Procedural Guidelines
for Initial Accreditation

2011

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

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Introduction

To assure prospective students, their families, and the public that the academic programs offered by institutions licensed in the UAE meet international standards, each separate program must be individually accredited. The *Standards for Licensure and Accreditation (2011 edition)* are the basis for Initial Accreditation, Accreditation and subsequent Renewal of Accreditation.

Following the granting of Initial Licensure from the Ministry of Higher Education and Scientific Research (Ministry), institutions may apply to the Commission for Academic Accreditation (hereafter CAA or the Commission) to have one or more programs initially accredited. A program must be initially accredited before an institution can advertise, recruit, or enroll students in the program. Institutions which initiate programs before the granting of Initial Accreditation jeopardize their licensure as an institution operating in the UAE.

All of the institutional and programmatic policies of the Commission for Academic Accreditation operate on the principle of integrity. Integrity in the accreditation context is best understood as involving an open process of peer review including that of applying professional judgment and the conscientious application of the *Standards for Licensure and Accreditation*. An institution is expected to be transparent in all of its transactions with the Commission, and with students, the academic and larger communities served, and all its stakeholders. Evidence of withholding information, providing inaccurate information, failing to provide timely and accurate information to the Commission, or failure to conduct a candid self-study on compliance with the *Standards* and other similar practices, will be seen as the lack of full commitment to integrity. Evidence of submitting material that is not substantially original to the institution and the work of the institution's officers or employees (including contracted employees or consultants), shows a lack of commitment to integrity. Failure of an institution to adhere to the principle of integrity may result in a denial of Initial Accreditation of the program under review.

These *Procedural Guidelines* (*Guidelines*) are designed to outline the process that an institution must undertake to secure Initial Accreditation (IA) of a program. In summary, the process is that each institution must prepare an Application, the core of which is a Program Proposal (Proposal) that addresses the *Standards* (2011 edition), provides the basis for initial review by the Commission, and provides the basic documentation which will be reviewed by a team of international experts (External Review Team – ERT). The ERT will assess the program both through the review of documentation and a campus visit. The ERT will be accompanied by one of the Commissioners on its visit to the campus. For most proposed new programs, the report of the ERT will include Recommendations which must be complied with by the institution before Initial Accreditation can be granted. A response from the institution to the ERT report is typically due 60 days at most after the receipt of the ERT Report.

After the ERT's review, and the receipt and processing of the report of the ERT by the Commission, and after the institution has complied with Recommendations contained in the report, the Commission recommends an action concerning program accreditation to the Minister for his final determination. The full process for Initial Accreditation is depicted in the flow diagram (Figure 1).

Timetable for Review

An institution applying for Initial Accreditation of a program must follow the timetable for review as outlined below:

- Proposals must be submitted at least six months prior to the intended start of the program;

- The Commission normally reviews completed and accepted proposals submitted by November 1 during the following spring semester;

- The Commission normally reviews completed and accepted proposals submitted by May 1 during the following fall semester.

Application Process

- The institution must have current licensure.

- The institution submits a complete proposal, including four hard and electronic copies of each of the following:

  - The application form (available on the CAA website: http://www.caa.ae);

  - An application letter from the Chief Executive Officer of the institution. This application letter verifies that the information in the supporting documentation is accurate and complete and that the proposed program: a) has been approved by the institution's governing body, b) is consistent with the mission and goals of the institution, and c) will receive the necessary budget, personnel, physical facilities, and other resources to inaugurate and sustain it;

  - The Proposal for the accreditation of a new academic program, which includes all the requirements of the *Standards*;

  - The institution's *Catalog*, *Faculty/Staff Handbook*, *Student Handbook*, *Quality Assurance/Institutional Effectiveness Manual*, and any supplementary documents deemed relevant by the institution such as an *e-Learning Manual* or *Internship Manual*.

- The printed Proposal and related documents should be spiral bound or hard bound and preferably printed as two-sided documents.

- If the Commission finds the application or the documentation incomplete or inadequate to warrant a full review, it returns the application with an explanation and information about resubmission.

