ADVENTIST UNIVERSITY OF CENTRAL AFRICA

(AUCA)

BLENDED LEARNING POLICY
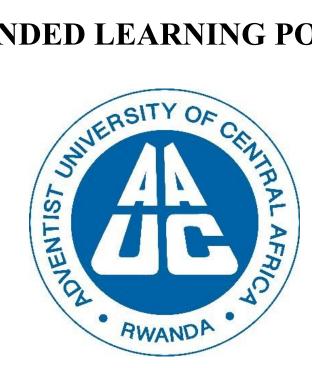
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Approvals

	Position	Name	Date
Writer	Quality office	Policy adhoc committee	
Department Council	Head of Department	All HODs	
Faculty Council	Dean	All Deans	
Academic Committee	Deputy Vice Chancellor for Academics (DVCA)	Dr Theogene Niyonzima	
Administrative Committee (AdCom)	VC	Prof. Kevin Ononga	

Historical Background of the Adventist University of Central Africa (AUCA)

Adventist University of Central Africa (AUCA) was first established in 1978 to serve the Francophone constituency of the then Africa-Indian Ocean Division and officially opened its doors on 15 October 1984. The University was charted in 1988. The institution grew and served until 1994 when the genocide against Tutsi erupted and the university was closed. From the destruction of the genocide, the university moved to Kigali in 1996 and developed into a new phase of activities in the basement of LMS of Rwanda Union Mission in Kigali City under the names first "Adventist University Monnier" (AUM) and then shortly after "the Adventist University in Rwanda" (AUR). In January 1999, the University moved in Gishushu still within Kigali City of Rwanda. In light of the development, the Higher Education Council (HEC) of Rwanda granted and restored its educational function under the 1988 charter, regaining the original name "Adventist University of Central Africa." (AUCA).

Due to the university's post 1996 expansion at Gishushu, AUCA moved to its current location at Masoro in 2007 and organized itself into four faculties with five departments offering a variety of degree programs. The four faculties are (1) the Faculty of Business Administration with majors in Accounting, Finance, Management and Marketing; (2) the Faculty of Information Technology with majors in Information Management, and Network Communication Systems; (3) the Faculty of Education with majors and minors in Educational Psychology, Accountancy and Information Technology, Mathematics and Economics, English Language, Literature and French, and Geography and History; and (4) the Faculty of Theology.

Currently the university has students from different countries, including Rwanda. The main facilities are housed in newly completed structures with adequate facilities, a few miles from Kigali International Airport. Because of the government's decree to move from French to English as the official language of the country, the university has taken steps for and completed the transition. The university constructed a campus of Gishushu named "Science and Technology Center" houses the Faculty of Information Technology and the Master's degree programs of Business Administration (MBA) and of Education (MEd.). In the near future, the University will start other Master's programs of Information Technology with emphasis in 'Big Data', Masters in Taxation, Masters in Procurement, and Masters in Project Management.

The university is already running the Nursing program at Ngoma Adventist College of Health Sciences and it started in November 2015. The University is also opening a new program of Medicine which should be operational early 2021.

While the above background sounds promising, with the eruption of Coronavirus (COVID-19), the Adventist University of Central Africa (AUCA) is facing a multifaceted issues regarding teaching and learning. Traditionally, AUCA's teaching and learning mode was a face to face way of delivering knowledge to students. When COVID-19 erupted, AUCA thus adopted "a hybrid/blended" way of teaching and learning which is actually a 'move together' of "Online

teaching and learning and face to face". This was found to be a better alternative way to serve AUCA's clients—students—in teaching and learning. Thus, the current document highlights some of the key policies that would guide the University in the delivery of knowledge to students.

