



MIANZ INTERNATIONAL COLLEGE
INSPIRING EXCELLENCE

Policy Name:	MIC E-Learning Policies and Procedure Manual		
Department	MIC Virtual Campus	Approval Authority	CEO, Mianz Education
Date of Implementation	1/08/2018	Date of Last Revision	September 2022



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1. Introduction and Scope of Policy

The main aim of MI College (MIC) Virtual Campus is providing comprehensive, accessible, effective and affordable eLearning opportunities for all the students across Maldives and internationally. This is conducted through innovative use of learning and communication technologies within and outside the classroom, powered by Zoom, Google Meet, Google Classroom, Canvas, Smart School, JSTOR e-library, EduPage, Turnitin and various other electronic social communication platforms and data management systems.

2. Definitions

Virtual Campus	
E-learning Program Coordinator	For each course we must have one
Virtual Learning Environment (VLE)	
Program Development Guide	
MIC Internal Program Accreditation Process	
Online Module Evaluation Guidelines	
Program	
Module	
Module Map	
MIC Internal Program Evaluation Process	
Online Module Evaluation Guidelines	
Online Module Qualification Rubric Guide	
Intellectual Property Use Guidelines	
Online Proctoring Guideline	

3. MIC E-Learning Mission

The mission of the Virtual Campus at the MIC is to provide quality instruction through electronic-based MQA accredited courses to enable students to attain their educational goals.

MIC shall have a fully dedicated department known as the Virtual Campus headed by the Vice Rector, e-learning. Each program accredited for e-learning will have a designated E-learning Program Coordinator, identified from among the full time academic staff who shall be committed to student success by supporting efforts to ensure that quality online



education and support services are available to learners through a variety of technology resources.

In order to ensure seamless services and troubleshooting, MIC shall have designated IT Technicians dedicated to attend to technological demands both during the class hours and off-line hours.

4. MIC Virtual Campus Goals

MIC's Virtual Campus goal is to expand access to higher education opportunities for local and international students through online and blended learning programmes. The following broadly outlines the goals of MI College E-learning Faculty.

- 4.1. **Increase Accessibility:** Expand access to higher education opportunities for local and international students through online and blended learning programmes.
- 4.2. **Flexibility:** Adults with full-time jobs and families would find it impossible to attend daily at a traditional Campus setting. Virtual classes allow students to work at their own pace and study along with their busy lives.
- 4.3. **Cost:** Many of the students might not find it financially feasible or comfortable to travel to other islands frequently for attending the College.
- 4.4. **Broad Choices:** Students can remain at home and have the scope of accomplishing degrees, which are not offered by Universities or Colleges nearby.
- 4.5. **Maintaining Quality:** The quality of teaching is not compromised by the mode of delivery. We ensure that the lessons are delivered in the most appropriate Virtual Classroom setting
- 4.6. **Provision of State of the Art Technologies:** Digital technologies will be used to provide relevant and timely coursework, knowledge, and training to enhance the learning experience by removing the barriers of both time and place. MIC will put at the disposal of its students the necessary digital tools to enroll in its programmes and learn from the comfort of their home or from any location without the need to be present in a physical campus
- 4.7. **Catering for Special Need & Inclusivity:** Virtual Campus provides a good platform for physically impaired (by birth or by accident) students who finds it difficult to attend College on daily basis.

5. Objectives:

- 5.1. Support and encourage the internal development of the e-learning programmes by promoting and providing guidelines for training, inclusion of e-learning courses in faculty workloads, and technical support.
- 5.2. Provide informational resources and support services for students enrolled in online courses.
- 5.3. Identify and address faculty and student needs in teaching and learning online.
- 5.4. Encourage and support the use of the Virtual Learning Environment (VLE) and other technologies, in both face-to-face and online learning environments.
- 5.5. Encourage the sharing of effective technology-enhanced teaching and learning practices among faculty.



- 5.6. Identify, provide, expand, and coordinate the development of quality courses and programs to meet the needs of e-learners.
- 5.7. Evaluate periodically and comprehensively every facet of the e- Learning program and use these results to restructure and improve the program.
- 5.8. Ensure that in terms of quality of learning, there is politely no distinction between face to face classes and e-learning classes.
- 5.9. Provide the students with a wide range of communication mechanisms and tools such that the students experience all the privileges that a face to face student may have

6. Types of E-Learning Education at MIC

MIC borrows the definition of E-Learning as defined by MQA, Maldives.

6.1. E-learning

A form of distance education where the primary delivery mechanism is the internet/ intranet. These could be delivered as blended learning, and a combination of

6.2. Synchronous online learning and asynchronous online learning.

All instruction is conducted at a distance. The types of e-learning are defined as the following.

6.3. Blended Learning:

Course that blends online and face-to-face delivery. Substantial proportion (between 30%-80%) of the content is delivered online, typically uses learning management system, online discussions, and has a reduced number of face-to-face meetings.