- Assuming satisfactory documentation, the Director of the Commission assigns the proposal to a Commissioner who reviews materials and initiates the review process.

Tips for the Submission of Applications

- Submit materials in spiral bound or hard bound format. Do not send notebooks.

- Electronic copies may be either a CD or a flash drive.

- Be sure to number pages.

- Include a Table of Contents

- Electronic copies should be hyper-linked.

- Be sure that all documents are included, and that all are properly labeled.

Review Process

- The Commission will select several (typically two or three) international experts to constitute the External Review Team (ERT). The responsibility for selecting the international experts rests with the Commission. The Commission will make every effort to secure international experts who are appropriate to the program, the level of study, and to the institution, and who do not have a conflict of interest.

- A Commissioner is assigned to work closely with the institution to ensure that the visit to the campus is appropriately timed to meet both the Commission and institutional needs.

- The Commissioner is responsible for establishing a schedule for the visit and ensuring logistical support for the ERT. The schedule normally involves institutional and program presentations, and meetings with faculty, students (prospective), and other stakeholders as appropriate. The assigned Commissioner will work closely with the institution on local arrangements including computer support, food/beverage needs of the ERT, additional documentation, interview schedules, exit conferences and more. Detail on these issues will be provided to the ERT and to the institution by the assigned Commissioner or by the Commission staff.

- The Commission makes travel arrangements for the ERT including accommodation and travel to or from the campus where the program is delivered.

- The Commissioner assigned to the proposed program may request that additional information be provided on site. It is the expectation of the Commission that the institution will fully comply with all requests for information. It is understood that all information provided to the Commission will be handled in a confidential manner.

- Institutions should avoid providing gifts (other than a relatively low cost item identified with the institution) to the ERT and to the Commissioner. Lavish entertainment should be avoided; the evenings of the ERT are deliberately kept free of activities to enable the ERT to complete the writing of the report.

- The on-site review, hosted and funded by the institution, results in an evaluation report concerning the program. The review of the ERT will examine the Proposal and determine: (a) whether the program documentation provides evidence that the requirements of the *Standards* for a new program are met; (b) whether the program will be offered with due regard to international best practice and benchmarks associated with the discipline field; (c) whether, if applicable, any professional body requirements have been referred to in the Proposal and have been embraced within the program

outcomes; (d) whether institutional monitoring and review processes of the institution will be applied to the new program and will result in continuous improvement.

◾ After the conclusion of the exit conference, all contact with the members of the External Review Team should be through the assigned Commissioner.

The Report

◾ The ERT will produce a draft report on the proposed program prior to departing the UAE.

- The report will include those matters not in compliance with the *Standards* which are termed "Recommendations," and will identify actions the institution must take in order for the program to be initially accredited.

- The report will also include "Suggestions" which are advisory, but which must be responded to by the institution.

- The report may also include constructive narrative with ideas for possible improvement in the proposed program.

◾ The ERT report is submitted to the Commission for approval before being sent to the campus as the Final Report. The essence of the ERT report will be shared with appropriate campus officials during one or more exit conferences on the last day of the site visit. During such meetings the main findings of the ERT will be shared and clarified. The exit conference will typically include a technical exit meeting with the program coordinator or concerned department chair as appropriate. There will typically be a separate meeting with the CEO and chief academic officer.

◾ After receiving the report of the ERT, the institution must submit a response to the report. Typically institutions have up to 60 days from the receipt of the report to submit a response. Extensions on the submission of a response are possible, but must be made in a written (e-mail) request to the Commissioner assigned to the program. (See Figure 1) Failure of the institution to submit its response by the approved deadlines may result in denial of Initial Accreditation of the program.

◾ The Response will be reviewed by the Commission. The review will likely involve further consultation with the ERT.