AUCA Accreditation

The university operates under the charter from the Ministry of Education of the Government of Rwanda, through Higher Education Council (HEC) and as such it is empowered to offer its programs and confers appropriate degrees. The institution has reciprocal arrangements to recognize its degrees and diplomas from other accredited universities both within the country and elsewhere. Denominationally, the university holds accreditation from Adventist Accrediting Association (AAA) of the Seventh-day Adventist Schools, Colleges, and Universities worldwide.

Purpose

On February , 2021, the Administrative Committee (AdCom) of AUCA created a special Adhoc committee which was mandated to review AUCA's existing face to face teaching and learning policies and thus create and clarify policies related to a range of online teaching and learning issues at AUCA. The outcome of the work of this committee was to come up with a policy that should govern the blended teaching and learning at AUCA.

AUCA Philosophy

The Adventist University of Central Africa operates on the basis of the Seventh-day Adventist worldview, which holds that God is the Creator and Sustainer of the universe and the source of true knowledge. The entrance of sin caused man's alienation from God, therefore the restoration

of the relation between man and his God is the main aim of the Christian Education that leads students to discover and understand the truth through critical thinking.

AUCA Mission

The Adventist University of Central Africa is committed to providing a Christ-centered quality education founded on a holistic approach that prepares people for the service of this life and the life to come.

AUCA Vision

The Adventist University of Central Africa (AUCA) is to be a centre of excellence in undergraduate and postgraduate programs. Quality shall be the hallmark of all its undertakings including research and service delivery to its students, faculty, staff and community at large.

AUCA Beliefs and Values

AUCA is a Seventh-day Adventist institution of higher learning that nurtures the mental, spiritual, social and physical capacities of its personnel and students. The values of the University are rooted in the Holy Scripture and should be seen in the daily activities of the university administrators, workers, and students.

Through a process of discernment based on dialogue and reflection, the following AUCA core beliefs and values have been designated:

Faith

AUCA is a faith-based institution of higher learning. The faith nurtured in the institution is rooted in the teachings of Jesus Christ and in the 28 beliefs of the Seventh-day Adventist Church. While we respect the religious traditions and individual beliefs of our personnel and students, the university administration and faculties are expected to integrate a biblical, Seventh-day Adventist faith into learning activities of our students.

Integrity

Concerned with the good of the community in this life and the life to come AUCA commits itself to honesty in all relations with students, faculty, staff and administration. Through integrity AUCA community maintains the trust of the surrounding community and of public and governmental agencies.

Love

Informed by the example of Jesus Christ, and by the fundamental beliefs of the Seventh-day Adventist Church AUCA community demonstrates a spirit of unity and connectedness with one another through expression, courtesy, hospitality, shared values and having communication irrespective of ethnic, gender, or other differences. AUCA community extends this value of love by reaching out to neighbors and to members of the larger civil and ecclesial communities.

Respect

AUCA community values and respects the contribution of each member of everyone at the university and the stakeholders to the advancement of the mission of AUCA. Team-spirit is

encouraged through supporting one another as colleagues working together for the good of the whole institution.

Compassion

Inspired by the example of Jesus Christ we open our hearts to those among us in physical, spiritual and mental need. Besides, AUCA community consciously reaches out beyond the boundaries of AUCA to serve others in need with compassion and mercy.

Fairness and Justice

Recognizing the dignity of all persons (students, staff, teachers and administrators) AUCA community seeks to avoid any acts of injustice toward others and address instances of injustice within and outside the university boundaries from a stance of informed advocacy. We hold ourselves accountable to one another and endeavor to practice responsible stewardship of the resources available to us.

Excellence

As a faith-based institution of higher learning AUCA community seeks to combine faith with reason in the pursuit of academic excellence. AUCA Senate and Administration call upon all members of its community to individually and professionally excel their respective duties.