6.4. Synchronous online learning:

Course where all the content are delivered online using real-time conferencing tools in which students can participate from anywhere.

E-Learning classes are offered with all work being completed using electronic technologies. Learners access primary content and instruction from an e-learning environment using a variety of tools including, but not limited to, e-mail, text and voice chat, discussion boards, web pages, and multimedia technologies. Specific technologies employed will vary by course and faculty.

6.5. Online Courses

Course is offered fully online using Moodle or some type of Virtual Learning Environment (VLE) or web presence to enhance the course.

Depending on opportunities available, some modules may also entertain a hybrid structure where part of the course or theme will be taught in a face to face class. In addition to this all courses at MI College will be web-enhanced,

6.6. Web-enhanced Courses



Web enhanced Courses are traditional face-to-face courses that use tools in the e-learning environment to expand student learning beyond the boundaries of the classroom.

7. Planning and Developing an E-learning Program / Module

7.1. E-learning Program / Module Development Policy

- The e-Learning Program development shall happen through the collaborative assistance of the **Curriculum Development Team** of the College
- The **e-learning Program Coordinator** will assist the institute in the development of program structure and course content in collaboration with a team of externally contracted team of experts.
- The team developing the e-learning course must comprise of one expert with relevant experience and qualifications in curriculum and pedagogical design using e-learning technologies.
- Technical review of the current curriculum in face to face mode and syllabuses shall be aligned to MQA classification with strict adherence to e-leering guidelines of MQA and finalize the **Module Map**
- Curriculum content and skills shall be mapped appropriately to ensure that the content can be fully delivered on an online platform.
- Appropriately map assessments to curriculum needs and ensure all assessments can be fully conducted on an online platform
- Integrate curriculum with industry needs where applicable
- Identify the most appropriate tools and technologies that will optimize transaction of the syllabus.

Organizing blended or 100% online course is a critical step. Hence any e-learning program must be planned and developed to incorporate the essential elements mentioned below.

7.2. Essential Elements for the Online Program / Module

- a. Welcome to the Module:
 - Establish a 'Welcome to the Module' which includes an introduction of the faculty and course.
 - This will be the get your student acquainted with the faculty and the structure of the course.
- b. Course Goals, Objectives and Timeline:
 - Posting and share module expectations and objectives is necessary to the success of online learning.



- Students need to understand the expectations and timelines.
- c. Announcements/Messages:
 - Post weekly messages to your students of reminders, task, assignments, and if any changes to the outline.
- d. 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.
- e. Module Descriptor/Syllabus:
 - You should include the module descriptor in the course.
- f. Discussion Forum:
 - Using discussion questions are essential in an online course.
 - This resource can be used to introduce students to one another and address any interaction and communication needs.
- g. Scheme of Work and Class Calendar:
 - Sharing important dates vis-à-vis the topic that will be discussed during the module will help students plan accordingly.
- h. Assignments:
 - The Assignments feature of your online course allows students to electronically submit any assignments to you.
 - You can specify the due date for assignment completion, provide instructions, etc.
 - Once you grade the assignment, the grade will automatically be transferred to the Grade.
 - Assignments shall be submitted through the anti-plagiarism software (Turnitin) in-line with the applicable MIC policies.
- i. Other Assessments:
 - Post quizzes/tests or surveys.
 - The grade received on a quiz will also show up in the Grade book.
- j. Communication:
 - Communication with your students using the Forum, chat, email, or telepresence is needed in online learning.



k. E-Learning Coordinator:

- There must be a dedicated Program Coordinator for each online program. Contact the E-Learning coordinator if you need help and support in your online module design and implementation.

You may find our **Program / Module Development Guide** helpful.

7.3. Developing an online Program

- 7.3.1. All new program developments must be carried out as per the guidelines mandated in the **Program / Module Development Guide**. Please refer the MIC program development guide for the procedures to be followed
- 7.3.2. All faculties engaging in developing or delivering an e-learning program must undertake the e-learning instructional training program before teaching an online module. Please refer the **Instructional Development Training, Training Opportunities, and Services Policy and Procedure** document for more detail.
- 7.3.3. All modules of any new program must undergo a rigorous **MIC Internal Program Evaluation Process** before the program is submitted for MQA Approval. Please refer the **Online Module Evaluation Guidelines** for further information.

8. Online Student Support

- 8.1. At MIC we place great effort to ensure that whether the student is a traditional face to face applicant or an online applicant, she or she has all the needed user friendly interface on the website to smoothly navigate through all the process of enrolment, academic engagement and graduation.
- 8.2. The Online Support page on our website will provide useful information and links that students can use.

