1F, Catalog*.

### 9.3 Institutional Name.

- 9.3.1 The institution has a name which accurately reflects its status and affiliations.
- 9.3.2 Institutions using the title "University" meet the requirements for use of the title specified in Appendix 2: *Glossary of Terms*.

### 9.4 Relationship with the Ministry and the Commission.

The institution:

- 9.4.1 provides reports to the Commission and the Ministry as requested, and in a timely manner;
- 9.4.2 provides the Commission access to information, including enrollment and faculty data, budgets, personnel information, and all reports of its operations, including reports from any licensing, auditing, or external review entity, or from other accrediting agencies;
- 9.4.3 cooperates with the Commission in preparing for and conducting site visits or other meetings;
- 9.4.4 facilitates, at its expense, on-site visits by the Commission to partner institutions or to related entities (such as internship placement sites or clinical facilities) as appropriate;
- 9.4.5 fosters an open, cooperative, and collegial relationship with the Commission and the Ministry.

### 9.5 Contractual Relationships.

- 9.5.1 In developing contractual relationships, the institution's representatives take responsibility for anything undertaken in its name. The institution ensures that the range of activities that may form the basis of an agreement meet the *Standards*; such activities include cooperation in planning and developing academic programs, courses, and instructional material; delivering such programs and courses; access to learning resources; exchange of faculty, students, and academic administrators; cooperation in research activities and internship opportunities.
- 9.5.2 Contractual agreements related to academic programs are required to address the issue of teach-out should the agreements be terminated for any reason. The teach-out commitments of both parties must be, clear, binding and appropriate to protect the interests of students.
- 9.5.3 The institution submits any prospective agreement that impacts its academic programs in any way to the Commission for review and approval *before* signing it.
- 9.5.4 Notwithstanding any given agreement, the institution maintains full control of all aspects of its academic programs and services, ensuring that it has primary responsibility for awarding any degree recognized in the UAE and for the integrity, rigor, outcome, and management of the academic programs and compliance with the *Standards* (see Section 3.1).
- 9.5.5 Notwithstanding any outsourcing of services, the institution remains responsible for the quality and timeliness of the services provided, for protecting confidentiality, and for ensuring that such services meet the requirements of the *Standards*.
- 9.5.6 The institution ensures that contractual agreements are approved by the board, periodically reviewed and their effectiveness assessed.

- 9.5.7 If the contractual relationship involves another academic institution as a partner, the institution offers evidence of the partner institution's quality. Local partners must be licensed by the Ministry.

## **9.6 Associations with Corporate Entities.**

Institutions associated with separately incorporated entities, such as radio or television stations, foundations, hospitals, businesses, corporations, trusts, or similar organizations, must detail the nature of the relationship, describing the benefits and obligations of each party, particularly the ways in which the association furthers the institution's mission.

# **10. Research and Scholarly Activities**

In keeping with its mission, the institution supports research and scholarly activities directed towards the creation, integration, and application of knowledge. In line with a research strategy, the institution's physical, fiscal, and human resources, its organization, services, policies, and programs all reflect its commitment to research, scholarship, and creative activity.

## **10.1 Research Strategy.**

The institution has a strategy for the support of research and scholarly activity, in keeping with its mission and developed with input from faculty and other constituencies, and publicizes this strategy in appropriate documents.

## **10.2 Research Support.**

The institution's support of research and scholarly activity is evident in all areas of its operation: its organization, strategic planning, budget allocations, faculty recruitment, workload policies, faculty development support, faculty evaluation, and provision of facilities and equipment.

## **10.3 Research Policy.**

- 10.3.1 Policies and procedures relating to institutional support for research and scholarly activity are communicated clearly to faculty and staff.
- 10.3.2 The institution has policies related to ethical considerations in research, including, as appropriate, the use of human and animal subjects.

## **10.4 Research Expectations.**

The institution defines its expectations for faculty research and scholarly activity; these are embodied in appointment criteria, faculty performance evaluations and criteria for promotion. The institution regularly evaluates the output of its research and scholarly activity and reports to the Commission as requested.

## **10.5 Cooperative Arrangements.**

As appropriate, the institution encourages cooperative relationships for research, scholarship, and creative activity with other academic institutions, governmental bodies, non-government agencies, industrial and commercial partners, or other organizations.

## 11. Community Engagement

The institution accepts its responsibility to serve the needs of the local community in a variety of different ways according to the characteristics of the institution. This community engagement is mutually beneficial to both institutions and the communities they serve. Institutions of higher learning tend to occupy a central position in communities and are uniquely equipped with a range of expertise, facilities, equipment and learning resources that can be deployed to bring benefits beyond the classroom, and in so doing enhance the reputation of the institution and contribute to its development. In turn, the community is considered as a main stakeholder in the continuous development of the institution's programs and services.

### 11.1 Institutional Engagement.

The institution:

- 11.1.1 has a plan for community engagement/outreach/service that is documented, disseminated to all faculty and staff, and reviewed periodically;
- 11.1.2 records and benchmarks the activities/events that contribute to community engagement/outreach/service;
- 11.1.3 designates overall responsibility for community engagement to an individual/office within the institution;
- 11.1.4 regularly evaluates the benefits of community engagement activities;
- 11.1.5 includes the community activity of faculty and staff in the annual evaluation criteria, and professional development plans.

### 11.2 Employer Engagement.

The institution:

- 11.2.1 involves employers in developing and evaluating the curriculum, through formation of Advisory Groups and/or other modes of engagement and ongoing dialogue;
- 11.2.2 involves organizations in providing opportunities for students to engage in practical training and work experience (see Section 3.5), and for the professional development of faculty and staff;
- 11.2.3 may provide opportunities for faculty/staff to contribute their expertise to partners in business, industry and government.

### 11.3 Community Relations.

The institution:

- 11.3.1 ensures that all community activities are consistent with its mission;
- 11.3.2 ensures that all staff and faculty are kept apprised of the institution's community engagement agenda, and have structured opportunities to contribute to the initiatives and to suggest new ideas.

## STIPULATIONS

### Introduction

The *Standards for Licensure and Accreditation* of the Commission for Academic Accreditation (2011 revision) provide the threshold requirements which an institution must meet for licensure, the renewal of licensure, for program accreditation and the renewal of accreditation. For some of the *Standards*, there are Stipulations which provide greater detail as to the requirements that the Commission imposes on institutions and their programs.

These Stipulations carry the weight of the *Standards* themselves and, when called for through either the process for licensure or accreditation, the institution must comply with these Stipulations.

The first Stipulation, in six parts, provides additional information related to the contents of documents required by the Commission. Subsequent Stipulations appear in the order to which they are referred to in the *Standards*.

### Stipulation 1

#### Required Documents

#### Stipulation 1A

##### Policies and Procedures Manual

The Commission requires institutions to develop and maintain policies, procedures, and regulations covering, as a minimum, the topics listed below which are relevant to the institution. These policies and procedures must be incorporated into a *Policies and Procedures Manual*, which may be maintained in either print or electronic form.

#### 1. Mission, Organization and Governance

- a. *Mission Development, Approval and Review.*
- b. *Organization.* This policy includes job descriptions and lines of authority/reporting structure for the principal administrative and academic officers.
- c. *Standing Committees.* This policy includes the membership and terms of reference for all standing committees.
- d. *By-Laws of the Governing Body* (see Stipulation 3: *By-Laws*).
- e. *Policy on Board Appointments, Term of Office, and Replacement.* This policy includes provision for filling vacancies that arise on the Board.
- f. *Multiple Campus Coordination Policy.* This policy describes the process for coordinating among campuses, and policies that govern the relationships among administrators, faculty, staff, and students.

#### 2. Quality Assurance

- a. *Quality Assurance/Institutional Effectiveness Policy.* This covers the relationship between institutional/program research, academic planning, and budgeting (see also Stipulation 1B: *Quality Assurance Manual*).

- b. *Planning Policy*. This covers short-term operational and long-term strategic planning, and the review and revision of the institution's strategic plan.