AUCA goals

As an Adventist University, its principal goals are as follows:

- To promote the development of the mental, spiritual capacities and social strengths of an individual until his highest potential is reached;

- Based on biblical principles the university seeks to help students become useful members of the society not only endowed with intellectual skills, but well-developed character. The university focuses its goals and its objectives on the principles of the Bible;

- To inculcate into the students the desire for a life style based on a balanced natural food, principles of hygiene and physical exercises; and

- To help students become useful members of the community endowed not only with intellectual skills, but also with the most well-balanced character of a good citizen of this world and the world to come.

Objectives of Online Teaching and Learning at AUCA.

1. Support and encourage the internal development of the e-learning program by promoting and providing guidelines for training, inclusion of e-learning courses in faculty workloads, and technical support;

2. Provide informational resources and support services for students enrolled in online courses;

3. Identify and address faculty and student needs in teaching and learning online;

4. Encourage and support the use of the Learning Management System (LMS) such as "Moodle" and other technologies, in both face-to-face and online learning environments;

5. Encourage the sharing of effective technology-enhanced teaching and learning practices among faculty;

6. To identify, provide, expand, and coordinate the development of quality courses and programs to meet the needs of e-learners;

7. Increase the number of students who aspire to attend AUCA in the near future or later until the completion of the degree programs;

8. Evaluate periodically and comprehensively every facet of the online teaching and learning and use these results to restructure and improve the program;

Type of Online Education

While there are different types of online education that are used by different institutions in teaching and learning, AUCA chose to use the following:

Hybrid/Blended Teaching and Learning: Hybrid or blended courses, classes provide an opportunity to take advantage of both online learning and face-to-face interaction utilizing Video Conferencing and/or a Learning Management System such as Moodle that AUCA avails to students and teachers. Different teaching and learning platforms such as Zoom, Google Meet, and others are used. Other technologies are also used in their due forms. These are for example, e-mail, text and voice chat via whatsup, web pages, and other multimedia technologies.

In Hybrid or Blended teaching and learning, AUCA students attend face-to-face class instructions and in due time or in the current situation many times, the students log in to their e-learning environment each week and per course to learn until again a face-to-face opportunity would be given.

And apart from Hybrid/Blended teaching and learning, AUCA also recognizes

* E-learning courses: Where classes are offered with all work being completed using electronic technologies.

* Online Courses: where a course is offered fully online using Moodle or some type of Learning Management System (LMS) or web presence to enhance the course.

* Distance Learning: learning is carried out remotely by using electronic communication and is not bound by geographical locations. Distance learning provides a more flexible course schedule for those that have a family and/or are working students.

* Web-Enhanced Courses: classes are traditional face-to-face courses that use tools in the E-learning environment to expand student learning beyond the boundaries of the classroom.

Definition of Terms

1. *Asynchronous*- is a student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people.

2. *Blended Learning*- refers to a mixing of different learning environments. It combines traditional face-to-face classroom (traditional course) methods with more modern computer and web-based mediated activities.

3. *Hybrid Learning*- "This word is another way to say Blended Learning", refers to a mixing of different learning environments. It combines traditional face-to-face classroom (traditional course) methods with more modern computer and web- based mediated activities.

4. *Learning Management System*- (*LMS*) is a software application for the administration, documentation, tracking, and reporting of training programs, classroom and online events, E-learning programs, and training content.

5. *Online*- When a course is taught entirely in virtual space or cyberspace in regards to computer technology.

6. *Policy*- a policy is a deliberate system of principles to guide decisions and achieve rational outcomes.// or [another definition] a policy is a set of ideas or a plan of what to do in

particular situation that has been agreed officially by a group of people, a business organization, a government or a political party.

7. **Synchronous**- teaching a group of people learning the same things at the same time in the same place, as with video conferencing tools.

8. **Web-based**- The underlying structure is supported by the internet. i.e. "world wide web"

Accountability and Applicability

The current policy is viewed in terms of accountability, applicability. Thus, the following entities will be accountable in fulfilling the requirements that are stated in this policy:

Accountability:

All academic teaching staff, Deans and Heads of the departments, and administrators in all Academic Affairs of Adventist University of Central Africa (AUCA).

