EAST AFRICAN CHRISTIAN COLLEGE(EACC)

MASAKA CAMPUS

P.O.BOX 4129 KIGALI

RWANDA

E-LEARNING POLICY

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1. PURPOSE

The policy provides protocols and guidelines for all e-Learning modules and degree/certificate programs offered by EACC. The policy encourages and enables faculty members to develop quality hybrid /blended and fully online modules.

2. VISION OF EACC

To be a leading international Christ-centered College that fosters knowledge, faith, ethics and service through excellent academic and research programs

3. MISSION OF EACC

To equip servant leaders for the church and the community and produce professional graduates of character and commitment that will serve as agents of transformation

4. INTRODUCTION OF THE POLICY

This policy is set forth by the EACC to define procedures to ensure the most effective implementation and support of e-Learning modules and programs.

E-Learning is defined as a formal educational process in which instruction takes place in its entirety or partially through computer-mediated communications, when the professor and students are not in the same place at the same time. Instead, the interaction between professor and students is mediated using digital text, audio, video, and/or other interactive computer technologies. This is a very large and well supported freeware product which is easily accessed from the internet on EACC computers, staff and student laptops and mobile devices. E-Learning modules typically use a variety of technologies to deliver instruction and engage students. These technologies and their respective pedagogical approaches continue to evolve, and this policy allows the College to meet the demands of student expectations as well as continue to provide broad based high-quality educational opportunity to all its students. This document sets out the policy and procedures for the use of E-leaning in East African Christian College (EACC). The policy shall apply to all matriculated e-Learning modules and degree/diploma/certificate programs offered by EACC

5. DEFINITIONS

The module/module delivery format for individual modules in the schedule should be designated according to the following definitions:

1. **FT or Face-to-Face**: Traditional: Instruction occurs in real time (synchronously), with student(s) and faculty physically present in the same location.
2. **FO or Face-to-Face, On-line**: Instruction occurs in real time (synchronously), with student(s) and faculty present via technology (e.g. television, tele-conference, video-conference or chat).

3. **LO or Local, Online**: Instruction occurs over the Internet (asynchronously). Scheduled face-to-face meetings may be required for orientation and student evaluation.
4. **RO or Remote, Online**: Instruction occurs over the Internet (asynchronously). Students do not need to be on campus for any portion of module work.
5. **BM or Blended Mode**: A module offering that combines FT and FO/LO/RO. To be considered hybrid, a module will meet via FO/LO/RO for roughly 25%-75% of class sessions.
6. **FL or Flexible**: Module allows for more than one modality; students choose the modality (or modalities) suiting their needs from lecturer identified options.

6. WHO THE POLICY APPLIES TO:

 Faculty members, HoD, Program directors, graduate and undergraduate coordinators.

7. RESPONSIBILITIES:

7.1. Heads of Department/Deans complete   the survey form for all   proposed e-Learning modules or programs .

7.2. Director of Quality and ICT officer verify that all module listed as primarily on-line or fully on-line have been through the appropriate review procedures and are properly posted on EACC website.

8. PROCEDURES:

8.1. As with all modules and programs delivered via e-Learning, modalities must satisfy current EACC General Academic Regulations.

8.2. Prior approval by the relevant academic unit and the Deputy Vice Principal for Academic Affairs is required for any individual or academic unit to contract with any private or public entity to design, transport, and/or produce content for e-Learning modules or programs on behalf of EACC.

8.3. During schedule development, modules should receive the appropriate attribute as primarily online or fully online. The current tags are as follows:

> FT - Face to face
> FFO - Face to face online
> LO - Local online
> RO - Remote, online
> BM - Blended Mode
> FL – Flexible

8.4. Prior to the start of the semester HOD compiles a list of each module with online components. This list is sent to Directorate of Academic Quality

8.5. Director of Academic Quality verifies with HOD and IT Department   if all required   resources are available.

8.6. While E-leaning can be used for distance learning, it is not current policy to develop distance learning modules. All EACC modules are currently taught face-to-face. A revised policy would be issued if tutors developed a compelling case for distance learning.

8.7. E-leaning does not reduce the contact time but it gives a way of guiding the learning hours allocated to independent learning.

8.8. The nature of e-Learning education, makes it is difficult to associate a specific length of online e-learning formats to their traditional, face-to-face classroom counterpart. Additionally, e-Learning typically does not separate out the traditional homework-related activities that are a part of the face-to-face learning experience. In general, e-Learning should be in accordance with the existing EACCS Credit Hour policy.

8.9. The entities which have a presence on E-leaning are the users (all students and staff) and the modules.

8.10.   All students are registered to the system when their EACC student registration is complete and remain on the system for the duration of their studies. Usernames are the registration numbers.

8.11.   Use is made of the bulk upload facilities for student cohorts to make the registration process as efficient as possible, using default passwords and email addresses. Future policy is that student photos will be uploaded for easy recognition by peers and lecturers.

8.12.   All academic staff are registered when they join or are contracted to teach specific modules. Other staff are registered when they have a need to access the system.