### 3. The Educational Program

- a. *Undergraduate Completion Requirements Policy*. See also *Stipulation 4: Completion Requirements Policy*.
- b. *Graduate Completion Requirements Policy*. See also *Stipulation 4: Completion Requirements Policy*.
- c. *Independent Study Policy*.
- d. *Academic Progress Policy*. This covers retention, dismissal and graduation, including:
  - i a minimum cumulative grade point average for satisfactory progress;
  - ii criteria for add, drop, leave of absence, withdrawal, and re-admission;
  - iii criteria for probation, academic suspension, and dismissal of students unable to demonstrate satisfactory progress.
- e. *Grading and Assessment Policy*. This includes, among other elements:
  - i institutional guidance on grading in order to ensure consistency;
  - ii guidelines for faculty on preparing course assignments and examinations.
- f. *Examinations Policy*. This covers processes taking place before, during, and after the administration of examinations.
- g. *Curricula Approval and Revision Policy*. This covers the procedure for the approval and revision of curricula, including individual courses (see also *Stipulation 2: Substantive Change*).
- h. *Internship Policy*. See *Stipulation 6: Internships*.
- i. *Course File Policy*. See *Stipulation 7: Course Files*.
- j. *Class Size Policy*.
- k. *Policy on Intensive Modes of Course Delivery*. See Appendix 1: *Courses Offered in Condensed Periods*.

### 4. Faculty and Professional Staff

- a. *Faculty and Professional Staff Role Policy*.
- b. *Employment Policies*. These cover appointment, promotion and contract renewal.
- c. *Compensation and Benefits Policy*. This describes the compensation and benefits for all employees including housing, travel, health insurance, education, furniture, repatriation and death benefits.
- d. *Faculty/Staff Personnel Records Policy*.
- e. *Professional Development Policy for Faculty and Staff*.
- f. *Faculty Workload Policy*.
- g. *Policy on Professional Requirements for Teaching*. See also *Stipulation 8: Faculty Qualifications* and, if applicable, *Stipulation 9: Adjunct Clinical Faculty*.
- h. *Faculty/Staff Evaluation Policy*.
- i. *Disciplinary Policy*. This refers to the institution's standards of conduct and is accompanied by regulations and full operational procedures including a range of sanctions.
- j. *Faculty and Professional Staff Appeals Policy and Procedures*.
- k. *Faculty and Professional Staff Grievance Policy and Procedures*.
- l. *Graduate Assistants Policy*.

### 5. Students

- a. *Undergraduate Admissions Policy*.
- b. *Graduate Admissions Policy*.

- c. *Transfer Admissions Policy.*
- d. *Advanced Standing Policy.* This defines, among other elements, the maximum number of credits awarded and the basis for recognition (e.g., portfolios, challenge examinations, completion of advanced secondary school courses such as A-level or International Baccalaureate, etc.)
- e. *Recognition of Prior Learning Policy.*
- f. *Student Records Policy.*
- g. *Information Release Policy.* This respects the rights of individual privacy, the confidentiality of records, and the best interests of the student and institution.
- h. *Career Service Policy.* This covers the use of career development services by students, alumni, and employers.
- i. *Residential Life Policy.* This includes safety and security matters.
- j. *Student Finance Policy.* This covers tuition and fee payment, refunds, and financial aid.
- k. *Student Disciplinary Policy.* This policy is accompanied by regulations and full operational procedures.
- l. *Student Activities Policy.*
- m. *Student Publications Policy.*
- n. *Student Rights and Responsibilities Policy.*
- o. *Student Counseling Policy.*
- p. *Health Services Policy.*
- q. *Academic Advising Policy.*
- r. *Student Academic Integrity Policy.* This addresses plagiarism and cheating, and is accompanied by regulations and full operational procedures.
- s. *Student Appeals Policy and Procedures.*
- t. *Student Grievance Policy and Procedures.*

## 6. Learning Resources

- a. *Library Policy, Procedures and Regulations.* These policies address library resource planning, access, electronic resources, training, and collection development.
- b. *Equipment and Software Technical Support Policy.*

## 7. Physical and Technology Resources

- a. *Equipment and Software Replacement Policy.*
- b. *Health and Safety Policy.*
- c. *Data Security Policy.*
- d. *Policy on Appropriate Use of Technology Resources.*

## 8. Fiscal Resources

- a. *External Audit Policy.*
- b. *Financial Policy.* This policy covers:
  - i revenues;
  - ii receipting;
  - iii deposits;
  - iv expenditures;
  - v authority to enter into contracts;
  - vi bank reconciliation;
  - vii production of regular financial reports;
  - viii distribution of financial reports;
  - ix internal auditing.

- c. *Purchasing and Inventory Control Policy.*
- d. *Cash Management Policy.*
- e. *Risk Management Policy.*
- f. *Auxiliary Enterprises Policy.*

## 9. Public Disclosure and Integrity

- a. *Conflict of Interest Policy.*
- b. *Copyright and Intellectual Property Policy.*
- c. *Teach-out Policy.* This policy governs an institution's responsibility for arranging for students to complete their academic programs in cases where institutions are closed or programs discontinued.
- d. *Publications Policy.* This includes responsibility for maintaining and updating the institution's Web site and other print and electronic publications.
- e. *Institutional Relations Policy.* This details the roles and responsibilities in the areas of development and fund raising, communication with internal and external offices, and media relations.

## 10. Research

- a. *Ethical Issues Policy.* This includes, as appropriate, regulations on the use of human and animal subjects.
- b. *Research Support Policy.*

## 11. Community Engagement

- a. *Community Engagement Policy.*

### Stipulation 1B

#### Quality Assurance Manual

The Commission requires institutions to develop and maintain a *Quality Assurance Manual* which must include the following:

1. the organization of the Quality Assurance/Institutional Effectiveness unit of the institution and its place on the organization chart;
2. the role of the Quality Assurance/Institutional Effectiveness unit in strategic planning, operational planning and preparing annual reports;
3. the timetable for the periodic review and update of the mission, vision and strategic plans for the institution;
4. the expected outcomes of all units and services;
5. the processes and established timetables used to assess all programs, courses, processes and services;
6. the instruments to be used and the type of evidence to be collected and analyzed;
7. the entities responsible for each aspect of assessment and quality assurance;
8. the process for reviewing the results of assessment and developing approved action plans that include projection of required budgets and resources;
9. the process for disseminating the results of assessment, including what will be disseminated and to whom;
10. the process for monitoring the implementation of improvement plans.

### Stipulation 1C

#### Faculty Handbook

The Commission requires institutions to develop and maintain a *Faculty Handbook* which must include the following:

1. an organization chart clearly showing the place of the faculty with respect to departments, schools colleges and the administration of the institution including the governing body (board);
2. a statement of faculty roles and responsibilities in the institution, including those in academic affairs, curriculum development and review, teaching, student support, academic advising, research and/or scholarship, management and administration, and governance;
3. the definition of academic freedom as it applies to the institution and the faculty employed by the institution;
4. statements of professional ethics for faculty;
5. intellectual property guidelines;
6. conditions of employment for full-time faculty, including:
  - a. workload policies;
  - b. expectations for office hours;
  - c. academic ranks and qualifications for those ranks;
  - d. faculty orientation;
  - e. probationary periods;
  - f. performance review systems and the effect of performance reviews on employment;
  - g. supervision and organizational issues affecting faculty;
  - h. professional development policies, and procedures and institutional support for professional development;
  - i. leaves of absence including annual or vacation leave, maternity, sabbatical, training, emergency, Hajj, or sick leave;
  - j. research expectations including administrative responsibilities for grants received;
  - k. regulations regarding consultancy or outside employment;
7. policy regarding provisions made in case of the faculty member's death during the term of the contract;
8. provisions for promotion including application procedures, the contents of applications including portfolio requirements, if any, and review procedures;
9. job descriptions for faculty members;
10. provisions indicating that the required qualifications for full and part-time faculty are identical (see *Standard 4.10*);
11. compensation and benefits, including compensation (if any) associated with promotion;
12. regulations and/or conditions regarding summer employment (if applicable);
13. disciplinary procedures including grievances and appeals;
14. policies specifically affecting graduate assistants;
15. policies specific to part-time faculty, including those instances where qualified professional staff have teaching assignments, and any limits placed on those assignments.

### Stipulation 1D

#### Staff Handbook

The institution must develop and maintain a *Staff Handbook*. This may be combined with the *Faculty Handbook* but must include the following in addition to sections above that apply to both faculty and staff:

1. definitions of the categories of staff (professional, support, academic, non-academic staff; full-time and part-time);
2. definitions of the work week for staff and information on overtime;
3. leave policies including vacations, maternity, Hajj, emergency, and bereavement leave;
4. procedures for the supervision and evaluation of staff;
5. staff compensation and benefits;
6. terms of service for staff including probationary periods, length of contracts, and procedures for contract renewal;
7. policy regarding provisions made in case of the staff member's death during the term of the contract;
8. role of staff in governance and participation on committees;
9. employment/personnel records maintained for staff;
10. staff grievance and/or appeal policies and procedures;
11. promotion policies for staff;
12. access for staff to professional development opportunities and other services including, but not limited to, counseling services, career services, and registration for courses at the institution.