Applicability

All academic teaching staff, Deans and Heads of the departments, and administrators in all Academic Affairs of AUCA.

General Introduction

Placing students at the center of the educational experience is an utmost ultimate educational goal of AUCA. AUCA provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

It should be emphasized at the outset that this policy document does not signal any fundamental change in AUCA's commitment to its philosophy, vision and mission. Indeed, the strength of AUCA will come from its continued commitment to its current philosophy, vision and mission. The challenges and opportunities associated with online education should be viewed as an opportunity to rethink the policies, processes and structures that support AUCA's mission. Adventist University of central Africa offers a student-focused learning environment in which interactions between faculty and students are central to instruction regardless of the form of those interactions.

This document outlines specific policies for online education at AUCA but also contains specific suggestions for the policies, processes and structures that should be reviewed in light of online education. The following assumption forms the foundation of this document: A module is a module. Quality expectations, academic control and faculty and student rights for online course experiences should be equivalent to those for face-to-face courses.

Facets of the Current Policy Document

1. Modes of Instruction

Policy

Blended >=30% and <=70%; according to the module offered at AUCA. This means that a certain module could be taught at face to face at 30% of the allocated time to the whole module while, the remaining 70% will be taught fully online. In addition, a module could be taught at 70% at face to face while, the remaining 30% will be taught fully online.

Thus, the following guidelines shall apply to hybrid/blended course offerings:

- Hybrid/blended course offerings will be identified in the official schedule of classes. The schedule of classes will notify students whether such courses are synchronous or asynchronous and about any software and hardware requirements for participation in online class sessions. The department in charge of the program is responsible for indicating the mode of instruction when the course schedule is submitted.

- Hybrid/blended, and standard course offerings will be consistent in terms of student learning outcomes, quality, assessment, and purpose with other courses bearing the same program and course number. Hybrid/blended course offerings will meet all Curriculum Committee requirements.

- Students enrolled in hybrid/blended classes will be given the same rights and responsibilities as students enrolled in standard course offerings.

2. Delivering a hybrid/blended Module and Orientation

Policy

The faculty in charge of the hybrid/blended module should orient students and faculty at least one week before the start of the class or of the semester regarding the expected module obligations that lead to successfully passing the module. They will be oriented in, for example:

Written Assignment Requirements: awareness that

- *Written work* includes formal research papers, business writing, technical writing, and journal entries.

- All written work shall follow the guidelines for *academic honesty, copyright, and intellectual property policies.*

Attendance and Participation

- *Students' attendance* for hybrid/blended modules are checked in this policy as in face to face teaching and learning. Refer to AUCA attendance policy (bench with HEC policy regarding attendance)

- *Participation* is separate from attendance requirements, which requires students to follow participation rules as stated by the instructor in the course syllabus.

- *Faculty participation and appropriate facilitation* requires weekly posting of feedback to students

First year students

- First-year Students are required to attend the E-learning environment training during the first week of orientation. The Department should report the occurrence of this every time the University receives new students.

The hybrid/blended teaching and learning environment orientation of module should offer an overview of module components, instructional materials and technologies, and AUCA E-learning environment support resources. A well-structured orientation establishes the foundation and sets the tone for student-instructor communication for the entire semester. Develop an 'E-learning tools for Student Success' course to be offered each semester. This course will provide Learning Management System (LMS) tutorials, library resources, and basic trouble shooting skills.

3. Substitutions and Guest Lecturing

Policy

The heads of departments must approve guest lecturing and substitution for course facilitation in advance. One month before should be a necessary time for this approval by the AUCA legal academic or administrative committee in charge.

4. Use of Outside Contractors

Policy

No individual or program leader shall agree in a contract with any private or public entity to deliver entire module or Programs on behalf of AUCA without prior university approval. The University will not enter into a contract with any private or public entity to deliver modules or Programs without the prior approval of the relevant program faculty. Where no program leader yet exists, the University Academic committee or the Senate approval is required.