9. Application

- 9.1. Students applying for Virtual Mode of study can apply in any of the three ways, similarly as On-Campus students, to any of the Campuses.
 - 9.1.1. Online application, through the Portal in Website
 - 9.1.2. Application via email
 - 9.1.3. Hardcopy

10. Registration of Students

- 10.1. Registration process is also similar for On-campus Students. Though the students are registered as virtual mode students, they will be registered to the Branch they applied for. Upon application, the student documents will be subject to enquiry and through a rigorous process that is managed through the MIC Student Management System referred to as the Smart School.
- 10.2. Provided the student meets entry requirements, and provided the applied program is approved for online delivery, the student will be notified via mail regarding the confirmation and eligibility of the application.



- 10.3. Provided that the College is able to enroll the student, which is a decision taken by the respective faculties, the student will be notified of the enrolment, at which stage the student will receive login details for the Smart School, and other relevant information regarding the program, such as the orientation, policies and program start date.

11. Student Fees

- 11.1. There is no difference for fee that has to be paid by Virtual students compared to On-Campus students, in relation to Registration Fee, Monthly Fee, Fine, Graduation Fee, etc.
- 11.2. Students can pay fees in cash or online
- 11.3. Students will be reminded of and provided many provisions to make fee payments easy.

12. Travelling

- 12.1. Online students are only required to travel for the classes occasionally, and to all exams, to the closest Branch or Male'/Hulhumale', depending on their preference and proximity.
- 12.2. Online students need to register their Exam Campuses in advance.
- 12.3. Since the mode of Course is a blended method, there is minimal travelling requirement

13. Verification of Student Identity in Online Education, Accounts and Permissions

13.1. General

- 13.1.1. MIC will ensure that MIC operates in compliance with the Higher Education Authorities with regard to the verification of student identity in online learning.
- 13.1.2. All credit-bearing courses and programs offered through online learning methods must verify that the student who registers for online education course or program is the same student who participates in and completes the course or program and receives academic credit.
- 13.1.3. The Registrar's department in collaboration with the virtual campus shall be responsible for verifying the students' identity. One or more of the following methods would be used:
- 13.1.3.1. An individual secure id and password
 - 13.1.3.2. Proctored examinations (**Refer to Examination and Invigilation Policy, and Online Proctoring Guideline**)
 - 13.1.3.3. Other technologies and practices approved by the Information Technology that have been shown to be effective in verifying student identification.
 - 13.1.3.4. Pedagogical and related practices that are effective in verifying student identity (faculty review, questioning students, etc...)



13.2. Student accounts and permissions

- 13.2.1. As soon as students are enrolled the faculties will place them in classrooms and enroll them in appropriate modules.
- 13.2.2. The information is Academic Technology Services through the Smart School and students are provided with Google Classroom login ids and other necessary information.

14. Software Management

- 14.1. College's IT department and Academic Technology Services staff would give individual calls to the students and assist them to download, install, configure and use the applications.

15. Internet

- 15.1. It is students' responsibility to arrange and manage internet.
- 15.2. Roughly 10 GB of monthly internet data is enough to management all online platforms required for Virtual Classes, according to students.

16. Learning management System

- 16.1. The main LMS is executed through Google Classroom. College is using the Google Workspace for Education. So, all the submissions are available in Google Drive, to be reviewed later when necessary.
- 16.2. Students are given access to Course and Module Portals in Canvas, and they submit assignments, projects or activities through Student Portal in Canvas.
- 16.3. Canvas also provides the details of the Marking Schemes, rubrics, lecturer comments, marks obtained and other details that are related to the assessment.

17. Timetable

- 17.1. The contact hours for Virtual programmes are similar to that of On-Campus programmes, usually in between 4pm to 10 pm, providing a learning opportunity for students who are employed or have a busy schedule.
- 17.2. College is using the ASC timetable software to create and maintain class scheduling.

18. E-learning Program Orientation

- 18.1. Two special orientation programmes are conducted for virtual students, before they are allowed to join the classes. They are:
 - 18.1.1. **Virtual Campus Orientation**
Students are educated on how to use the Applications and Portals, and given information on how to use the hardware and software, as well as the information session on various interaction tools and features.
 - 18.1.2. **Department Orientation**
This is the academic orientation, and students are given information on College, student rules and regulations, information about the Course and modules.



- 18.2. An E-learning environment course orientation should offer an overview of course components, instructional materials and technologies, and MIC E-learning environment support resources. A well-structured orientation establishes the foundation and sets the tone for student-instructor communication for the entire semester.
- 18.3. Offer the students an orientation to **'Real-time E-learning Collaboration Tools'** each semester. This will provide VLE tutorials, library resources, and basic trouble shooting skills.