### Stipulation 1E

#### Student Handbook

The Commission requires institutions to develop and maintain a *Student Handbook* which must include the following:

1. a statement of student rights and responsibilities;
2. arrangements through which students participate in governance of the institution;
3. rules/guidelines for the organization, development and conduct of student clubs or associations, including fiscal control and the role of faculty/professional staff advisors;
4. information about the library and its resources, including electronic resource services;
5. information on student services, including:
  - a. learning support centers;
  - b. personal counseling;
  - c. academic counseling;
  - d. career counseling;
  - e. career placement services;
  - f. computer laboratories;
  - g. recreational facilities;
  - h. residence halls;
  - i. dining services;
  - j. health services;
6. information on the proper use of institutional facilities and electronic resources, including Internet connections;
7. guidelines regarding student-run media including radio/television programs or stations, student newspapers, student generated websites, or other social networking sites linked in any way to the institutional technology infrastructure or using institutional resources, trademarks, logos or brands;
8. expectations for students regarding personal codes of conduct, such as dress codes, no smoking regulations, etc.;
9. expectations for student academic integrity, including penalties for plagiarism;
10. student disciplinary policies, and grievance and/or appeal procedures with timelines;
11. information on safety issues such as safe uses of laboratories, hazardous materials, fire safety, etc.;
12. information on the content of student records, and the privacy protections which the institution will have in place as well as the circumstances under which a student's record can be released;

13. academic policies, including admissions policy, requirements for academic progress, financial aid, attendance, grading policies; etc. If these policies are in the institutional *Catalog* they need not be repeated in the *Student Handbook*, but there should be clear cross-referencing such that a student may readily review such policies.

### Stipulation 1F

#### Catalog

The *Catalog* of the institution must include the following:

1. the current year's academic calendar with clear indications as to dates of instructional periods, examinations, and institutional holidays;
2. a brief statement of institutional history;
3. statements of vision, mission and institutional goals;
4. a statement about institutional licensure and program accreditations, conforming to the requirements of the CAA: "[Name of Institution, located in the Emirate(s) of [insert name(s)], is officially licensed from [day, month, year] to [day, month, year] by the Ministry of Higher Education and Scientific Research of the United Arab Emirates to award degrees/qualifications in higher education".;
5. an organization chart of the institution;
6. brief descriptions of the institution's resources and physical setting;
7. any cooperative relationships with other educational, cultural or community organizations;
8. admission requirements and procedures including application fees, admissions deadlines, policies on the transfer of credit;
9. policies regarding withdrawal and readmission;
10. financial policies, including all costs (tuition, fees and other required program costs), schedule for payments, policies and procedures for the refunding of fees and charges to students who withdraw, policies regarding changes to tuition and other fees, and a description of financial aid opportunities and policies;
11. a description of the availability of student services (discussed in more detail in the *Student Handbook*);
12. a statement of student rights and responsibilities (sometimes referred to as a "Code of Conduct"), including rules for maintaining order on campus;
13. the process for resolving complaints;
14. a statement about academic integrity, including definitions of plagiarism and other academic offences;
15. the institution's definition of a credit hour or unit;
16. the definitions of academic terminology such as major, minor, or area of concentration and the number and level of credits/units required for each;
17. degree and program completion requirements, including learning outcomes at the appropriate level, and how these learning outcomes are aligned with the UAE Qualifications Framework ;
18. description of the general education requirements or program, including learning outcomes;
19. any required sequencing of courses within programs;
20. information about course offerings, including course descriptions, number of credits, number of classroom and other hours required, and, if appropriate, prerequisites;
21. academic regulations including the grading system, policies regarding academic progress, opportunities for appeal by students;
22. listing of the faculty with degrees held and the conferring institution.

## Stipulation 2

### Substantive Change

Licensure and accreditation, as undertaken by the Commission for Academic Accreditation, assure that an institution has established the policies, procedures, personnel, programs, and other conditions to fulfill its mission. Because institutions change constantly, periodic reviews are undertaken to confirm that an institution continues to adhere to the *Standards* and to fulfill its mission. It is often the case that the Commission will undertake *ad hoc* visits in the period between formal licensure visits to monitor the ongoing progress of the institution.

Some changes, however, may have an immediate effect on the scope, quality, integrity, or effectiveness of the institution or its programs. These are termed “*substantive changes*” in the language of the CAA. Any such substantive changes initiated after the most recent review for licensure or program accreditation must be reported to the Commission and reviewed for approval before they are made.

### Nature of Substantive Change

Institutions must inform the Commission of proposed changes including, but not limited to, ones that:

1. change the legal status or form of control of the institution, including a change in ownership or merger with another institution;
2. significantly alter the mission, goals or objectives of an institution (this would include the introduction of qualifications at a higher level);
3. establish instruction in a significantly different format (such as an intensive term or weekend classes) or method of delivery (such as e-learning);
4. relocate the primary campus, or establish instruction at a branch or an additional location;
5. close one of the institution’s locations;
6. make significant changes in the organizational structure, such as separating one unit or institution into two or joining two separate units (such as two departments or colleges);
7. enter into a contractual relationship with another organization to provide instructional services;
8. change the language of instruction for any program;
9. change program admissions requirements from those approved by the Commission during the accreditation process;
10. make major reductions in program offerings;
11. increase or decrease the length and completion requirements of a program;
12. introduce non-credit courses or activities that affect the mission or alter faculty workload.

There are other actions, mostly but not wholly related to changes in individual courses, that do not require notification to the Commission as substantive changes. The Commission anticipates that an institution’s reviews of program effectiveness may result in changes to courses, or an academic program, that do not significantly modify the program’s goals or learning outcomes, or its basic structure. Some of these changes include:

1. changes to textbooks or other learning resources;
2. changes to prerequisites;
3. changes to course codes or titles, as long as the content of the course is accurately reflected;
4. addition of new elective courses;
5. changes to assessment procedures.

## Process

Institutions should informally discuss prospective or proposed changes with the staff of the Commission early in the planning stage. The Commission will determine the type and extent of review the change warrants, whether it is to be an on-site review by a Commissioner or an external review. Some changes are sufficiently limited in nature and scope that they may be approved with minimal review; others require an extensive review including the possibility of a site visit or the use of external reviewers.

Once the decision to make a change is made, the institution should formally notify the Commission. Such formal notification should be at least three months prior to the date on which the institution wishes to make the change. The formal notice takes the form of a "Substantive Change Report" which must meet the following requirements:

1. Be no more than 25 pages;
2. Provide all necessary information and analysis including:
  - a. an executive summary of no more than one page;
  - b. a justification or rationale for the change with a detailed description and analysis of it, evidence of the need for it, and authorization by the governing body or other relevant parties;
  - c. a projection of any developments anticipated as a result of the change.

The following information should also be included:

1. relationship of the change to the institutional mission;
2. descriptions of changes with regard to specific programs or institutional design;
3. faculty and staff needed to implement changes including anticipated qualifications;
4. library and other learning resources or instructional facilities required to implement the change;
5. physical plant expansion and equipment required;
6. projection of other needs over the period of implementation of the change, including estimates of the additional costs and sources of revenue to cover those costs;
7. evidence that the institution has adhered to the *Standards for e-Learning* if the proposed change involves offering e-learning programs or courses.

## Evaluation by the Commission

When the CAA receives the report, the Commission staff will review the change and will determine the scope and type of any further evaluation required. The Commission may decide to require an on-site visit or a distance review involving external experts.

The Commission may decide to:

1. approve the change without conditions;
2. approve the change with specified conditions;
3. defer consideration;
4. deny the proposed change.

## Notification and Status

Only after the Commission has notified the institution that a change is acceptable may it assume that it has not affected and will not affect its institutional licensure or program accreditation. If an institution proceeds with a change without Commission approval, it risks jeopardizing its status as a licensed institution.

## Financial Requirements of Substantive Change

Unless the substantive change results in a site visit by the Commission or in the use of external experts, either on-site or as distance reviewers, there are no fees or other financial requirements associated with consideration of the change. However, should a site visit be required or should there be a need for the use of external experts, the institution will be expected to bear the costs in the same manner as for licensure and accreditation visits.