5. E-Learning Department and Faculty Communications

Policy

The E-learning Department and Faculty will ensure positive and efficient communications between the E-learning department and faculty regarding the module to be taught and learned.

The communication may take place via telephone, e-mail, electronic chats, on-site meetings, video teleconferencing, or other methods. Appropriate interaction for a module depends upon the module delivery mode and the technologies used by the faculty member. AUCA should create an E-Learning Department.

6. Student-Faculty Interaction/Communication with Students

Policy

- **Feedback to student assignments** will be delivered in a timely fashion by the instructor. Any delay in returning feedback to students makes teaching and learning process less effective. The longer the delay the less effective the teaching and learning process becomes. Teachers should always respond to all submitted work before the next session. Failure to adequately follow this policy will result in a denial of the offending faculty member's right to offer future E-Learning module for the University.

- **Grades for student progress**, all grades will be delivered to the Registrar according to the academic calendar.

- **Student contact hours** will be determined according to the credit hours assigned to the module. Faculty will post availability for students in order to promote student-faculty interaction.

7. Faculty Development

Policy

Faculty Development

- Faculty must maintain good standing for faculty development training. Facilitation of modules requires a current 'personal development plan', which must be on file with the Human Resources Department. The E-Learning Department is expected to provide to the teaching staff some of the emerging E-learning tools as well as E-learning teaching aids to master them. The department in charge of E-learning should update, once per semester, the AUCA Administration regarding the emerging e-learning teaching and learning aids.

AUCA should be prepared to avail these teaching and learning aids to teachers and students. Therefore,

- All new faculty will be provided with training on E-learning pedagogy and the teaching aids provided by AUCA.
- Department Chairs are responsible for providing meaningful and collaborative faculty development session for E- learning instruction.
- The E-Learning Department is responsible for posting training agendas, steps, and topics for student or faculty training sessions.

8. E-Learning Environment

Policy

- E-Learning faculty is strongly encouraged to use AUCA's approved Learning Management System (LMS) for any online, hybrid/blended/web-enhanced module.
- Student Code of Conduct- Refer to the Student Handbook
- Faculty Code of Conduct-   Refer to the Faculty Handbook

9. Faculty Academic Conduct

Policy

- **Plagiarism**- intentionally or non-intentionally, plagiarism is not allowed. The disciplinary measures that are applied into a face to face teaching and learning will also apply in a hybrid/blended teaching and learning. See Faculty Handbook.

- **Academic Honesty-** Faculty will monitor and guide student behavior, related work experience, assignment completion, and team work within course delivery to ensure positive and quality classroom interactions. In the same way, opposite to this will lead the faculty to apply allowed disciplinary measures as it also is applied in the face to face teaching and learning mode.

- **Content Development-** Faculty will generate and gather updated module content that is clearly related to the objectives of the module. Faculty will cite all relevant sources for words, concepts, ideas from other authors that are utilized in the delivery of instruction. Faculty will be responsible for submitting all assessment reports on time to the Dean of the faculty.

10. Teaching Online and Delivery

Policy

- Faculty Dean and HOD must receive hard copy of a ready-made hybrid/blended module syllabus as well as uploaded syllabus in moodle one week before the start of the classes/semester. Organizing one's hybrid/blended module is a critical step. Spend some time planning the module outline and gather materials and decide what resources the teacher will be using. In addition, the following elements should be found in a hybrid/blended module:

  - **Introduction**. This is to get your student acquainted with the teacher and the structure of the module. In the introduction, students to introduce themselves. Using the Forum tool is a great option. In this part, students could be requested to post a paragraph or two about themselves (you could ask them to state their name, where they work,

what they do, what their interests are, what they expect from the module, etc.). This serves several purposes: a) students get to know each other, b) it "breaks the ice," c) students learn how to use some of the features of Moodle prior to the module beginning, and d) students have enough time to contact technical support before the course starts should they experience any technical difficulties.