19. Program/Module Evaluation

- 19.1. While students are enrolled in Virtual Campus, study and research is conducted among the Virtual Students to monitor the situation and check the effectiveness of Virtual Programmes

20. Student Attendance

- 20.1. Attendance policy for e-learning courses is the same as the Face-to-face attendance policy. This may be revised from time to time.
- 20.2. Attendance shall be taken and submitted via the digital platform provided.
- 20.3. For a student to be considered present during synchronous sessions, he/she must be online throughout the whole session and ready to interact with the lecturer anytime. Failure to do this the lecturer can register the students in questions as absent.
- 20.4. The camera shall be on. In case a student has an issue with turning the video on, he/she must inform the lecturer and provide justification.
- 20.5. Participation is separate from attendance requirements, which requires students to follow participation rules as stated by the lecturer in the module description.
- 20.6. Getting online and joining the virtual class is not an evidence to claim for attendance.
- 20.7. Attendance is counted by considering the level of participation and interaction with the Lecturer and other students in the class.
- 20.8. So, student is required to participate in the class activities by all means, in order to claim the attendance.
- 20.9. It is mandatory for students and Lecturers to ensure at least randomly that the video is on and for lecturers to check on student presence through video randomly.

21. Main Platforms

- 21.1. At present, College is using Google Workspace for Education, as the main platform to conduct classes.
- 21.2. College also uses Zoom I addition to Google Meet and when necessary.
- 21.3. For administrative purposes, MI College is using tools such as Google Workspace, Google Apps, Smart School and Bitrix
- 21.4. MI College is using subscribed version of Jstor and ZLib as e-library services to all the students, inclusive of physical and e-learning mode of students.



- 21.5. MI College is proudly using the subscribed version of Turnitin, as a validation tool to assess the tests, assignment, projects and research works
- 21.6. MIC also uses, CANVAS, Edupage, Kahoot, Quizz, Mentimeter, ASC Timetables, Padlet, and Smart School for its teaching and learning purposes.
- 21.7. MI College provides a dedicated mobile application for students, to keep them updated on the fees, academic details and important events, which is available to download free, for both android and Mc users in Google Play store and Appstore.

22. New or Emerging Technologies

- 22.1. In addition to the above mentioned technologies, for pedagogical purposes, new and emerging tools may be used in accordance with MIC Policies on the use of new technologies.
- 22.2. Third party vendors that provide robust identity verification software services (e.g., services similar to those used in the financial sector) could be used as an option by MIC.

23. Real-Time E-Learning Collaboration Tools

- 23.1. The objective for MIC is to promote specific study programmes fully online or in a blended format.
- 23.2. All teachers and students shall be provided optimal training and resources to familiarize with and make optimal use of e-learning Collaboration Tools
- 23.3. Faculty shall receive regular training for proficient management and facilitation of real-time student-faculty interaction. Design and Delivery training will be offered to faculty teaching online using our resources available.

24. Student Ongoing Support

- 24.1. Ensure understanding of Weekly Schedule
- 24.2. Ensure understanding of the E-Learning Module Resources. Student-Faculty Contact
- 24.3. Course syllabi are created by faculty and maintained by Instructional Services.
- 24.4. Faculty are to create course syllabi per requirements set by the Instructional Services and the Curriculum Committee. Students are to refer to course syllabus for course requirements, conditions and contact information.
- 24.5. Faculty contact information will also be placed in the learning management system.
- 24.6. Provide all necessary information and guidelines on the web portal and the MIC Smart School Portal, where students can follow their issues from the point of becoming a student till graduation.
- 24.7. Each program has an attached program Coordinator. The Program Coordinator shall ensure;
 - 24.8.1. Online Classrooms are created and students are populated in the classroom



- 24.8.2. The study schedule, the module outline, assessment details and class schedules are uploaded
- 24.8.3. The learning resources and help files are uploaded
- 24.8.4. Assessments and attendance marking is managed
- 24.8.5. Plagiarism software is integrated and teachers and students can have access to it.

25. Instructional Development Training, Training Opportunities, and Services

- 25.1. MIC shall provide a robust platform for the Learning/Content Management
- 25.2. Faculty will receive regular training for proficient delivery and management of course modules.
- 25.3. Virtual Campus and the Curriculum Development Team shall provide resources for individual online program development.
- 25.4. All faculties, intending to undertake the development of an online program must start with the Online Program / Module Development and Support guide and schedule individual or group consultations with Virtual campus and academic technology Hub for support.
- 25.5. Refer to the **Instructional Development Training, Training Opportunities, and Services** for further information.

26. MIC E-learning Faculty Liaisons

- 26.1. At MI College each Faculty with online offerings has a designated E-learning Faculty Liaison selected from among the online program coordinators.
- 26.2. The liaisons meet monthly during each semester to discuss online programs and program issues.
- 26.3. One of the primary functions of the liaisons is to provide a communication channel between each Faculty and Virtual Campus.
- 26.4. The liaisons are responsible for assisting with the development of policies and procedures to provide academic oversight of online initiatives and assist with online program planning and systematic review.
- 26.5. Please contact Mr. Wajeeh Naseer (address) if you are interested in designing a new program online, or if you have questions regarding online offerings or programs within your college or department.