## Stipulation 3

### By-Laws

The Commission requires that an institution develop By-Laws that regulate the operation of the governing body (the board). These By-Laws must include a section or sections covering membership and protocol, and a section or sections covering responsibilities.

The portion of the By-Laws covering membership and protocol must ensure that:

1. the board consists of at least five duly appointed or elected members in accordance with the policies and procedures of the institution;
2. membership includes an appropriate balance of individuals with the range of expertise necessary to guide policies and strategic planning of the institution (i.e., a mix of academic and professional expertise);
3. there are members representing the UAE community;
4. the term of office for board members is stipulated;
5. there is a written statement concerning conflict of interest, including prohibitions and limitations on financial dealings between board members and the institution;
6. board meetings are held at least twice annually;
7. official records of all board meetings are maintained.

The portion of the By-Laws covering responsibilities must encompass the following:

1. appointment of the chief executive officer and annual evaluation of his/her performance;
2. approval of general institutional policies, on the basis of recommendations from the chief executive officer;
3. approval and periodic review of the institutional mission and strategic plan;
4. approval of educational programs of a quality consistent with the institution's mission;
5. conferral, or the authorization of the conferral, of qualifications including honorary degrees;
6. securing of financial resources to adequately support the institutional mission and goals;
7. approval of the annual institutional budget;
8. approval of major facilities, contracts and campus plans unless otherwise delegated;
9. ensuring that the institution is subject to an annual external financial audit;
10. approval of the selection of an external auditor;
11. receipt of the auditor's report, including management letters and other supporting information, and follow-up action as appropriate.

**Stipulation 4****Completion Requirements Policy**

An institution's policy on the completion requirements for academic programs must include the following:

1. required courses for each program, and for any majors or concentrations;
2. any sequencing of courses required for a program based on prerequisites;
3. clear statements on the distribution of credits within programs among general education (for undergraduate programs), the major (or area of concentration), and electives;
4. clear statements regarding acceptance of transfer credits and the number of credit hours that must be earned at the institution, including requirements that the majority of the final thirty credit hours be completed at the institution;
5. clear statements on the requirements to complete a double major;
6. clear statements on required cumulative grade point average for graduation. At a minimum, institutions must require the following grade point average:
  - a. Undergraduate degrees/qualifications: 2.0 on a 4.0 scale, or equivalent;
  - b. Graduate degrees/qualifications: 3.0 on a 4.0 scale, or equivalent;
7. clear definitions on the minimum and maximum periods of enrollment for the completion of a qualification;
8. clear statements on the required cumulative grade point average to maintain good academic standing. At a minimum, institutions must require the following grade point average:
  - a. Undergraduate programs: 2.0 on a 4.0 scale, or equivalent;
  - b. Graduate programs: 3.0 on a 4.0 scale, or equivalent.

The minimum number of credit hours/credit units required for the completion of a qualification must be no less than the following:

1. Associate degree (Diploma) or its equivalent – 60 semester hours or equivalent;
2. Baccalaureate Degree or its equivalent – 120 semester hours or equivalent;
3. Postgraduate Diploma – 24 semester hours or equivalent;
4. Master's Degree or its equivalent – 30 semester hours including thesis requirements (if any), or equivalent;
5. Doctoral Degree or its equivalent – 42 semester hours including dissertation requirements, or equivalent, with at least 24 of those hours being "taught" classes rather than dissertation credits.

**Stipulation 5****Course Syllabi**

For each course offered, an institution must provide a syllabus, which is a comprehensive document containing sufficient information to ensure that:

1. those involved in curriculum development understand any prerequisites or co-requisites and the learning outcomes of the course;
2. external reviewers understand the course's contribution to the program and its connection to other courses in the curriculum;
3. students who take the course understand what they need to have achieved in order to take the course, what will be expected of them during the course, and what they will have achieved having taken the course;
4. any suitably qualified instructor could deliver the course satisfactorily within the curriculum;

5. sufficient information on the course is available for the purposes of course and program review (program effectiveness).

Each course syllabus should include:

1. course title and course code/number, credit hours (or equivalent), prerequisites (if any), co-requisites (if any);
2. name and contact information of instructor;
3. brief course description (as in the *Catalog*);
4. intended learning outcomes of the course;
5. course topics and contents on a week-by-week basis;
6. scheduling of laboratory and other non-lecture sessions, including online sessions, as appropriate;
7. information on out-of-class assignments with due dates for submission;
8. methods and dates of examinations and other student assessments, including the relative weight of various assessment elements in determining the course grade;
9. teaching and learning methodologies, including any use of online instruction;
10. course texts, recommended readings, instructional material and learning resources.

## Stipulation 6

### Internships

An institution that incorporates internships, practicums, cooperative placements, and similar experiential learning experiences into some or all of its curricula must:

1. have a designated office or an individual who is specifically given responsibility for internships and other forms of experiential learning. The office may be central for the entire institution or it may be departmentally or programmatically centered;
2. publish an *Internship Manual* that brings together institutional policies and procedures relating to internships and other experiential learning;
3. ensure that prospective internship or experiential education sites:
  - a. are safe and reputable environments for students;
  - b. provide pertinent work experiences;
  - c. provide work experiences suitable to fulfill the institution's expectations for learning outcomes;
4. ensure that official agreements are in place for all internships and other forms of experiential education and that agreements are signed by both parties, kept current and are on file. Such agreements should define the responsibilities of the institution and the employer or placement site;
5. ensure that employers or non-institutional supervisors commit to enabling students to meet their learning outcomes, through provision of a job description and suitable assignments throughout the duration of the internship;
6. ensure that students enrolling in internships or other forms of experiential education have access to a syllabus which provides clear guidance as to the expectations for student learning, student assignments, student evaluation and faculty/employer supervision;
7. ensure that the learning outcomes are articulated and in writing;
8. provide an opportunity for students to reflect, in writing and/or through an oral presentation, on their achievement of the learning outcomes;
9. provide for an orientation for students as to the skills, behaviors and knowledge which they need to succeed in the work environment;
10. have an effective mechanism for matching students with potential employers;
11. have effective means for monitoring the employment site and gathering feedback from students and the employer;

12. ensure that there is faculty or academic supervision from the department or program offering the internship;
13. delineate the responsibilities of the faculty or academic supervisor, the employer and the student;
14. delineate the academic credit, if any, to be earned, the placement of the internship in the curriculum or program of the student, the methods used to evaluate the internship, and whether a grade will be assigned or a "pass/fail" grading mechanism used;
15. ensure that the internship or experiential learning program as a whole is regularly evaluated, in terms of both student experiences and employer satisfaction, and that the results of these evaluations are used to improve the program.

## Stipulation 7

### Course Files

The Commission requires that institutions maintain updated files for each course of instruction. These must contain sufficient information on each presentation of the course so that the faculty or other persons who assess program effectiveness can determine whether the course is meeting its learning outcomes, and whether changes to the course are appropriate.

Course files must include the following information, which may be in electronic form or hard copy:

1. syllabi for the current and previous offerings of the course;
2. copies of all instructor teaching materials;
3. copies of all assessment instruments;
4. instructor worked answers and marking schemes for all assessment instruments;
5. examples from across the range of student performance of graded responses to all assessment instruments;
6. a comprehensive instructor review of the presentation of the course, covering:
  - a. appropriateness of the course learning outcomes;
  - b. extent to which the syllabus was covered;
  - c. extent to which learning outcomes were met (with evidence);
  - d. appropriateness of textbooks and other learning resources;
  - e. appropriateness of assessment instruments in relation to learning outcomes;
  - f. appropriateness of the balance of assessment;
  - g. appropriateness of prerequisites;
  - h. general comments on any problems encountered with the course;
7. quantitative analysis of student performance during the course presentation (e.g., grade distributions);
8. summary of student feedback on the evaluation of the course.

## Stipulation 8

### Faculty Qualifications

An institution must adhere to the following requirements regarding the qualifications of faculty members, both full-time and part-time. These requirements extend also to administrators and professional staff of the institution who teach courses.

