

## REGULATIONS

on Digital Educational Resources and the Use of the eBilim LMS at Jalal-Abad International University

### 1. General Provisions

**1.1.** These Regulations on Digital Educational Resources and the Use of the eBilim LMS at Jalal-Abad International University (hereinafter referred to as **the “Regulations”**) define the goals, objectives, types, and procedures for the development, review, publication, use, updating, storage, and monitoring of digital educational resources, and regulates the use of the **eBilim** LMS system in the educational process at JIU.

**1.2.** These Regulations constitute an internal regulatory document of the university and are binding on all structural units, faculty members, academic support staff, students, and other users authorized to use the eBilim LMS.

**1.3.** The following key terms are used in these Regulations:

**digital educational resources (DER)** — electronic instructional, teaching and methodological, reference, assessment, demonstration, and other materials used in the educational process and presented in digital form;

**eBilim LMS** — the electronic information and educational environment used at the university, which facilitates the hosting of instructional materials, the organization of interaction among participants in the educational process, the monitoring of academic activity, the conduct of ongoing assessments and midterm evaluations, data storage, and the generation of analytical reports;

**electronic course** — a structured set of digital educational resources for a specific discipline (module, practicum, or other element of the educational program) hosted on the eBilim LMS;

**LMS user** — a person with the appropriate level of access to the eBilim LMS;

**course content** — a collection of materials, assignments, files, links, tests, descriptions, instructions, and other elements hosted on the eBilim LMS within a specific discipline;

**update** — the revision of the content of a digital educational resource in connection with changes to the educational program, the course syllabus, regulatory requirements, pedagogical approaches, or the digital environment.

**1.4.** These Regulations apply to:

1. digital educational resources created, used, posted, and stored at the university;

2. electronic courses on disciplines, practical training, final assessments, and other components of educational programs;
3. digital assessment materials;
4. digital methodological and reference materials for students and faculty;
5. processes for managing, supporting, and monitoring digital educational content in the eBilim LMS.

**1.5.** The use of the eBilim LMS and digital educational resources is aimed at ensuring the transparency, accessibility, manageability, and quality of the educational process, as well as at developing a modern digital educational environment at the university.

## **2. Goals and Objectives**

**2.1.** The objective of these Regulations is to establish uniform requirements for the creation, use, and control of digital educational resources, as well as for the organization of the educational process using the eBilim LMS.

**2.2.** The main objectives are:

1. creating a unified approach to the development and use of digital educational resources;
2. providing academic disciplines and other elements of educational programs with digital content;
3. regulating user activities in the eBilim LMS;
4. ensuring the availability of instructional and teaching materials for students;
5. improving the quality of classroom, out-of-class, and independent work;
6. providing digital support for ongoing assessment, midterm, and final exams;
7. building an evidence base on educational activities for internal monitoring, self-assessment, and external quality assessment;
8. ensuring the relevance, integrity, and consistency of digital content;
9. developing a culture of responsible and regulated use of the digital educational environment.

## **3. Principles for the Development and Use of Digital Educational Resources**

**3.1.** The development and use of digital educational resources at the university are based on the following principles:

1. compliance with educational programs, working curricula, course syllabi, and the university's internal regulatory documents;
2. academic and methodological soundness of the content;
3. systematic and structured approach;
4. accessibility and clarity for students;
5. relevance and timely updates;
6. accuracy, reliability, and pedagogical appropriateness;

7. consistency in approaches to the placement and use of materials;
8. compliance with information security, copyright, and professional responsibility requirements;
1. differentiation of user access rights;
2. the ability to monitor, control, and analyze data.

**3.2.** Digital educational resources should not be used merely as a formality, but as a practical tool for organizing instruction, student independent work, ongoing assessment, feedback, and recording learning outcomes.