27. E-learning Expert Lecturer

- 27.1. The **E-learning Expert lecturer** designation is awarded to faculty who consistently demonstrate excellence in online teaching and are committed to enhancing the quality of online education at MIC.
- 27.2. Applications will be opened at the beginning of Each Academic year and designations to be awarded by the Exco for the academic year.
- 27.3. Based on the evaluation of the applications, by the curriculum development team, the designated number of Online Master lecturers will be selected.



- 27.4. Part time lecturers who win the title will be given a recognition certificate and priority in part time hiring.
- 27.5. Full time lecturers who win the title will be given a bonus standing in the performance appraisal and compensation.
- 27.6. There are no specific added responsibilities that come with the title.

28. Faculty & Student Training & Interaction

- 28.1. Faculty and students will receive regular training for efficient use of real-time student-faculty interaction services.

29. Putting an E-Learning Program on the Schedule

29.1. Program Development

- 29.1.1. The Curriculum Department Committee develop and maintain programmes and program development in relation to internal and external accreditation requirements.
- 29.1.2. The E-Learning Coordinators works with the Curriculum Development Committee to achieve accreditation of programs that use the blended mode or provide pure online learning.
- 29.1.3. The college provides a detailed guideline through its Online Course Development Guide.

29.2. Program Approval

- 29.2.1. Same policy for traditional face-to-face courses is followed in the development of on-line courses.
- 29.2.2. The program, before it is submitted to the MQA for approval, it shall be first approved by the Curriculum Development Committee

29.3. Program Scheduling

- 29.3.1. In Coordination with the Registrar, and the academic departments and the Academic Technology Services, program module alignment with student program needs are ensured.
- 29.3.2. Programs shall be scheduled after a through feasibility check for minimum number of available students.

30. Substitutions and Guest Lecturing

- 30.1. Principal Dean must approve guest lecturing and substitution for course facilitation in advance.

31. Assignments and Feedback

- 31.1. The Lecturer will post assignment content and due dates by the end of the first week for those modules running over 14 weeks or by the first day for those courses running in shorter durations.
- 31.2. Students are expected to post assignments on time according to deadlines and can be penalized for late submission.



- 31.3. Lecturer will follow-up with students no later than two (2) working days of first initial student-faculty digital communication.
- 31.4. Written work includes formal research papers, business writing, technical writing, and journal entries.
- 31.5. All written work shall follow the guidelines for academic honesty, copyright, and intellectual property policies.

32. Proctored Examinations

- 32.1. The online Proctoring Guideline, and Policy on Examination and Invigilation should be used as a guiding reference for proctored examinations.

33. Student with Disabilities

- 33.1. Faculty or instructional designers developing the online program need to consider MIC policy to address students with special arrangements. Furthermore, the online course developer or faculty need to work closely with the E-Learning Coordinator in collaboration with the Student Support Unit, and particularly the Principal Dean to address the student needs.
- 33.2. The Student Support Unit together with the principal Dean provide services and identifies accommodation needs of students with disabilities. These provide related advise, counseling, and support for the student, and offers professional guidance for staff and faculty on the accommodations and adjustments to program design and facilities required to serve the student appropriately.
- 33.3. MIC is committed to meeting the specific needs of students with disabilities and complies with the provisions of the Equal Opportunities Act of Maldives
- 33.4. Any documentation provided by a medical professional should be made available to the Student Support Services and Lead Learning Coach through the Registrar.

34. Faculty Training

- 34.1. Faculty credentials and good standing are used to schedule facilitation and availability of and understanding of requirements
- 34.2. All new faculty will be requested to attend training on E-learning pedagogy and the teaching aids.

35. Introducing New Technologies

- 35.1. Principal Dean together with the Deans and Program Coordinators review faculty needs for the provision of emerging technology training.
- 35.2. New technology for the delivery of instruction will be implemented upon approval of the Principal Dean.
- 35.3. New technology will only be implemented once tested by end users and approved by the Academic Technology Hub.
- 35.4. New technology will be implemented prior to the course module being offered.



- 35.5. Faculty are expected to provide student assessment of emerging E-learning tools and refer students to the E- Learning Coordinator to learn about and master emerging E-learning teaching aids

36. Class Scheduling and Timetable

- 36.1. After completion of program registration, students will be referred to the Virtual Campus.
- 36.2. Each student without previous e-learning experience will be scheduled for a mandatory e-learning environment orientation.
- 36.3. New Students are required to attend the e-learning environment training during the first week of orientation.
- 36.4. Students can attend on-going e-learning orientation throughout the semester.

37. Minimum/Maximum Enrollments per Class

- 37.1. Average classroom size is 30.
- 37.2. The maximum classroom size at 45 will be maintained.
- 37.3. Student Scheduling carried out by the collaborative work of the faculties, SSU, and the virtual campus must ensure that the intakes are aligned and class scheduling is done such that each class has a minimum size of 15 students at the beginning of the class.