1. The preparation and qualifications of all faculty members are appropriate to the field and level of their assignments, with degrees earned from internationally recognized institutions of higher education.
2. Qualifications of all faculty are documented through official transcripts or an alternate and independently authenticated source.
3. Permanent faculty files include passport and visa information (for non-UAE nationals) and an up-to-date curriculum vitae.
4. Faculty teaching developmental or remedial courses have a minimum of a baccalaureate degree in a discipline related to the subject taught, and either teaching experience in that subject, or graduate level training in remedial or developmental education.
5. Faculty teaching credit courses in certificate, diploma, or associate degree programs not offered in conjunction with a baccalaureate degree program, have a minimum of a master's degree with a major in the discipline taught and one of the following:
  - a. five years of teaching experience in the discipline;
  - b. a combination of five years of experience in teaching or other employment related to the field;
  - c. the equivalent of eighteen semester credits of graduate study in the field beyond the master's degree;
  - d. an internationally recognized professional credential (such as certification as a public accountant).
6. At least one faculty member teaching in a certificate, diploma, or associate degree program not offered in conjunction with a baccalaureate degree program, holds a terminal degree in a relevant discipline.
7. Faculty teaching general education courses included as part of a baccalaureate degree curriculum (the first two courses in English, Arabic, or other languages, and the first course only in Islamic studies/history/culture, humanities, arts, social sciences, behavioral sciences, natural sciences, physical sciences, mathematics or information technology) have a minimum of a master's degree with a major in the discipline taught and one of the following:
  - a. five years of teaching experience in the discipline;
  - b. a combination of five years of experience in teaching or other employment related to the field;
  - c. the equivalent of eighteen semester credits of graduate study in the field beyond the master's degree;
  - d. an internationally recognized professional credential (such as certification as a public accountant).
8. Faculty teaching courses in baccalaureate degree programs; in certificate, diploma or associate degree programs offered in conjunction with a baccalaureate degree; or in higher diploma programs requiring three years or more of study beyond secondary school have a terminal degree in the teaching discipline, usually a doctorate or, where appropriate, a terminal master's degree.<sup>2</sup>
9. Faculty teaching courses in graduate degree programs have a terminal degree in the teaching discipline, and either a strong record of research and scholarly activity or significant professional experience as a practitioner in an applied discipline.

---

<sup>2</sup> In art, design, and design related disciplines, a Master of Fine Arts (MFA), Master of Architecture (MArch), or other master's degree that is studio-based may be considered the terminal degree. The Master of Social Work (MSW) is the terminal degree in its field.

10. Faculty supervising theses in graduate degree programs have a terminal degree in the discipline in which the research is conducted, and a strong record of research and scholarly activity. Principal supervisors have appropriate prior supervisory experience.
11. Exceptions to the requirement for a terminal degree, which must be justified and documented by the institution, are:
  - a. limited to faculty members in applied fields who have a minimum of either:
    - i a master's degree in the teaching field or a doctorate in a related field, and who also have extensive senior level experience in the applied field (such as corporate management or accounting);
    - ii experience in the applied field coupled with internationally recognized professional association certification (such as medical board certificate or Certified Public Accountant);
  - b. fully justifiable in terms of education, training, and professional experience;
  - c. restricted to no more than 10% of all faculty in the institution;
  - d. are reported to the Commission as exceptions for approval prior to the start of the semester in which the faculty member will teach. Reports to the Commission must include the name of the faculty member for whom the exception is requested, the highest degree earned and the conferring institution, the area of specialization, the justification for the exception, and a listing of the courses assigned.

## Stipulation 9

### Adjunct Clinical Faculty

In Schools/Colleges of medicine, dentistry, or other health sciences, adjunct clinical faculty are often appointed to supplement the full-time teaching faculty. Adjunct clinical faculty are normally qualified health professionals of appropriate distinction, whose primary employment is external to the academic institution.

### Responsibilities of Adjunct Clinical Faculty

1. Teaching and training of students and interns at the institution and in its affiliated hospitals and health facilities.
2. Consulting or engaging in academic activities that enhance scholarship and professionalism within the institution.
3. Supporting the mission, goals, policies and activities of the institution.
4. Adjunct clinical tutors and clinical lecturers are expected to help in demonstrations and to provide assistance to clinical faculty in their teaching, training, and academic activities.

### Ranks and Qualifications

The criteria for the appointment of adjunct clinical faculty are based on professional qualifications, academic and educational experience, and clinical experience.

#### 1. Adjunct Clinical Tutor

Qualification: Bachelor's degree in the health profession in which the faculty member is teaching.

Clinical experience: at least three years post-internship experience in the concerned health profession.

#### 2. Adjunct Clinical Lecturer

Qualification:

- a. Bachelor's degree in the health profession in which the faculty member is teaching;

- b. postgraduate degree (Master's or equivalent professional degree recognized by the institution, Ministry of Health, and Ministry of Higher Education and Scientific Research) in a relevant specialty.

Clinical experience:

- c. at least five years clinical experience;
- d. at least three years holding a Specialist position or equivalent.

### 3. Adjunct Clinical Assistant Professor

Qualification:

- a. highest professional postgraduate degree and professional recognition from professional medical bodies such as the Royal Colleges of the UK, Ireland, Canada, Australia, and New Zealand (e.g., MRCP, FRCS, MRC Psych, FFARCS, MRCOG, FRCR), or
- b. terminal medical degree and certification by a US medical board; or
- c. terminal medical degree and certification by the Arab Board of Medical Specialization; or
- d. other terminal qualifications recognized by the institution as equivalent to the PhD in Basic Sciences, which allow the holder to be appointed as a Consultant in the Ministry of Health or other recognized health care organizations.

Academic and educational experience:

Previous experience in teaching either undergraduate or postgraduate level courses in Medical/ Dental/ Health Sciences.

Clinical experience:

- e. at least three years of clinical experience obtained after receipt of the highest professional degree;
- f. holder of a Consultant position, or equivalent.

### 4. Adjunct Clinical Associate Professor

Qualification: as for Adjunct Clinical Assistant Professor.

Academic and educational experience:

- a. 5 years experience in teaching undergraduate or postgraduate courses in Medical/ Dental/ Health Sciences;
- b. contributions to research, evidenced by publishing at least five scientific papers in peer reviewed journals ( first author in at least three papers);
- c. significant evidence of scholarship at national level.

Clinical experience:

- d. at least ten years of clinical experience obtained after receipt of the highest professional degree;
- e. at least five years as holder of a Consultant position;
- f. excellent clinical reputation at a national level.

### 5. Adjunct Clinical Professor

Qualification: as for Adjunct Clinical Assistant Professor.

Academic and educational experience:

- a. 10 years experience in teaching undergraduate or postgraduate courses in Medical/ Dental/ Health Sciences;
- b. contributions to research, evidenced by publishing at least eight scientific papers in peer reviewed journals ( first author in at least five papers);
- c. significant evidence of scholarship at national/international levels.

Clinical experience:

- d. at least 15 years of clinical experience obtained after receipt of the highest professional degree;
- e. at least 10 years as holder of a Consultant position;
- f. excellent clinical reputation at a national, regional and international level.

**Stipulation 10****Graduate Admissions**

These regulations must be adhered to by institutions offering degrees above the baccalaureate level. Institutions may, at their own discretion:

1. raise their admissions requirements above the levels indicated in these regulations;
2. impose additional admissions requirements for individual programs;
3. choose not to permit conditional admission to Master's level programs;
4. limit the number or the proportion of students who receive conditional admission;
5. impose additional requirements on students seeking conditional admission: for example, a program of remedial (non-credit-bearing) instruction, completion of challenge exams, or other requirements that demonstrate the students' likelihood of success in their Master's programs.

**I. General admission requirements for Master's level programs**

1. Completion of a recognized baccalaureate degree in a discipline appropriate for the Master's degree. A Higher Diploma is not equivalent to a baccalaureate degree and does not qualify an applicant for admission to Master's programs.
2. A minimum cumulative grade point average of 3.00 on a 4.0 scale, or its established equivalent, in the applicant's baccalaureate degree program.
3. For programs taught in English, a minimum TOEFL score of 550 on the Paper-Based, 213 on the Computer-Based, or 79 on the Internet-Based test, or its equivalent in a standardized English language test, such as 6.0 IELTS or another standardized, internationally recognized test approved by the Commission, with the following exceptions:
  - a. a native speaker of English who has completed his/her undergraduate education in an English-medium institution and in a country where English is the official language;
  - b. an applicant with an undergraduate qualification from an English-medium institution who can provide evidence of acquiring a minimum TOEFL score of 500 on the Paper-Based test, or its equivalent on another standardized test approved by the Commission, at the time of admission to his/her undergraduate program.