◾ After review of the Response, the institution will be sent a report. When all recommendations are addressed, the Commission will make a recommendation to the Minister regarding the proposed application for Initial Accreditation

Outcomes of the Visit/Review Process

The applicant institution will be notified in writing of the actions of the Commission as follows:

Approved

Given a favorable review and decision from the Commission, and provided that the institution enrolls students into the program within one year of receiving its Initial Accreditation, accreditation of a new program remains in effect for up to two years after the institution graduates the first cohort of students from the program.

- If warranted by the review, the Commission may schedule another visit or visits during this period.

- If the initiation of the program is delayed for more than one year, the institution must re-apply for initial accreditation before offering the program.

- After the prescribed initial period, a program's accreditation must be renewed every five years (see separate *Procedural Guidelines for Renewal of Accreditation*).

- The program may receive unscheduled visits from the Commission to ensure that it continues to meet the requirements of the *Standards*. Failure to do so may result in putting the program on probation, or the loss of accreditation, as determined by the Commission.

- Those institutions whose programs have received approval for initial accreditation or the renewal of accreditation must use the following statement whenever the accreditation status of their programs is stated:
  "[Name of Institution] located in the Emirate(s) of [insert name(s)], has earned accreditation through the Commission for Academic Accreditation of the Ministry of Higher Education and Scientific Research for the following degree(s): Bachelor of Science in ...; Bachelor of Arts in ...; Master of Science in ...., etc."

Delayed

The decision concerning Initial Accreditation is delayed until the institution rectifies a problem, provides additional information, or resolves an issue concerning the proposed program. If the institution fails to satisfy the Commission's requirements within the stipulated time frame, and not exceeding six months following notification, the program will be denied Initial Accreditation. The institution must not advertise the program or enroll students until the program is formally approved by the Commission.

Denied

An institution must not admit students to a program that has been denied Initial Accreditation.

Appeal

An institution may challenge a negative action by the Commission by directing its appeal to the Director of the Commission for Academic Accreditation. The appeal must be on issues of process.

Financial Aspects of Initial Accreditation

The applicant institution is responsible for paying costs associated with the Initial Accreditation review by the ERT.

Prior to the visit, the institution will be informed of the projected costs of the visit. The institution is expected to pay the estimated cost in full. The institution will be refunded any excess payments at the conclusion of the academic year.

Guidelines for Documentation

The following *guidelines* indicate which sections of the *Standards* must be addressed for initial program accreditation. For some *Standards* there are associated *Stipulations* which provide greater detail as to the requirements that the Commission holds for accredited programs. These *Stipulations* are included in the 2011 edition of the *Standards*. In these *Guidelines,* some of the criteria of the *Standards*, those which are mainly relevant to the institution as a whole or which were reviewed during the licensure or the renewal of licensure process are left out, leaving only those which are directly relevant to the program.

Responding to the Report of the External Review Team

Reports received from the CAA have a consistent format to them, in that reports for all elements are aligned with the *Standards* and present summary statements of compliance and/or non-compliance with the *Standards*. In those instances where there is a Recommendation or a Suggestion, the reasons for the Recommendation or Suggestion will be delineated. The institution must respond to all Recommendations with a narrative statement of response and supporting documentation (usually presented in an Appendix). The institution must address all Suggestions, although the institution is not required to comply with Suggestions. Unless otherwise specified, an institution has 60 days to respond to the report. Extensions to the 60-day deadline may be granted; institutions should request extensions through an e-mail and/or letter to the Commissioner assigned to the application.

Outline for Response Reports

Institutional responses to CAA reports should follow the following outline:

- **Introduction:** Use this section to summarize the institution, the nature of the report as sent by the CAA and the nature of the response.

- **Responses:**   As in the examples below, the institution should re-state the Recommendation (including number) and then offer its response. Responses should be accompanied by supporting documentation as appropriate. Documentation may be presented either in the text of the response or as appendices to the response.

Examples of Responses

Recommendation 1:   [Name of Institution] is required to …

Institutional Response: [Name of Institution] accepts this recommendation and has taken the following steps to address the concern of the External Review Team. The outcome of this review and follow-up on this recommendation is documented in Appendix 1 of this report.