8.13.   All users are given initial E-leaning training appropriate to their needs. This training is provided by IT staff. In particular the default password must be replaced by one of the user's choice and the correct email address should be entered.

8.14.   Students are removed from the system when they graduate or withdraw from their studies.

8.15.   Student registrations may also be suspended when students are not in financial good standing.

8.16.   Staff are removed from the system when they leave the institution or are no longer under contract.

8.17.   There are central pages for each faculty/Department, where news, academic calendars, regulations, style guides etc. are posted and pages for study skills, language support and instructions for E-leaning. These can be accessed by all staff and students.

8.18.   Central pages are created for staff development programs and any other specific needs; access to these pages is restricted to those concerned. Every central page has a designated owner responsible for maintenance.

8.19.   Specific staff have Administrator privileges to create entities and access all the system. At the present time these are the IT Department.

8.20.   Each module has an owner, who is the module leader. The module leader is enrolled by the HoD along with any other teaching staff.

8.21.   Heads of Departments are enrolled to all the modules in their department in order that they can view implementation progress, identify best practice, assure that tutors are making appropriate use of the VLE, and identify overall student participation. The HOD can also determine when a duplicate module is needed when more than one cohort is taking the module in the same year but not at the same time. This is avoided whenever possible.

8.22.   Students are enrolled for all the modules they are taking in the year, using cohort bulk upload facilities. At the end of the year student enrolments are wiped to leave the module clear for the next cohort. Students are warned that they should download any work or material before this happens.

8.23.   Module leaders (fulltime and part time) must upload the current module description, access to tutors and class timetable. They are expected to upload all handouts, which students may download for printing or to their own devices.

8.24.   Lecturers are encouraged to make the maximum use of other facilities including uploading additional material and links, encouraging blogs and online communication and clarification, adding quizzes, using the assignment facilities and online submission of work, online marking and mark reporting. However it is the judgment of the Head of Department whether the lecturer is making sufficient use of E-leaning in relation to other workload commitments.

8.25.   Module leaders are expected to monitor the use of their materials and the online time of individual students, and explore difficulties with the students concerned. Remedial training will be available.

8.26.   In principle, e-Learning modules must feature a number of weekly module hours that is equivalent with that offered by the same modules in a traditional, face-to-face classroom format to meet learning objectives.

8.27.   The assessment of online taught content has to be in compliance with academic regulations regarding assessments. Lecturers can online assess in quizzes, open ended questions, oral presentation for formative assessment while for the final examination students have to be controlled at the campus by a sufficient number of invigilators.

8.28.   The Directorate of Academic Quality is the responsible employee to test the originality of teaching and e-learning material posted on e-learning portal

together with soft copies of students' dissertations before being achieved in hard copies.

8.29.   The materials on the E-leaning are the intellectual property of the original author, which may not be the tutor who placed them on the E-leaning pages.

9. GENERAL STANDARDS FOR ELEARNING

9.1.Community and Faith Integration

 The course design and the lecturer's active presence foster a sense of community among diverse online learners and confirm that online students are an equal and valued part of the EACC community and scholars seeking to advance the work of God   through academic excellence promoting   Christian values and life. Courses are designed and delivered consistent with approved College's, academic policies and students are kept informed about those policies through course mechanisms.

9.2 Structure and Interface

: The Module uses instructional models and methods that engage student's inactive learning and provides students with multiple learning paths to master stated learning outcomes. The course content is based on student needs as well as research-based subject-matter expert recommended information. The course content provides ample opportunities for interaction and communication — student to student, student to lecturer and lecturer to student.

9.3 Teaching and Learning

The course provides online learners with sufficient instructional input, resources, guides, and supplemental materials that are designed to induce progress toward mastery of identified learning outcomes and are aligned with course activities, and delivered in ways aligned with diverse learning styles of students in an open online environment. Students are provided options for multiple ways of engaging with learning experiences that promote mastery of stated learning outcomes for the identified course content.

9. 4: Technology and Accessibility

The course takes full advantage of a variety of technology tools, has a user-friendly interface and meets accessibility standards for interoperability and access for learners with special needs.

9.5 Student Learning Assessment

The course uses multiple strategies and activities to assess student readiness for, and progress in, learning outcome mastery, and provides students with feedback on their progress.

9.7 Support

All technical processes are presented with opportunities for assistance and guidance where students find it necessary. The design and page layout formats are clear and interesting, and avoid distracting or confusing elements. Software that will be necessary is readily available to students before engaging in the program or course(s). Readily available instant 'help' resources are available to the student without disengaging in the course activities. A personal help resource is available to students by email and phone.

Online lecturers are prepared to teach their students in the online environment and are prepared to provide student technical support for course activity pages during the course.

9.7.1 Institutional Support

Technological readiness is extremely important to the success of any online module. Inadequate technological readiness disrupts student learning and e-Learning efforts and generally manifests itself in module evaluations. It is therefore required that academic units who are interested in pursuing e-Learning education become familiar with the standards and best practices associated with e-Learning.