#### **4. Types of Digital Educational Resources**

**4.1.** The following types of digital educational resources may be used at the university:

1. electronic versions of course syllabi;
2. syllabi;
3. lecture texts, lecture notes, and learning modules;
4. presentations;
5. practical, laboratory, and seminar materials;
6. instructions;
7. instructions for completing assignments;
8. materials for students' independent work;
9. case studies, situational problems, mini-case studies;
10. test questions, including case-based test questions;
11. assignments for midterm, interim, and final assessments;
12. checklists, rubrics, and assessment criteria;
13. templates for reports, forms, tables, and other documents;
14. video materials, audio materials, infographics, diagrams, and illustrations;
15. links to electronic libraries, databases, external educational platforms, and other digital resources;
16. materials for consultations, instruction, and student support;
17. other digital materials relevant to the objectives of the educational program.

**4.2.** Based on their functional purpose, digital educational resources are classified as:

1. **instructional;**
2. **instructional and methodological;**
3. **assessment and evaluation;**
4. **information and reference;**
5. **organizational and instructional;**
6. **communication and navigation.**

**4.3.** In terms of presentation format, digital educational resources can be text-based, graphic, audiovisual, interactive, file-based, link-based, test-based, and combined.

## **5. LMS eBilim as the University's Digital Learning Environment**

**5.1.** LMS eBilim is the university's primary digital environment for hosting digital educational resources, supporting the learning process, tracking academic activity, and recording learning outcomes.

**5.2.** The following core processes are supported in LMS eBilim:

1. hosting and organizing educational content;
2. providing students with access to course materials;
3. organization of independent study;
4. assignment distribution, submission, and grading;
5. conducting tests;
6. maintaining specific types of electronic records of academic activity;
7. facilitating interaction among participants in the educational process;
8. generating reports and analytical data;
9. supporting modular and final assessments within the system's functional capabilities.

**5.3.** The use of the eBilim LMS at the university is mandatory to the extent specified by internal regulatory documents, orders, directives from the rector's office, and academic regulations.

**5.4.** Each discipline, practicum, or other component of the educational program subject to digital support must be presented in the eBilim LMS as a structured online course or a corresponding digital section.

## **6. Requirements for the Structure of an Electronic Course**

**6.1.** An electronic course in the eBilim LMS is created using a standardized approach and must contain at least the following elements:

1. course title;
2. information about the instructor;
3. a brief description of the course;
4. learning objectives and expected outcomes;
5. the course syllabus or an approved equivalent document;
6. course content;
7. course materials by topic;
8. assignments for independent study;
9. materials for practical, laboratory, and seminar sessions;
10. forms and methods of ongoing assessment;
11. assessment criteria;
12. if necessary—instructions, templates, checklists, and links to additional resources.

**6.2.** The course structure may be adjusted to account for the level of education, the specifics of the educational program, the discipline, the mode of instruction, and the technical capabilities of the system.

**6.3.** A digital course should be logically organized, structured by topic, and provide learners with clear navigation. The course should not consist of a haphazard collection of files lacking structure and explanations.

**6.4.** When publishing content, it is recommended to use a combination of text and file-based materials, as well as elements that encourage active engagement of the learner with the instructional material.

## **7. Procedure for the Development, Review, Publication, and Update of Digital Educational Resources**

**7.1.** Digital educational resources are developed by a faculty member, a team of authors, a department, or another responsible unit within the scope of their assigned disciplines and areas of activity.

**7.2.** Responsibility for the substantive, methodological, and professional accuracy of the materials lies with the developer and the head of the relevant department.

**7.3.** Prior to publication in the eBilim LMS, digital educational resources are subject to internal review in accordance with the procedure established by the university, if such a procedure is provided for the relevant type of materials.

**7.4.** Materials are uploaded to the eBilim LMS by a faculty member or an authorized staff member with the appropriate access rights.

**7.5.** Materials must be uploaded:

1. in a timely manner;
2. in a structured format;
3. in their current version;
4. with clear titles and labels;
5. without duplicating outdated versions, unless otherwise required for archiving.