**II. Conditional admission requirements for Master's level programs**

1. A student with a recognized baccalaureate degree and a TOEFL score of 530 (197 CBT, 71 iBT) or its equivalent on another standardized test approved by the Commission may be admitted

conditionally to a Master's program. Such a student must meet the following requirements during the period of conditional admission or be subject to dismissal:

- a. must achieve a TOEFL score of 550, or equivalent, by the end of the student's first semester of study;
  - b. may take a maximum of six credit hours in the first semester of study, not including intensive English courses;
  - c. must achieve an overall grade point average of 3.00 on a 4.0 scale, or its established equivalent, in the first nine credit hours of credit-bearing courses studied for the Master's program.
2. A student with a recognized baccalaureate degree with a cumulative grade point average below 3.00 on a 4.0 scale, or its established equivalent, and who meets the English language competency requirements for general admission stated in Part I above, may be admitted conditionally to a Master's program. Such a student must meet the following requirements during the period of conditional admission or be subject to dismissal:
  - a. may take a maximum of nine credit hours in the first semester of study;
  - b. must achieve an overall grade point average of 3.00 on a 4.0 scale, or its established equivalent, in the first nine credit hours of credit-bearing courses studied for the Master's program.

### **III. General admission requirements for doctoral level programs**

1. Completion of a Master's degree in a discipline appropriate for the doctoral degree.
2. A minimum cumulative grade point average of 3.00 on a 4.0 scale, or its established equivalent, in the applicant's Master's degree program.
3. A minimum TOEFL score of 550 on the Paper-Based, 213 on the Computer-Based, or 79 on the Internet-Based test, or its equivalent in a standardized English language test, such as 6.0 IELTS or another standardized, internationally recognized test approved by the Commission, with the exception of applicants who have studied Master's degree programs taught in English that required for admission a TOEFL score of 550 or equivalent.

## APPENDIX 1

### Courses Offered in Condensed Periods

To ensure that students are well served by programs that are in accordance with all of the requirements that were agreed upon as a part of the accreditation process, the Commission provides the following guidance regarding courses offered through intensive modes of delivery.

The term "intensive modes of delivery" refers to courses that are offered over a shorter duration than the generally accepted period of a standard "semester" (15 to 17 weeks) or "quarter" (9 to 12 weeks). These may include "short courses" of a few weeks duration, courses offered in a shortened term (such as a summer session or a January term), blended learning courses where face-to-face contact with the instructor occurs only over a short period, or similar "intensively" delivered courses or programs. Even though a course delivered through intensive modes of delivery may technically comply with requirements in the *Standards* related to "contact hours" or "seat time," studio or laboratory hours, and out of class or homework hours, the institution is required to comply with provisions related to sound pedagogical principles.

As a part of its mission, the Commission has a responsibility to ensure that the best international practices in teaching and learning are integrated into higher education in the UAE. The *Standards*, therefore, reflect the Commission's understanding of evidence related to the development of an in-depth understanding of subject matter and long-term retention. *Standard 3.3.6*, for example, states the requirement that academic courses must "allows sufficient time for preparation, reflection, analysis, and the achievement of learning outcomes for courses that are offered in concentrated time periods." As a part of its review of a program for initial accreditation, the Commission and External Review Teams review the program curriculum to ensure that it (1) includes "a number of credit hours consistent with international practice in the discipline and level of award," and (2) "comprises a defined amount and quality of work of sufficient rigor." The External Review Team is charged by the Commission to consider the program and course credit hours in conjunction with the specified intensity of delivery in making its evaluation of the appropriateness of pedagogic practice.

In instances where an institution desires to deliver a course or program over a shortened period of time substantially different from the delivery mode approved at the time of Initial or Full Accreditation, institutions will be required to submit a request to the Commission for approval of a substantive change. The request must comply with the provisions of *Stipulation 2, Substantive Change*.

The institution must ensure that:

1. students are fully informed of any modifications that may have been made in an institution's operations or the delivery of its academic programs in order to accommodate the shortened duration of the course or program;
2. students in courses offered through intensive modes of delivery have comparable duration of class contact time, and comparable expectations for out-of-class study time, as in the same courses offered during the regular semester or term;
3. the full content of the approved syllabi will be taught during the condensed period;
4. the study plan is such that that learning outcomes of the courses and programs can reasonably be achieved by all enrolled students;
5. all student services such as library access and support, IT laboratories and IT support, catering, health services, and recreational facilities are available during the shortened term.

In all intensive modes of delivery the CAA approved syllabi must be adhered to in every respect, including the assignments and assessment schemes. Wherever possible, the students should sit the same examinations as their counterparts who do not study the course through an intensive mode. Where this is not practical,

internal moderation and quality assurance systems must be sufficiently robust to ensure parity of rigor and standards for all students.

Institutions must receive approval from the Commission prior to the start of the program or courses to be offered through the intensive mode or over the shortened term.

The Commission recognizes that institutions may wish to offer some courses during the summer. The Commission's policy is to allow institutions to offer summer courses without specific application to the Commission for prior approval, but the pattern and intensity of course delivery should be articulated and approved by the Commission as a general model to be applied by the institution in its summer session.

The Commission also recognizes that there are circumstances, usually related to an institution's endeavor to provide educational opportunities for working adults, that would warrant the delivery of a course or program exclusively during evening or weekend hours. Evening and weekend classes may or may not involve the shortening of the semester or quarter. Nevertheless, institutions are required to comply with conditions 1-5 listed above. In addition, there must be a reasonable limitation on the number of courses that student are permitted to take during a weekend program. Weekend delivery of courses must be included in the calculation of a faculty member's workload. See Section 4.9 of the *Standards*.

The Commission expects that an institution will identify, in its Application for Initial or Full Accreditation, all of the modes of delivery planned for the program. The addition of an evening or weekend mode of delivery for a program where it was not previously available has implications for the institution in terms of coordination of assessment and teaching demands on faculty. If an institution proposes to offer a course or program using a mode of delivery not previously used, it should submit an application for substantive change meeting the requirements of *Stipulation 2: Substantive Change*.

## APPENDIX 2

### Glossary of Terms

Because the UAE has an international mix of higher education institutions, and because those institutions reflect different traditions (for example, traditions of the United Kingdom, Australia, India, Canada, or the United States as well as the UAE), there can at times be confusion over the meaning of terms. This Glossary is provided to help UAE institutions better understand the common meanings of these terms as applied by the Commission for Academic Accreditation.

#### Institutional Names

An institution's name should accurately convey its scope and type. A national name should not be included in an institutional title as a marketing tool. Such names imply that the institution follows the educational norms of another nation's institutions of higher education. The public thus expects that an institution called "British" or "American," for example, is comparable in most ways to the academic institutions of those nations, and that credits and degrees earned would be transferable to and/or recognized by institutions in the other country.

1. **University.** A large, diverse institution of higher education and research that offers both undergraduate and graduate degrees. Universities are typically composed of a number of *colleges* or *schools* devoted to the study of closely related disciplines or a single discipline, such as the College of Engineering or the School of Public Health.
2. **College.** A smaller institution of higher education typically focused on undergraduate or vocational education, although some colleges offer a limited range of graduate programs. *College* is also a term for a unit within a university, synonymous with a *Faculty*, such as the College of Business Administration or the Faculty of Business Administration.
3. **School.** The term *school* may refer to a unit within a university, as noted above, or it may refer to an educational institution that offers education at a secondary or lower level, such as the British School or the Indian School.
4. **Institute.** An *institute* is an organization created for a specified purpose, usually research or the promotion of a cause. An educational *institute* tends to be devoted to technical fields, such as the Petroleum Institute or the Masdar Institute of Science and Technology.
5. **Academy.** In higher education the term *academy* is used for a post-secondary educational institution devoted to a single field of study, such as an academy of arts, military academy, or police academy. The term also may refer to an institution offering education at the secondary or high school level.
6. **University College.** The term *university college* has many different meanings in different countries and in different contexts. In the US a university college provides continuing or adult education or serves as the academic home for lower division undergraduate students. In Canada, the UK, and elsewhere the term *university college* may be applied to a constituent college of a university or to an independent institution of higher education.

## Qualifications/Degrees/Academic Awards

The Commission recommends that UAE institutions follow the practice typical of the English-speaking world in naming qualifications. The following are the most common qualifications offered and are referred to in the UAE's National Qualifications Framework.