38. Cancellation of E-Learning Programs

- 38.1. Program offering and cancellation will be proposed by the Registrar, and the e-Learning Coordinator should a minimum number of students are not reached.
- 38.2. The final decision of whether to cancel/postpone the program will be made by the Exco.
- 38.3. The Registrar will coordinate with the E-Learning Coordinators, Faculty Deans and Principal Dean to review program enrollment.
- 38.4. The Rector, together with the Principal Dean will develop a case report to decide on cancellation of programs.
- 38.5. The case will be presented to the Exco for the final decision.
- 38.6. Cancellation will be executed by the Registrar's Office.
- 38.7. No scheduled class can be cancelled if there are existing students undertaking a program.

39. E-Learning Coordinator and Faculty Communications

- 39.1. The Principal Dean is responsible for quality service-level Management for student learning.
- 39.2. The E-learning Coordinator and Faculty will ensure positive communications between student & Faculty
- 39.3. Given the physical and temporal separation between faculty and students, it is important to consider the methods of communication – student-faculty interaction and student-to-student interaction – that will be used in the course when developing lesson plans.



- 39.4. Interaction may occur during faculty office hours, or it may take place via telephone, e-mail, electronic chats, on-site meetings, video teleconferencing, or other methods. Appropriate interaction for a course depends upon the course delivery mode and the technologies used by the faculty member.
- 39.5. All modules should be prepared for the online delivery before the module begins, including clear student-faculty interaction strategies.

40. Student-Faculty Interaction/Communication with Students

- 40.1. Students are responsible for ensuring that they have the minimum technology requirements to complete online modules, including access to a computer and printer and good Internet connection.
- 40.2. Students may check with the Virtual Campus to ensure that they have access to accessible technology.
- 40.3. Students and faculty will answer all forms of communications in a timely fashion.
- 40.4. Faculty must communicate with students in the time of lecturers' absence.
- 40.5.
- 40.6. Feedback to student assignments will be delivered in a timely fashion by the lecturer. Lecturers should also respond to all submitted work (assignments, online fora, etc.) within one week of submission.
- 40.7. Failure to adequately follow this policy will result in a denial of the offending faculty member's right to offer future E-Learning programs.
- 40.8. Student Contact Hours for modules will be determined according to the credit hours assigned to the module.
- 40.9. Faculty will post availability for students in order to promote student-faculty interaction.
- 40.10. All modules must be designed to meet the minimum criteria for Communication Identified in the **Online Module Evaluation Rubric Guide**.
- 40.11. Faculty will promote student collaboration through means such as: discussion questions, learning team activities, and weekly participation using either asynchronous or synchronous technologies.

41. E-Learning Environment

- 41.1. E-learning faculty are strongly encouraged to use MIC Academic technology Services approved online platforms for any course online.
- 41.2. Students are expected to strictly adhere by the Student Code of Conduct. Refer to the **MIC Student's Code of Conduct**.
- 41.3. MIC Staff are expected to strictly adhere by the Staff Code of Conduct. Refer to the **MIC Staff's Code of Conduct**.
- 41.4. Plagiarism is an academic offence. All student work will be checked for originality through a recognized Plagiarism checker.
- 41.5. Plagiarism, intentional or non-intentional is not allowed. Refer to the MIC **Plagiarism Policy**.



- 41.6. 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.
- 41.7. Faculty will cite all relevant sources for words, concepts, ideas from other authors that are utilized in the delivery of instruction.
- 41.8. Faculty will be responsible for submitting all assessment reports on time to the Registrar
- 41.9. The E-Learning Coordinator in collaboration with the Virtual Campus is responsible for posting training agendas, steps, and topics for student or faculty training sessions.

42. Intellectual Property

- 42.1. Intellectual property, disclosure procedures, royalties and proceeds participation, equity and management, infringement, and production of properties by students follow standards set by the Institute. Please see **Intellectual Property Use Guidelines**
- 42.2. Any materials and content developed by faculty members to deliver instruction for MI College becomes property of MI College.
- 42.3. Any materials and content developed by faculty for MIC, can be used in other course modules. Students cannot re-use work from previous courses for subsequent course modules unless approved by the lecturer.
- 42.4. MIC will follow any non-disclosure agreements necessary for internal/ external projects.

43. Delivering an E-Learning Course

43.1. Pedagogical and Related Practices

- 43.1.1. Online faculty have a responsibility to identify changes in students. Examples of changes could be a sudden change in academic performance, change in writing style, using more than one kind of assessment type, asking students to share important ideas learned from references, as well as odd statements by students in discussions or email.

43.2. Privacy Protection

- 43.2.1. All methods of verifying student identity in online learning must protect the privacy of student information. Students must be notified in writing at the time of registration or enrollment of any fees associated with the verification of student identity.
- 43.2.2. Personally identifiable information collected by MIC may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison



with data on file, or to come to the Virtual Campus in person with an ID for verification.