9.7.2   Faculty Support

It is easy to underestimate the effort and skill required of faculty to convert from a conventional classroom format to an e-Learning format. It is even easier to underestimate the effort and skill required of faculty to change from professor-centered classroom activities to the genuinely learner-centered activities made possible by technology. Consequently, faculty who develop e-Learning modules are to be commended. Academic units are therefore encouraged to make appropriate resources available for these faculty in order that they might achieve e-Learning-related goals. Workload calculations should be uniform and consistent with guidelines currently used to determine assigned time for excess enrolment, for differences in module classification, and for faculty to make use of support available for both technology and pedagogy. The DAQ and IT Department regularly offer a wide range of both workshops, discussion groups and other training opportunities in the area of e-Learning and technology skills. Faculty who teach or plan to teach e-Learning modules are encouraged to attend those training sessions necessary for them to acquire the pedagogical knowledge and technological skill set required for quality e-Learning.

Technology Support

In order to facilitate teaching that is appropriate for selected technologies, professional support in the use of the technology is required. Such support shall include:

a) Regular Training in the use of tools and applications
b) Development and production of online module content
c) Ongoing consultation with IT Department

Pedagogy Support:

In order to facilitate teaching that is pedagogically effective, lecturers teaching e-Learning modules shall have access to pedagogy support from faculty and other staff involved in e-Learning. Such support shall include:

a) Program design.
b) Effective pedagogical uses of specific technology
c) Assessment strategies
d) Ongoing consultation with DAQ

DAQ and HOD should meet periodically to discuss, cooperate, and collaborate on e-Learning issues and matters of mutual concern.

9.7.3   Student Support

Support for online modules must be available both on campus and fully online. All regularly matriculated students receiving instruction through e-Learning shall be provided equivalent access to the basic student support services offered on this campus for which they are eligible. These may include admission, module registration services, academic advising and orientation, textbook purchasing, , career development and other special program accommodations as applicable. For academic units that are proposing to offer an existing degree/certificate programs in an e-Learning format in which more than half of the major module requirements are offered online, the College shall provide support so that the following programmatic services are available before the program is implemented. These shall:

a) Include the means for ensuring the academic integrity of student
b) Include the means for providing the required academic support services and resources (including library, general advising, counselling, social support services)
c) Include the means whereby lecturers and students will access needed technical tools

9.7.4   Library Support

The Library shall provide compulsory support for e-Learning modules and programs. Effective and appropriate library services and access to library collections for e-Learning may differ from those services offered on campus but they should be designed to meet a

wide range of information and research needs. The requirements of academic programs should guide the Library in its response. Elements of library support available to students taking e-Learning modules may include courier and electronic document delivery, electronic reserves, electronic journals and books, full-text databases, end-user searching, reference assistance and instruction, remote access to networked resources, library resource management services, reciprocal borrowing and interlibrary loan services, cooperative arrangements with other libraries for collection access, and other strategies that emphasize access, evaluation, effective use and management of resources.

10. ACCESSIBILITY

10.1. It is the policy of the East African Christian College to make information technology resources and services accessible to all EACC students, faculty, staff and the general public.

10.2 The EACC is committed to ensuring that all of its programs, services, and activities are accessible to students, faculty, staff, and the general public. This extends to all information resources and services including web sites and electronic documents. The EACC is further committed to conforming to all legal requirements set forth by Higher Education Council.

10.3 Faculty shall make every effort to know and make known to students the technological resources needed to be successful in branded mode, primarily online, or fully online modules including resources targeted to students with special needs 10.4 Faculty who are developing online or hybrid modules are required to comply with all laws relative to accessibility of module materials. Faculty should consult with the DQA and and ITD for resources to meet these requirements.

11. STUDENT PRIVACY PROTECTION

It is the policy of the EACC to recognize the right to privacy, a right protected under the Rwandan Constitution. Lecturers , guest-speakers, and others lecturing in an e-Learning environment shall ensure the privacy of a student's protected information in modules that use external web-based "social" software where a student's identification is required and shared (this includes external tools contained within learning management systems). If students are filmed and/or recorded during e-Learning lectures, the lecturer must seek explicit agreement from the students in order to use the recording in future semesters. This may be assisted by way of instructional design templates

12. REVIEW OF E-LEANING PRACTICES

For the purposes of providing pedagogical and technological support, DAQ conducts, in coordination with the IT periodical institutional-wide multi-dimensional e-Learning satisfaction surveys of modules that make use of such technologies. This information is

in aggregative form and used for planning and programmatic consultation, not faculty or module evaluation. The survey focuses on practices associated with the online tools themselves (e.g. online discussions with the designated instructional platform) as well as their satisfaction and usage level of the tools (e.g. how often students interact with the online tools).

13. COPYRIGHT, PATENT AND OWNERSHIP

Ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, e-Learning modules, or other media products shall be agreed upon by the faculty and the College in accordance with the College's Regulations

East African Christian College system has a significant interest in ensuring that all copyrighted material is protected and that the rights of copyright holders and creators of intellectual property are respected and maintained.

Approved by College Senate and Senior Management Committee

1. Secretary of the Academic Senate:

Signed by_____Date_____

2. PRINCIPAL and Chairman

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Signed by_____Date_____