### Undergraduate qualifications

1. **Certificate.** In higher education, a certificate is awarded for a period of study of credit-bearing courses for one academic year. The term is also used to describe a relatively brief, prescribed period of training in a given field or concentrated subject area, often technical, such as a certificate in word processing or pesticide management. These training certificates are normally comprised of non-credit courses that are not transferable to degree/diploma programs. They may be issued by professional bodies and corporations as well as academic institutions.
2. **Associate Degree/Diploma.** "Associate Degree" and "Diploma" are synonymous in the UAE. An associate degree/diploma usually requires a minimum of two years of full-time study, with a minimum of 60 semester credits (or equivalent) and a maximum of 72 semester credits (or equivalent). In the UAE, a common degree title is "Associate Degree in . . ." or "Diploma in . . .", where the name of the relevant academic field is inserted. Elsewhere, typical degrees include the AA, Associate of Arts; AS, Associate of Science; AOS, Associate of Occupational Studies; ABA, Associate of Business Administration; and AGS, Associate of General Studies.
3. **Higher Diploma.** A higher diploma usually indicates a course of study of three years in a specialized field. While credit requirements may vary, most higher diploma programs will include a minimum of 90 semester credits (or equivalent).
4. **Baccalaureate or Bachelor's degree.** In the UAE, a bachelor's degree normally requires at least four but no more than five years of full-time study, with a minimum of 120 semester credits (or equivalent). The maximum number of hours may vary, but many bachelor's degrees in professional fields, such as engineering or dentistry, require five years of study and at least 150 semester credits (or equivalent).

The most common undergraduate degrees are the Bachelor of Arts and the Bachelor of Science. Many institutions typically award the BA for academic programs in the humanities and the BS (or BSc) for programs in areas such as mathematics, the natural or physical sciences. In other institutions the BA is typically awarded for those programs which emphasize language, literature and theory while the BS is awarded in those disciplines which are more quantitative in nature. Some institutions award the BA for all academic (rather than pre-professional) subjects. Institutions that offer professional training, such as nursing or accounting, often reserve the BS degree for these subjects. In awarding a baccalaureate degree, an institution typically awards a BA in English or a BS in biology, not a Bachelor of English or a Bachelor of Biology.

Other common bachelor's degrees include:

- |                |                                                                                                               |
|----------------|---------------------------------------------------------------------------------------------------------------|
| a. BArch       | Bachelor of Architecture                                                                                      |
| b. BBA         | Bachelor of Business Administration                                                                           |
| c. BSS or BSSc | Bachelor of Social Sciences                                                                                   |
| d. BFA         | Bachelor of Fine Arts                                                                                         |
| e. BM or BMus  | Bachelor of Music                                                                                             |
| f. LLB         | Bachelor of Laws (note that the US law degree is a post-graduate professional degree, the JD or Juris Doctor) |

- |    |      |                                    |
|----|------|------------------------------------|
| g. | BSE  | Bachelor of Science in Engineering |
| h. | BEng | Bachelor of Engineering            |
| i. | BSN  | Bachelor of Science in Nursing     |

For some first professional degrees, particularly in health sciences fields, the term "Doctor" appears in the degree title although the degree is at the baccalaureate level. Examples are Doctor of Dental Surgery (DDS) and Doctor of Pharmacy (PharmD).

### **Graduate qualifications**

Most graduate degrees in the UAE are "taught" degrees, which include a significant component of coursework in addition to any supervised research or practice.

1. **Graduate Certificate.** A graduate certificate typically requires a maximum of 18 semester credits (or equivalent) of graduate-level study. In the UK, the term "postgraduate certificate" is often used.
2. **Graduate Diploma.** A graduate diploma typically includes one year or at least 24 semester credits (or equivalent) of course work beyond the bachelor's degree. In the UK, the term "postgraduate diploma" is often used.
3. **Master's degree.** A Master's degree typically requires at least one year of study, or a minimum of 30 semester credits of course work (or equivalent) beyond the bachelor's degree. The minimum credits are not inclusive of any non-credit bridge courses which may be required. (See "Bridge Program", below). A Master's degree often, though not always, requires a substantial research paper, a thesis, or a project. As is the case for the baccalaureate, the Master of Arts (MA) and Master of Science (MS or MSc) are the basic degrees, awarded in the subject, such as an MA in English (not Master of English or Master of English Literature), or an MS (or MSc) in Chemistry (not Master of Chemistry).
4. In some cases such as the Master of Fine Arts (MFA) or Master of Social Work (MSW), the Master's degree is considered the "terminal degree" in the field.
5. **Doctorates.** There are several recognized distinctions among those degrees which are generally labeled "doctorate." The biggest distinction is between those doctorates which are "earned" and those which are "honorary." See the description for "honorary doctorates" below. Other distinctions are discipline specific and are usually conveyed through the name of the degree.
  - a. **Academic doctorate.** In the UAE, an academic doctorate requires one or more years of coursework beyond the master's degree as well as academic research. Doctorates are nearly always awarded in recognition of academic research that is of a publishable standard (even if not actually published) and that represents some original contribution to human knowledge. The research is usually assessed by submission and defense of a doctoral thesis or dissertation. The usual degree title is the PhD (Doctor of Philosophy).
  - b. **Professional doctorate.** A professional doctorate requires a minimum of one year of coursework beyond the master's degree and independent research. The emphasis of the degree is on research skills and advanced professional knowledge in an applied field of specialization. Examples include the Doctor of Education (EdD), Doctor of Psychology (PsyD), and Doctor of Business Administration (DBA).
  - c. **Honorary doctorate.** As the name implies, this degree – for example, "Doctor of Letters (DLitt)" – is to honor an individual and carries no academic standing. It is not considered an "earned

doctorate" even though the individual being honored may have undertaken significant work in the discipline for which they are being honored.

### **Joint, Dual or Concurrent qualifications**

While the terms for various arrangements in which students study simultaneously for two degree programs are not entirely consistent among institutions, the definitions below are used by the Commission.

**Joint qualification.** A single degree awarded by two institutions.

**Dual or concurrent qualifications.** Two degrees awarded by a single institution, to students who have met the requirements for completion of both degrees (see *Stipulation 4: Completion Requirements*).

## **Faculty**

The term *faculty* or *faculty member* refers to those employees of a higher education institution whose responsibilities are mainly in teaching and/or research. In some institutions the terms "academic staff" or "teaching staff" are used. Administrators, such as Deans, often concurrently hold appointments as faculty members.

### **Term of Appointment**

**Part-time.** A part-time faculty member is one whose major commitment is not to the institution concerned. Although part-time faculty members are subject to the same requirements for employment as full-time faculty, their teaching assignment is limited to a maximum of six credit hours a semester (or equivalent). The term "adjunct faculty" is often used as a synonym for "part-time faculty."

**Full-time.** A full-time faculty member is one whose primary employment is with the institution concerned, and who receives a contract as a full-time employee with a primary assignment in teaching and/or research.

**Rolling Contract.** In a "rolling contract", a faculty member's favorable annual evaluation is followed by an extension of the contract, so that it remains valid for the same period as the original contract. In this fashion, an individual has reasonable job security as the contract does not expire. "Rolling contracts" assume that other conditions of employment, including residency requirements of the UAE, are met.

### **Academic Rank**

**Professor.** An appointment requiring an earned doctoral or terminal degree or equivalent and demonstrated, sustained high quality teaching, wide recognition for scholarly activities, and substantial service to the university and appropriate outside communities. Appointment at the rank of Professor is usually made only after extended service as an Associate Professor.

**Associate Professor.** An appointment requiring an earned doctorate or terminal degree or equivalent and demonstrated high quality teaching, recognition for scholarly activities, and service to the university and community. Appointment at the rank of Associate Professor is usually made only after extended service as an Assistant Professor.

**Assistant Professor.** An appointment requiring an earned doctorate or terminal degree or equivalent and potential for excellence in teaching and research. This is typically the entry-level appointment for an individual who holds a terminal degree in his/her field.

**Principal Lecturer.** An appointment requiring an earned doctorate or equivalent and an established record of excellence in teaching, research and scholarship. The rank of Principal Lecturer is substantially equivalent to Professor or an experienced Associate Professor. Appointment to the rank typically assumes extended service at the rank of Senior Lecturer.

**Senior Lecturer.** An appointment requiring an earned doctorate or terminal degree or equivalent and demonstrated high quality teaching, research and scholarship. The rank of Senior Lecturer is substantially equivalent to an either an Associate Professor or an experienced Assistant Professor. Appointment at the rank typically assumes extended service at the rank of Lecturer.

**Lecturer.** In the US system, "Lecturer" refers to an appointment below the Assistant Professor level, and is sometimes synonymous with "Instructor". A Lecturer appointment normally requires at least a master's degree or equivalent professional qualifications. In the UK system and in some Arab countries, a Lecturer appointment normally requires a terminal degree and is equivalent to Assistant Professor.