43.3. General Responsibilities and Accountable Bodies

- 43.3.1. All users of the MIC's learning management systems are responsible for maintaining the security of usernames, passwords and any other access credentials assigned.
- 43.3.2. Access passwords may not be shared or given to anyone other than the user to whom they were assigned to for any reason.
- 43.3.3. Users are responsible for any and all uses of their account. Users are responsible for changing passwords periodically to maintain security.
- 43.3.4. MIC policies, guidelines, requirements and regulations will not exempt users from responsibility. Students are responsible for providing accurate and true information about themselves in any identity verification process.
- 43.3.5. Principal Dean, faculty Deans, Virtual Campus, E-Learning Coordinator and Program Coordinators are responsible for ensuring that faculty are aware of this policy and comply with its provisions.
- 43.3.6. The MIC IT department is responsible for ensuring institute-wide compliance with the provisions of this policy and that the Principal Dean, faculty Deans, Academic Technology Hub, Virtual Campus, E-Learning Coordinator, Online Master Lecturers, and Program Coordinators are informed of any changes in a timely fashion.
- 43.3.7. IT is responsible for publishing institute-wide information on how identity verification processes protect student privacy.
- 43.3.8. IT is also responsible for coordinating and promoting efficient use of ITS resources and services, and for ensuring that Institute's level processes (e.g., admissions or registration) also remain in compliance with this policy.
- 43.3.9. The Office of the Registrar is responsible to notify students at the time of registration of any projected additional student charges associated with verification of student identity.

43.4. Compliance

- 43.4.1. In accordance with the responsibilities outlined above, the Principal Dean, faculty Deans, Virtual Campus, E-Learning Coordinator, Online Master Lecturers and Program Coordinators are expected to ensure that all faculty and staff within their sections remain in compliance with this policy.
- 43.4.2. MIC has in place appropriate policies to promote the academic integrity of its study programmes as explained in its policies and procedures.

43.5. Training for Students

- 43.5.1. MIC will provide faculty with appropriate training to use pedagogical approaches and technology to promote academic integrity.



- 43.5.2. Additionally, MIC should provide information to students regarding not sharing passwords and being held accountable for academic integrity.
- 43.5.3. Syllabi and orientations should include information for students to understand issues for each online module and the institute as a whole.

43.6. Teaching Online and Delivery

43.7. General

- 43.7.1. It is mandatory for the teaching faculty to ensure there is seamless connection between the students and the college, in order to ensure the students are as properly communicated and informed as they are in traditional face to face program.
- 43.7.2. It is mandatory for the teaching faculty to have every lesson planned from day one, till the module is completed, examinations are conducted and the grades are communicated.
- 43.7.3. The Principal Dean is responsible for collaborating with the Academic Technology Services, The E-Learning coordinator, the program coordinators and the IT department to ensure there is proper facilitation among online teaching faculty and students.

43.8. Essential protocols to Follow

- 43.8.1. Week One before the Class Starts
 - 43.8.1.1. Send a welcome message. Contact the Academic Technology Services for the latest policies, procedures, updates and opportunities for support.
 - 43.8.1.2. Check that the students have access to the online classrooms and welcome them in it.

43.9. Introductions:

- 43.9.1. Ask student to introduce themselves. Using the Forum tool is a great option. This assignment which asks students to post a paragraph or two about themselves works great in the online environment (you could ask them to state their name, where they work, what they do, what their interests are, what they expect from the course, etc.). This assignment 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 course beginning, and d) students have enough time to contact technical support before the course starts should they experience any technical difficulties.



43.10. Provide Feedback:

43.10.1. 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.

43.11. Announce Upcoming Deadlines:

43.11.1. Just like in a regular classroom, it is a good idea to “announce” upcoming deadlines and ask students if they need further clarification of the assignment.

44. E-learning Quality Assessment

44.1. E-learning Quality Assessment Policy

- 44.1.1. The purpose of this policy is to evaluate the effectiveness of the eLearning delivery and the effectiveness of the pedagogical methods used by online lecturers.
- 44.1.2. All faculty are required, as part of their normal duties, to assess their students, meeting the objectives of the MIC Assessment Plan and the quality indicators set by MQA for online teaching are met.
- 44.1.3. E-Assessment may be used for formative or summative purposes.
- 44.1.4. All staff members involved in the E-Assessment process must be familiar with the online environment and have attended the appropriate ITS training course prior to gaining access to the system.
- 44.1.5. The MIC Examination Cell, and Curriculum Development Department are responsible for ensuring that E- Assessment does not compromise the assessment methodology and the integrity of what is being assessed

44.2. Essential Protocols to Follow

- 44.2.1. The E-Learning coordinator will conduct faculty evaluations based on the schedule provided by the Principal Dean.
- 44.2.2. The E-Learning Coordinator and online faculty will send out Online Assessment Forms to students.
- 44.2.3. The collected evaluation forms will be evaluated by the Principal Dean, the Academic technology Services, the Exam Cell and the Registrar’s Office.
- 44.2.4. Semester-wise report shall be submitted for the Exco.