- **Syllabus:** to post the course syllabus in the module structure.

- **Announcements/Messages:** Post weekly messages to your students of reminders, task, assignments, and if any changes regarding the module might happen.

- **Faculty Contact Preference:** Share how you want your student to contact you. Your hours, time, and by email, chat, phone, text, etc… Be sure to be clear on the contact tool you will be using.

- **Discussion Forum:** Using discussion questions are essential in an online module. This resource can be used to introduce students to one another and address any interaction and communication needs.

- **Class Calendar/Academic Calendar:** Sharing important dates help students plan accordingly.

- **Assignments:** The assignments feature of your online module allows students to electronically submit any assignments to you. You can specify the due date for assignment completion, provide instructions, etc.

- **Quizzes:** Post quizzes where applicable

- **Communication:** Communication with your students using the forum, chat, email, or video conferencing is needed in online learning.

- **Provide Feedback:** Online students can sometimes feel lost in the online environment. For many of them, your class will probably be the first educational

experience online. To help them become better online learners, make sure you provide formative feedback on their progress.

- **E-Learning Department**: the E-learning department or any faculty in charge should know that it will be contacted by any instructor in case any need or support regarding the online module design or content delivery.

- **Course Goals, Objectives and Timeline:** Post and share module expectations and objectives is necessary to the success of online learning. Students need to understand the expectations and timelines. These are generally mentioned in the module syllabus.

11. Curricular Control

Policy

Rights and Responsibilities

The faculty has the right and responsibility to develop curricula and to establish general module content. All faculty possess the right to determine the instructional pedagogy in the modules that they are assigned to teach within the given modality.

Program

All new programs and existing programs moving to or from a hybrid/blended teaching mode will undergo full review by the committees that oversee the academic integrity of the University or by committees in charge of approvals. Additional external approvals could be necessary if the University decides so or is advised to do so.

Module

All modules that have to be taught should by default be taught in a hybrid/blended mode unless any of the University committee approvals would vote otherwise for the module to be taught in any other teaching modality.

Section of a Module

Unless the program has limited the modality of an entire module (as described above) heads of departments with the Deans will identify the mode of instruction for individual sections of the module after consulting with the assigned faculty. The modality for each section of a module shall be specified in the module syllabus in agreement with the teachers delivering the module.

12. Module Approval

Policy

The module approval for a hybrid/blended module is the same policy as that of a traditional face-to-face module. See AUCA Academic policies in the student and faculty handbook or from AUCA bulletin.

13. Cancellation of a hybrid/blended modules

Policy
Module offering and cancellation will be coordinated by the faculty or department in charge of the program in collaboration with the University Registrar. The Registrar will coordinate with the

Academic Dean to review module enrollment. The faculty committee will decide on cancellation of modules.

14. Intellectual Property

Faculty members teaching hybrid/blended modules have the same control and ownership of the substantive and intellectual content of their modules that faculty have with any other module. If, however, the University initiates a creative project, solicits voluntary faculty participation in the project, and provides funding for the project, possibly including compensation/reassigned time for the faculty member, the University will own the intellectual property rights developed through the project unless the University agrees to share ownership.

15. Academic Integrity and Student Originality of Module Work

Policy

The policy of academic integrity and student originality of module work is the same policy as that of a traditional face-to-face module. See AUCA Academic policies in the student and faculty handbook or from AUCA bulletin.

16. Module Enrollment Limits

Policy

The policy that applies in a face to face mode of teaching and learning delivery also applies in a hybrid/blended module enrollment limits. The department in charge, however, should set

module(s) enrollment caps and faculty workload for all modules in any modality. Changes to module enrollment caps will go to the appropriate Curriculum Committee for approval.

17. Accessibility

Policy

All modules shall comply with Rwanda Disabilities policy to address students with disabilities.