Suggestion 1: The ERT suggests that [Name of Institution] …

[Name of Institution] found this suggestion most helpful (or not) and is undertaking the following steps…

Note: Institutions are not required to adopt suggestions. It is expected, however, that institutions indicate whether or not the suggestion is adopted.

Tips for Completing Reports:

- Be sure to respond to each recommendation and to each suggestion.

- Supply appropriate documentation and clearly identify which documentation supports which institutional response.

- Contact the assigned Commissioner if you have questions along the way.

- Be aware of deadlines.

- Submit both a hard (paper) and a soft copy (CD) of the report.

- Direct the report to the assigned Commissioner.

Evaluation of the Response

The Commission evaluation of the response will be organized in terms of the Recommendations and Suggestions. Those recommendations which are satisfactorily addressed will be indicated as "Recommendation met." Those that are not satisfactorily addressed will be indicated as "not met" or "partially met," with a narrative to indicate what is still needed. Suggestions which have been addressed will be indicated as "Suggestion adopted," or, if not adopted, it will be so indicated.

Addressing the *Standards*

1. Mission, Organization and Governance

1.1 Vision and Mission

The institutional Mission and Vision statements will have been approved by the Commission during the licensure process. For Initial Accreditation of a program, the institution needs to provide assurances and rationale as to how the proposed program falls within the established and approved Mission and Vision of the institution.

1.2 Organization

The Proposal documents the position of the program within the institution's academic and administrative organization and includes:

- an organization chart;

- a description of the proposed role of the faculty in curriculum and instructional decisions regarding the courses and curriculum and in faculty recruitment and appointment;

- a description of the role of the program coordinator or chair and other academic administrators responsible for the program and its development, including faculty hiring and evaluation.

1.5 Policies, Procedures and Documentation

The comprehensive collection of institutional policies is made available to the ERT during the campus visit. This *Policies and Procedures Manual* should include all policies and procedures specifically referencing those of relevance to the proposed program, its delivery, support services, resourcing and quality assurance.

1.6 Multiple Campus Institutions

- The institution presents evidence to assure the Commission that the students studying the program on different campuses will receive equivalent resources and support services.

- The proposal explains how the coordination between or among different locations will be managed, and how appropriate control of academic policy, standards, and course offerings will be ensured.

1.8 Branch Campuses of Foreign Institutions

If the new program is to be delivered in a branch campus of a non-UAE institution, the Proposal describes any differences in the program and the student learning experience, resulting from delivery at the branch campus and any implications for program management, human and physical resourcing, etc. The institution must also document the approval for the program by relevant authorities of the parent institution and its accrediting body.

2. Quality Assurance

2.1 Institutional Research (IR)

The Proposal includes an account of the way that the Institutional Research Office will serve the proposed program in its routine evaluation of the achievement of program and course outcomes.

2.2 Institutional Planning

- The Proposal demonstrates the context of the new program in relation to long-term and short-term institutional and departmental plans. Anticipated benchmarking exercises should be defined and may include the anticipated or current engagement of an external Advisory Board (with designated membership).

- With regard to the "teach-out provision," the Proposal includes a clear and specific explanation of how the institution will provide for the rights and protection of any student enrolled should the proposed program be accredited and offered and later cancelled.

2.3 Risk Management

- The Proposal should demonstrate awareness of risks in all aspects of the initiation of the program and its delivery.

2.4 Continuous Quality Enhancement

The Proposal explains how results of routine program reviews will be used to make improvements to the program and its constituent courses. Any planned engagement of external reviewers/examiners should be stated.

2.5 Quality Assurance/Institutional Effectiveness Manual

The current *Quality Assurance Manual* is submitted as part of the application (see *Stipulation* 1B: *Quality Assurance Manual)*.