**Instructor.** An appointment requiring a master's degree, or a bachelor's degree and equivalent professional qualifications.

**Clinical Faculty.** "Clinical Faculty" typically refers to an individual employed by a hospital and/or other professional entity, whose appointment to the educational institution is for the sole purpose of supervising a clinical rotation or practicum. In medical education, for example, clinical faculty often provide supervision and instruction through what are termed hospital or clinical rotations. Also see *Stipulation 9: Adjunct Clinical Faculty*.

**Part-time/Adjunct (Professor, Associate Professor, Assistant Professor, or Principal Lecturer, Senior Lecturer, Lecturer).** A part-time appointment is offered to persons not regularly or primarily employed within the academic unit to which the appointment is made. The modifier "adjunct" can be used in connection with any rank and is synonymous with "part-time" in most cases. Because of training, experience, credentials, and interest, part-time faculty are invited to participate to varying degrees and periods of time in the teaching, research, and/or instructional programs of academic departments.

**Visiting (Professor, Associate Professor, Assistant Professor, or Principal Lecturer, Senior Lecturer, Lecturer).** A guest appointment normally offered to a faculty member from another institution for a limited time period, for example one academic year, and appointed at the rank held at that institution. Responsibilities are normally similar to those of full time faculty in the department to which the appointment is made.

## Courses and Programs

**Course or Module.** A *course* consists of a number of instructional activities over a prescribed period of time. It deals with a single subject and is commonly described by title, number, credits, and expected learning outcomes in the institution's *Catalog*. A *module* sometimes refers to a sub-division within a course covering a topic or part of a topic. In the British system, the term *module* is synonymous with *course*. In systems based on American higher education, the term *module* typically refers to a course which is offered in a more concentrated framework such as an "8 week module." Note that in the UK and in other systems adopting terminology used in the UK, the word *course* is used to refer to what the *Standards* term a *program*.

**Program.** The set of courses and other formally established learning experiences which together lead to a qualification (see *curriculum* below). *Program* may also refer to a specific aspect of the curriculum, such as the general education *program* or a study abroad *program*.

**Curriculum.** The term refers both to the range of courses offered by an institution and to a set of related courses constituting an area of specialization, such as the computer science *curriculum* or the civil engineering *curriculum*.

**Credits and the credit system.** The academic credit provides a basis to measure the amount of engaged learning time expected of a typical student. A credit, or credit hour, is a unit of measurement defining the student's overall effort towards attaining a qualification.

In the US system, which is adopted by most UAE institutions, 1 semester credit equals approximately 1 hour of time in class per week over a semester of 15 weeks or longer. (See "semester" below). It is assumed that a student spends two hours outside of class in independent learning or specific course assignments for every hour in class. This implies that one academic credit equates to a 45 hour commitment to learning over a semester. For laboratory or studio-based courses, the allocation of credit differs; 1 semester credit normally is given for two hours of laboratory or studio time per week over a 15-week semester.

The UK system considers a single credit to be equal to 10 "learning hours" of which approximately one-third may be class contact time, and the remainder divided between directed and independent learning. On this basis the normal full load for a semester is 60 credits.

Resulting from the Bologna Process in Europe, aimed at facilitating student mobility in higher education, the ECTS (European Credit Transfer and Accumulation System) represents another alternative credit definition. In the ECTS system, 60 credits are allocated to the workload of a full-time academic year, 30 credits are normally allocated to a semester and 20 credits to a trimester. Qualifications that have formal programs lasting three full-time academic years in Europe are allocated 180 ECTS credits.

**Semester and term.** A *semester* is a period of time, typically a minimum of 15 weeks, during which an institution offers courses. Some courses may be offered in a time-shortened period, often called a *term*, such as a *summer term* or *January term*, which nonetheless offers class contact time and out-of-class assignments equivalent to a semester course. Some institutions use a calendar that divides the academic year into quarters (10-week instructional periods) rather than semesters.

**Developmental / Remedial Courses or Programs.** Such courses or programs prepare a student for enrolling in a regular institutional curriculum, and aid the student in rectifying an area or areas of deficiency. Developmental or remedial courses are non-credit courses and do not count toward the requirements of an academic qualification. The *Standards* limit the number of credit-bearing courses that a student may take while enrolled in a developmental or remedial program.

**Foundation Program.** A developmental or remedial program specifically intended to enable UAE secondary school graduates to qualify for admission to higher education.

**Major.** The *major* is the field of study in which a student specializes at the baccalaureate level. The term is not typically used in qualifications below the baccalaureate and is only occasionally used in graduate programs. The major usually requires that a student complete a minimum of 30 semester credits (or equivalent) in the subject area. To earn a *double major*, a student must meet the subject-area requirements of each of the two majors. Typically a student receiving a degree with a major will be issued a diploma that includes the name of the major: for instance, Bachelor of Arts in History or Bachelor of Science in Biology.

**Concentration.** Concentrations are best thought of as a grouping of courses which represent a sub-specialization taken within the major field of study. For example a student majoring in biology might have a concentration in genetics, or a student in electrical engineering may have a concentration in telecommunications or instrumentation and control. A concentration may be specified on the diploma or in

the student's academic record (transcript). The CAA requires a concentration to include at least 15 semester credits of study, or equivalent, in the specialized field in order to be recognized by the Ministry and included in the listing on the CAA Web site.

**Track.** A track is a narrow area within the major field, which the student may choose to follow, but which does not lead to a specialized award or degree and is not listed on the diploma or degree certificate. The number of credit hours in a track may vary, but is typically a minimum of 9 semester credits (or equivalent).

**Minor.** A minor is a separate field of study outside the major or concentration in which a student has a secondary area of specialization, requiring less course work than the major. Minors usually require that students earn 12-18 semester credits in subject area courses.

**Electives.** Courses which are not compulsory for students. *Electives* may be *free*—selected by the student from any course offerings, or *restricted*—chosen from a pre-determined list of options.

**General Education.** General education is that aspect of the curriculum intended to provide students with critical thinking skills; a broad understanding of the approaches to knowledge such as the humanities, the arts, the social sciences or the sciences; a common core of understanding among students (such as in Islamic studies or other cultural studies); and a level of skill appropriate to higher education in mathematics, information literacy, the application of technology and communications (oral and written).

**Experiential Learning.** This term applies to those learning experiences which involve the application of learning typically outside of the classroom. Experiential learning encompasses such experiences as internships, practicums, field study, or clinical learning.

**Internship.** The term applies to an experience in which a student has a program-related assignment involving attachment to a recognized business, agency or organization. The internship must be appropriate to the major or program of study of the student. The term "practicum" is sometimes synonymous with internship. See *Stipulation 6: Internships*.

**Practice Teaching.** A supervised part of an education curriculum designed to prepare teachers for work in primary and secondary schools. In some institutions the term "student teaching" is used. Practice teaching is typically a full-time experience in the semester in which the student is engaged in it.

**Clinical Training.** A program of learning established by cooperation between appropriate departments of an institution and hospitals and other allied health providers serving as the institution's partners. Clinical training is structured with an appropriate learning plan, expected outcomes, and ongoing assessment and evaluation.

**Directed Study/Independent Study.** A course in which a student is individually supervised by a faculty member, which enables a student to undertake a learning opportunity which is otherwise unavailable. Directed learning or independent study courses must have an appropriate learning plan (typically a syllabus), learning outcomes, end of term evaluations and appropriate assessment. The *Standards* limit the amount of such credit that can be applied to an undergraduate qualification.

**e-learning.** E-learning is a term applied to any form of learning which is electronically based. The requirements for a course delivered through e-learning are the same as those that apply to any credit-bearing course. Electronically delivered courses must have learning outcomes, a syllabus or outline of study, regular and systematic assessments, and an opportunity for students to interact with the faculty member teaching the course. The student-instructor and student-student interaction may be entirely electronically based, or it may include bringing students together physically from time to time. The latter is often referred to as a *hybrid course* or *blended course* in that it combines electronic learning with traditional classroom learning.

**Bridge Program.** A program intended to “bridge the gap” between a student’s prior work and the background required for the program he/she is entering. Typically such a program would be needed by students entering graduate business education where the student’s undergraduate major was in an area other than business, or graduate engineering programs where the student’s major was in a different engineering specialty. The courses in a bridge program typically do not carry degree credit. Institutions may choose to require enrollment in bridge programs as a condition of admission. The term “bridge program” is also used in nursing to refer to a bachelor’s degree “top-up” program whose entry level is a Diploma in Nursing.