18. Faculty Support

Policy

The online teaching team will assist teachers in creating high quality learning environments online. Heads of Departments and Deans, will ensure that faculty members are qualified to teach in the proposed module modality. Heads of Departments and Deans may further create internal policies that require faculty to be prepared to teach in a hybrid/blended environment.

19. Student Support

Policy

Each student in an online class shall be informed by the instructor prior to or on the first day of class of available instructional support, student services, library resources, technology support, or module and its sections. Via class schedule and other communication ways, students should be informed about the mode of instructions of the hybrid/blended teaching and learning environment.

20. Faculty Support Resources

1. New Faculty E-Learning Environment Orientation

Policy

AUCA Faculty will be provided resources and information regarding:

- Syllabus
- Module outline
- Book resources
- Other module information resources

New Faculty to E-learning environment will receive training given by the E-Learning Department as directed by the Dean. Upon completion of the training, a CERTIFICATE will be issued to the faculty member, indicating that he or she is qualified to teach online.

2.Technology Support

Policy

AUCA's E-Learning Department assists and supports faculty in the design, implementation, and support for E-Learning modules. The E- Learning Department is the liaison between students, the Department, and IT support staff. It is the incumbent's responsibility to ensure faculty and students are supported in their efforts to deliver effective E-Learning modules and programs. The E-Learning Department collaborates with the IT Director to develop requirements/expectations for E-learning systems.

21. Evaluation and Assessment

Policy

1. **Module and Program Assessment**

Modules and programs in hybrid/blended should be held to the same standards of quality as in the face to face mode of delivery. Assessment of online and blended module should be a regular part of the department's assessment plan. Assessment should focus on student outcomes. Every semester, there should be an overall assessment of the teaching and learning experiences of teachers and students.

2. **Faculty Assessment**

Every faculty should ensure that the quality, rigor, and integrity of instruction is paramount to AUCA. Instruction online whether fully online or blended should match the quality, rigor and integrity of face-to-face module.

The teacher will be notified at least 5 days in advance of an evaluation visit to their modules. The E-Learning Department should ensure that the teacher has had full access to all teaching and learning materials/content needed for his/her module.

3. **Assessment of Student Learning**

Criteria for student success in online instruction modules and programs shall be as rigorous and comprehensive as those used in classroom-based (face-to-face) modules and these criteria shall be clearly communicated to students as indicated in the syllabus.

4. **Student Evaluations of Faculty**

All class modules and sections of hybrid/blended will adhere to the current AUCA policy of student evaluations of teaching. Academic administration will follow up on this.

22. E-Learning Expectations

Policy

Communications

- Students are responsible for ensuring that they have the minimum technology requirements to complete online modules, including access to a computer and printer and with full Internet connection. Students may check with the E-Learning Department to ensure that they have access to accessible technology.
- The teacher should inform both the student and the Department about his/her absence.
- Students and faculty will answer all forms of communications in a timely fashion.

Assignments and Feedback

- Faculty will post assignment content and due dates the first day of the class.
- Students will post assignments on time according to posted due dates.
- Faculty will post feedback to students before the next class session.

23. E-Learning Administrative Policy

Policy

Office Hours

- Department hours for administrative needs are between 8:00am to 6:00pm, Monday through Thursday and Friday at 1:00pm with few exceptions on every evening of each day and Sunday. The E-learning Department will address any concerns or issues in a timely fashion, except on Saturday and holidays.

24. E-Learning Department Committee

Policy

The E-Learning Department Committee shall consist of three (3) members appointed by the University. One member of the Committee shall be the E-Learning Director. The E-Learning Department Committee shall have the following major functions:

- Review and recommend changes to the online education policies and procedures as deemed necessary.
- Review the module syllabi of online modules and recommend changes as deemed necessary.

25. Policy Review

This current policy shall be reviewed annually.

End!