3. The Educational Program

3.1 Credit-bearing Programs

The Proposal for a new program provides a convincing rationale for the program and demonstrates that it fills a need both for students and society. That rationale is based on a needs assessment that includes:

- A market survey of employment opportunities within the Emirate and the UAE;

- A market survey of students who are likely to enroll in the program and their reasons for doing so;

- Projected year-by-year enrollments for the first five years of the program, giving best case, worst case, and mid-range estimates;

- An analysis of any competing programs at both public and private institutions in the UAE, their likely impact on prospective enrollments, and on the extent of the need for the new program;

- A justification for the proposed program in relation to other programs at the institution;

- Location of the program offering, in the case of an institution with more than one campus;

- A rationale and description of the mode of delivery of the program i.e. full-time, part-time, e-learning etc.;

- Stated maximum and minimum periods for completion of the program.

The Proposal includes a detailed statement of the goals and intended learning outcomes of the new program and any subsumed concentrations, consistent with the mission and goals of the institution. The outcomes should be measureable and aligned with the overall quality assurance program of the institution.

The program outcomes should be shown to be consistent with the defined level of the degree or award as specified in the UAE Qualifications Framework (UAEQF).

If the Proposal includes articulated qualifications in the same discipline e.g. a post-graduate diploma within a master's qualification, the distinctive learning outcomes of each should be presented in the Proposal.

3.2   The Curricula

The Proposal includes:

▪   Details of the program structure and course sequence (study plan), completion requirements, and an exposition of the way that the program meets international expectations, and/or the criteria of relevant professional bodies, for such a program at the specified level;

▪   A clear justification and definition of any named concentrations within the program (see *Standards* -- Appendix II: *Glossary of Terms*).

▪   A program title and concentrations, if any, listed in both English and Arabic.

3.3   Academic Courses

The Proposal includes:

▪   An account of intended educational methodologies and assessment strategies to be deployed in the program delivery;

▪   A matrix relating program and/or any concentration outcomes to the learning outcomes of the courses comprising the curriculum;

▪   Detailed syllabi for all courses, including general education courses, that comply with the requirements in *Stipulation* 5: *Course Syllabi;*

▪   Methods used to authenticate student work and to record performance.

3.4   General Education

For undergraduate programs the Proposal includes:

▪   Details of the courses within the program classified as General Education and how they meet the requirements of the *Standards;*

▪   An account of the learning outcomes of the General Education program and how achievement of the outcomes will be evaluated.

3.5   Internship

The Proposal includes an account of how any proposed internship meets the requirements as set out in *Stipulation* 6: *Internships.*

3.6   Preparatory or Remedial Courses and Programs

The details of preparatory or remedial programs are specified to include structure, content, learning outcomes, admission and completion requirements.

3.7 Graduate Programs:

- For programs at the graduate level, the Proposal explains how the program will meet the requirements of *Standard* 3.7, with particular emphasis on how the program will meet the standards for academic rigor required of a graduate program.

- The Proposal addresses the way in which the proposed program will adhere to the UAE Qualifications Framework (UAEQF).

3.9 Class Size

The Proposal demonstrates that the institutional policy regarding optimal class sizes will be applied in the context of the proposed program and its constituent courses.

3.10 Program Effectiveness (see Sections 2.1 and 2.3)

4. Faculty and Professional Staff

4.1 Faculty Handbook

The Proposal should include the most current edition of the *Faculty Handbook* (see *Stipulation* 1C: *Faculty Handbook)*.

4.2 Staff Handbook

The Proposal should include the most current edition of the *Staff Handbook* (see *Stipulation* 1D: *Staff Handbook)*.

4.3 Recruitment and Records

The Proposal should include a description of the recruitment process used for faculty to be assigned to the new program and a time-table for hiring any additional faculty needed to initiate the program.

4.4 Faculty Preparation

The Proposal provides detailed information about the faculty members who are to be assigned to the program including:

- The up to date *curriculum vitae* of any existing faculty members who have already been identified to teach on the program, and their particular course assignments;

- The qualifications, areas of specialization, and proposed academic rank for faculty and academic administrators who will be appointed to the program;

- The effect on the institution and its other programs of the re-assignment of any faculty member to the new program;

- Information concerning any planned or existing part-time faculty assignments;

■ Any planned deployment of teaching assistants, lab assistants, or other staff to support instruction. (See *Stipulation 8*: *Faculty Qualifications* and, if applicable, *Stipulation 9*: *Adjunct Clinical Faculty*.)