45. Faculty Support Resources

45.1. New Faculty E-Learning Environment Orientation

- 45.1.1. All Faculty members engaging in online teaching will be provided with the necessary resources and information regarding E- learning delivery.
- 45.1.2. All faculty members will be given a complete orientation on Online Curriculum design, management, and delivery.
- 45.1.3. Academic textbooks and other digital resources will be provided
- 45.1.4. Academic members of staff who are new to E-learning environment will receive training given by the E- Learning Coordinator as directed by the Principal Dean.
- 45.1.5. Part-time faculty members located away from MI College sites have this requirement waived by the E- Learning Coordinator if they have prior teaching experience using online systems. If they have not had online experience the E-Learning Coordinator will make the necessary arrangements to provide the necessary training.
- 45.1.6. The E-learning Coordinator will be responsible for ensuring that the Part-Time faculty members receive such training before teaching an online course.
- 45.1.7. Upon completion of the training, a certificate will be issued to the faculty member, indicating that he or she is qualified to teach an online course.

46. Technology Support

- 46.1. MIC's E-Learning coordinator assists and supports faculty in the design, implementation, and support for E-Learning courses.
- 46.2. The E- Learning Coordinator is the liaison between students, the Curriculum Development Committee, the Registrar, the Examinations Board, the Academic Research and IT support staff.
- 46.3. It is the e-Learning Coordinator's responsibility to ensure faculty and students are supported in their efforts to deliver effective E-Learning courses and programs.
- 46.4. The E-Learning Coordinator collaborates with the IT Manager to develop requirements/expectations for the online and other digital technologies used in teaching and learning.
- 46.5. Faculty must own the technology and have adequate Internet access if they are not working for the Institute at its main campus or the instructional sites.
- 46.6. The E-Learning Coordinator assists in module development, the online upload of content, placement of content, and on-going management of course modules.

47. Student Originality of Course Work

- 47.1. MIC's E-Learning Coordinator and the Principal Dean assists and supports faculty in ensuring original student work is submitted by the student through



- identification of students via digital profiling by the Academic Technology Services with the support of the IT Department.
- 47.2. The E-Learning Coordinator helps students create a valid E- learning profile complete with a student identification number, student identification card photo, and verification of registered courses.
 - 47.3. The E-Learning Coordinator helps students upload original work. Faculty regularly monitors submission of work. Such work should include verification of the student signature block, patterns of writing styles, and student interaction styles
 - 47.4. Faculty are responsible for checking for plagiarism or substitution of work via Turnitin and patterns of work by students.
 - 47.5. In order to ensure student identities, faculty are encouraged to use exam proctoring whenever possible or feasible
 - 47.6. Proctors monitor student identification at time of test by verifying that the Student Identification card with name, Student ID number, and picture confirm that the student is doing the work of the exam.
 - 47.7. Students must complete their own tests/exams/quizzes given online. Failure to do their own work will result in a student receiving a letter grade of “FF” for that course.
 - 47.8. Any student found to have used any kind of identification fraud in an online course where they are not the one doing the required work and sign-up for courses will face disciplinary procedures according to the Academic Misconduct policy.
 - 47.9. The E-Learning Coordinator and the IT Manager will setup a secondary identification question for each student that they must use at Registration to ensure their identity.
 - 47.10. Faculty are encouraged to verify student identities through techniques such as a requirement in the syllabus to use electronic cameras for discussions, at least on a random basis, phone calls to students, and paying close attention to the quality and style of communications with faculty.
 - 47.11. Faculty should use these assessment tools as part of their student verification process.

Related Documents

1. MIC Curriculum Development Team (To be established)
2. MIC Internal Program accreditation process (To be developed)
3. MIC Academic Technology Services (Virtual department to be renamed and restructured)
4. Executive Committee (We have this)
5. Proposal Template for the New Program development Approval (to be developed)
6. Online Course Development and Support guide
7. Online Master Teacher Criteria document.
8. Online Mater Teacher Application Form
9. Online Master Teacher Policy



10. Online Module Qualification Rubric Guide
11. MIC Staff's Code of Conduct.
12. MIC Plagiarism Policy
13. E-learning tools for Student Success' course
14. Complete package on program development,
15. Complete Package on course development,
16. Complete Package proctoring
17. Complete package on academic technology.
18. Complete package on multimedia applications that may be used to create interactive online course materials.
19. Complete package for standard software and hardware used at MI College to facilitate faculty's ability to utilize available technology in the development of course materials.
20. MIC Student's Code of Conduct.
21. Examination and Invigilation Policy,
22. Online Proctoring Guideline
23. Faculty Technology Leadership program [they should include all the elements mentioned above]
24. Hosting services faculty to stream audio and video to students enrolled in online courses.
25. Terms of Use for MIC Multimedia Lab e-studio for academic development purposes.
26. MIC Online Liaisons

END OF DOCUMENT