**7.6.** Digital educational resources are updated:

1. before the start of the relevant academic term;
2. when there are changes to the educational program, course content, assessment methods, or teaching approaches;
3. when errors, outdated data, or technical or methodological inconsistencies are identified;
4. based on the results of course quality monitoring.

**7.7.** It is prohibited to use digital educational resources in the current academic process that contain clearly outdated, incomplete, methodologically unsound, or unapproved materials if their use contradicts the university's established requirements.

## **8. Access Rights and User Categories for the eBilim LMS**

**8.1.** The users of the eBilim LMS are:

1. students;
2. instructors;
3. department heads;
4. dean's office staff;
5. staff of the Academic Information Department;
6. system administrators;
7. other individuals granted access in accordance with established procedures.

**8.2.** The scope of access rights is determined by the user's functional responsibilities and is established within the limits of their role in the system.

**8.3.** Students have the right to:

1. access materials posted for them;
2. complete assignments and take the required assessments;
3. review instructions, assessment criteria, and educational materials;
4. use course materials for educational purposes within the established rules.

**8.4.** Instructors have the right to:

1. post and update materials for their assigned courses;
2. organize students' coursework and independent study within the system;
3. use assessment and feedback tools;
4. receive analytical data within the scope of the provided functionality.

**8.5.** Department chairs, staff of the dean's offices, the Academic and Information Department, and system administrators shall exercise control, provide support, coordinate, and perform other actions within the scope of their authority.

**8.6.** Transferring login credentials to another person, using someone else's account, unauthorized modification of materials, interference with the digital environment, and other violations of access rules are prohibited.

## **9. Responsibilities of Process Participants**

**9.1.** The instructor is required to:

1. ensure the availability and relevance of digital educational resources for their assigned disciplines;
2. post materials by the established deadlines;
3. comply with uniform requirements for the structure and content of the online course;
4. use the eBilim LMS in the teaching process to the extent specified by the university;
5. update outdated materials in a timely manner;
6. ensure the accuracy of wording, titles, instructions, and assessment criteria;
7. comply with standards of academic integrity, copyright, and professional ethics;
8. not to post materials that contradict the university's internal regulations.

**9.2. The department chair is required to:**

1. organize the department's work on the creation, publication, and updating of digital educational resources;
2. monitor the availability of required content for the department's disciplines;
3. take measures to address identified deficiencies;
4. ensure that the department complies with the requirements of these Regulations.

**9.3. The Academic and Information Department is responsible for:**

1. coordinate the organizational and technical support for the use of the eBilim LMS;
2. provide methodological and regulatory support for processes related to digital educational resources;
3. monitor the completeness, structure, and relevance of digital content within the scope of its established authority;
4. prepare analytical materials, reports, summary data, and other information regarding the use of the eBilim LMS;
5. participate in training users on how to work with the system.

**9.4. The eBilim LMS administrator is required to:**

1. provide technical support for the system within the scope of their assigned duties;
2. grant, modify, and revoke user access based on established criteria;
3. ensure the correctness of the role-based access model;
4. facilitate the stable operation of the system.

**9.5. The student is required to:**

1. use the eBilim LMS in good faith and for its intended purpose;
2. familiarize themselves with course materials in a timely manner and complete assignments;
3. adhere to the rules of academic integrity when completing digital assignments and taking assessments;
4. not share their login credentials with others;
5. not to disrupt the digital operation of the system.

## **10. Quality Requirements for Digital Educational Resources**

**10.1.** Digital educational resources must meet the following requirements:

1. alignment with the course content and learning outcomes;
2. logicity, consistency, and methodological integrity;
3. accessibility of language and phrasing for the relevant category of learners;
4. inclusion of instructions and explanations where necessary;
5. correctness of terminology, notation, examples, and assessment criteria;
6. absence of technical defects that hinder the use of the material;
7. relevance of the information;
8. suitability for self-study and/or as a digital supplement to classroom instruction.

**10.2.** For courses that include practice-oriented forms of assessment, it is recommended to include case studies, situational tasks, clinically or professionally oriented materials, as well as assessment tools that closely resemble real-world professional tasks in the digital content.