4.5 Graduate Faculty

When a program is to be offered at the graduate level, the Proposal explains how it has addressed the distinctive requirements of graduate level faculty regarding aspects such as research activity, supervisory experience, and high-level teaching experience.

4.6 Staff Qualifications

See Section 4.4 above.

4.7 Appointment, Compensation, Promotion, and Contract Renewal

See Sections 1.5 and 4.4 above.

4.8 Professional Development

The institution must show that appropriate plans are in place to support faculty and staff in professional development activities associated with the proposed program. If there are special professional development requirements for the faculty and staff of the program (such as research resources or extensive international travel), these should be discussed and provisions for those should be delineated. The budget anticipated for professional development should be defined.

4.9 Faculty Workload

The Proposal must include data to demonstrate that the existing and/or planned faculty appointments are adequate in number to commence delivery of the program. This data must cover the full spectrum of responsibilities that faculty hold across the institution, including administrative responsibilities and teaching in other programs, and must comply with the *Standards* regarding maximum permissible loads. The calculation of workloads must include any classes that are split on the basis of gender and take into account the workload implications of classes taught in the evenings and/or on weekends.

4.10 Part-Time Faculty

The institution must demonstrate that it will maintain the proportion of part-time faculty contributing to the proposed program within the limits set by the *Standards*. The institution must also demonstrate that part-time faculty will meet the academic qualifications set forth in the *Standards*. See also *Stipulation 9*: *Adjunct Clinical Faculty*.

4.15 Graduate Assistants

The Proposal includes an account of any intent to employ Graduate Assistants for the program and it defines their responsibilities in accordance with the *Standards*.

5. Students

5.1 Student Handbook

The Proposal should include the most current edition of the *Student Handbook* (see *Stipulation* 1E: *Student Handbook)*.

5.2 Undergraduate Admission

If the program is at the undergraduate level, the Proposal details the relevant requirements for regular admission, as well as those for provisional admission, ensuring that they comply with the requirements set forth in the *Standards*.

5.3 Graduate Admission

If the program is at the graduate level, the Proposal details the relevant admissions requirements ensuring that they comply with the requirements set forth in the *Standards* (see *Stipulation* 10: *Graduate Admissions*).

5.4 Transfer Admission

The Proposal defines any arrangements for transfer students, and any articulation arrangements in relation to the proposed program, including those within the institution (i.e. the applicability of credits earned in an associate degree program to a baccalaureate program). This should include details of the timing of such arrangements in relation to the start-up of a new program.

5.5 Advanced Standing

The Proposal defines the conditions under which advanced standing is granted and indicates the limits on credit which can be awarded for advanced standing.

5.6 Recognition of Prior Learning (RPL)

If applicable for the proposed program, the institution must address this *Standard* in the context of the proposed program, and define any specific conditions to be met and procedures to be followed in presenting a case for RPL in relation to admission to the proposed program.

5.8 Student Services

The Proposal details:

- Any particular and unusual demands that students in the new program will make on the range of student services and how the institution will provide for these students;

- Any scholarship schemes of support or other financial aid to be provided to students on the proposed program.

5.9 Advising Services

The proposal discusses provisions for the advising of students in the new program, and demonstrates that the advising system can provide adequate service for the projected new student numbers who will enroll in the program.

5.10 Student Activities and Publications

The Proposal should discuss the anticipated student activities associated with this program and indicate any relevant publications which exist or which are anticipated.

5.11 Student Behavior and Academic Integrity

The Proposal should provide assurances that relevant institutional policies are appropriate and will be fully implemented in the context of the new program. The institution must demonstrate that it can provide the human and physical resources to fully implement the procedures required to monitor and enforce academic integrity, including detection of plagiarism.

6. Learning Resources

6.1 Learning Resources: The Library

The Proposal includes:

- A description of the library resources (print and electronic) which will be available to support this program;

- A description of the provisions for bibliographic instruction/information literacy to be provided by the library staff;

- A discussion of the involvement of the program faculty in the development of the library collection and the selection of periodicals, reference materials and other materials appropriate to the program;

- Detailed timed-action plans to meet the program-specific needs for library development;

- An assessment of whether the library access will be provided in a manner which is appropriate for the program (for example, a program taught primarily in the evenings and/or on weekends must have library support).

6.2 Learning Resources: Technology

The Proposal includes:

- An assessment of the classrooms and the degree to which the technological support is adequate to support the pedagogical strategies which will be used in the program;

- A description and assessment of the technological support for faculty, staff and students in the program;

- A description and assessment of the technical training to be provided to faculty, staff and students enrolled in the program.

6.3 Learning Resources: Laboratories

The Proposal includes:

- A description and assessment of laboratories which will be assigned to the new program;

- A short and long-range plan for the development of the laboratories including allocation of space, acquisition of equipment, development and dissemination of appropriate protocols for health and safety, provision of laboratory materials (i.e. laboratory supplies such as glassware or chemicals), and the staffing of the laboratories;

- A description of short and long-range budgetary support for laboratory development which will meet both start-up needs but also maintenance and replacement costs for the laboratory.

7.   Physical and Technology Resources

7.1 Physical Environment: Development

The Proposal includes:

- A description of the location (including any off-campus facilities, e.g. clinics) and the available or planned physical resources to offer the program, including classrooms, office space, studios or other specialized facilities; an analysis of their adequacy, and a timed-action plan to address any deficiencies;

- Information on the access to resources for the particular students anticipated on the program, including students and staff with physical disabilities and any special provisions for female students.

7.2 Physical Environment: Safety

The Proposal includes:

- A discussion of any specific health and safety issues pertinent to the new program, and how the institution is addressing them, including designated staff responsibility;

- Documentation that all health and safety laws of the UAE will be addressed in support of the proposed program.

7.3 Physical Environment: Technology

The Proposal includes:

- A description of the technological support to be made available to the program including appropriate computer support and network resources;

- The short and long-range plan to provide, maintain and upgrade the technology needed to support the program;

- A description of any special licensure which may be needed to protect the integrity of the program, including research to be undertaken in relation to the program.

8.   Fiscal Resources

8.1   Fiscal Resources

The Proposal demonstrates the institution's capacity to initiate and sustain the new program and provides a program specific budget projection (including both anticipated revenues from the program and costs associated with it) and the projected balance sheet for the first cycle of operation of the program up to the graduation of the first cohort.

8.4   Budgeting

See Section 8.1

9.   Public Disclosure and Integrity

9.2   Publications

The institution ensures that:

- the documentation pertinent to the program is accurate and consistent in its factual information and approved at appropriate levels in the institution;

- the current institutional *Catalog* is submitted as part of the application. The institution should include a draft entry for the proposed program. (see *Stipulation* 1F: *Catalog*).

9.3   Institutional Name

The Proposal states the name of the proposed degree program, and its concentrations, if any, in English and in Arabic.

9.5   Contractual Relationships

The Proposal includes any contracts that will have a direct impact on the operation of the proposed program, and an accompanying justification for the relationship.

9.6   Associations with Corporate Institutions

The Proposal includes details of any associations that will have an impact on the operation of the proposed program.

10. Research and Scholarly Activities

10.1 Research Strategy

The Proposal includes the institution's research strategy and, as appropriate, provides evidence of the scholarly and research productivity of the faculty members assigned to the program.

11. Community Engagement

11.1 Employer Engagement

See Section 2.2 above regarding engagement of Advisory Boards.

11.3 Community Relations

The Proposal discusses the anticipated ways in which the faculty, staff and students of the program will advance the community relationships through, for example, service learning, tutoring programs, or sponsorship of community organizations.

The Proposal addresses the role and composition of advisory panels to the program which should represent relevant stakeholders from the community. See also Section 2.2.

Figure 1: Institutional Licensure & Program Accreditation Approval Process