**10.3.** Tests and other assessment materials posted on the eBilim LMS must comply with the university's internal regulations regarding the assessment resource pool, knowledge assessment, and test item development.

## **11. Monitoring, Oversight, and Reporting**

**11.1.** Oversight of the implementation of these Regulations is carried out within the scope of authority of the Rector's Office, the Academic and Information Department, deans' offices, departments, and other authorized units.

**11.2.** Monitoring of the use of digital educational resources and the eBilim LMS may include:

1. verification of the availability of digital content by discipline;
2. analyzing the completeness and structure of online courses;
3. analysis of the timeliness of material updates;
4. analysis of system usage activity;
5. verifying the availability of assignments, assessment criteria, and instructional materials;
6. analyzing digital support for students' independent work;
7. examination of problem areas and common shortcomings.

**11.3.** Monitoring results may be presented in the form of:

1. reports;
2. analytical reports;
3. memos;

4. summary tables;
5. proposals for corrective measures.

**11.4.** Based on the monitoring results, responsible personnel may be assigned tasks regarding:

1. refining digital content;
2. addressing gaps;
3. updating materials;
4. standardizing the structure of courses;
5. improving the quality of digital support for courses;
6. meeting deadlines for publishing materials.

## **12. Information Security, Academic Integrity, and Compliance with Rights**

**12.1.** When using the eBilim LMS, participants in the educational process are required to comply with internal regulations, information discipline, academic integrity, and professional responsibility.

**12.2.** It is prohibited to:

1. transferring usernames and passwords to third parties;
2. making unauthorized changes to digital content;
3. using others' materials without proper justification;
4. posting materials that violate the law, internal university documents, or standards of ethics and academic integrity;
5. using the system for activities unrelated to the educational process or official duties.

**12.3.** Digital educational resources created by university employees in the course of their duties are used in the university's educational process in accordance with the procedures established by internal documents and applicable regulations.

**12.4.** When posting materials, the requirements for proper citation, source attribution, and the prevention of copyright and related rights infringements must be observed.

## **13. Liability**

**13.1.** Persons guilty of violating these Regulations shall be held liable in accordance with the university's internal documents, job duties, internal rules, and other applicable regulations.

**13.2.** Grounds for applying corrective measures may include:

1. the absence of required digital content;
2. posting of outdated or low-quality materials;

3. systematic failure to meet update deadlines;
4. violation of system access and operation rules;
5. unauthorized use of digital materials;
6. unjustified distortion, deletion, or damage to digital content;
7. violations of academic integrity and information discipline.

#### **14. Final Provisions**

**14.1.** These Regulations shall enter into force upon approval in accordance with established procedures.

**14.2.** Amendments and additions to these Regulations shall be made in accordance with the procedures established by the university.

**14.3.** Matters not covered by these Regulations shall be resolved in accordance with the university's internal regulatory documents, organizational and administrative acts, and established practices for managing the educational process at JAIU.

Below are **Appendices 1–4** in their unedited form  
**SMK-30-07 Regulations on Digital Educational Resources and the Use of the eBilim LMS at JAIU.**

## **Appendix 1**

### **Minimum Structure of an Electronic Course in the eBilim LMS**

#### **1. General Requirements**

An online course for a discipline, practicum, or other component of the educational program must be posted in the eBilim LMS in a structured, logical, and accessible format for students.

The minimum structure of an e-course is designed to ensure:

1. consistency in the digital support for courses;
2. accessibility of materials for students;
3. transparency in the organization of the educational process;
4. the ability to conduct internal monitoring and control.

#### **2. Required Course Elements**

Each online course must include the following mandatory elements:

##### **2.1. General information about the course**

1. course title;
2. course code (if available);
3. curriculum;
4. course, semester;
5. assessment method;
6. information about the instructor.

##### **2.2. Organizational and Methodological Section**

1. brief course description;
2. course objectives;
3. expected learning outcomes;
4. the course syllabus or its approved equivalent;
5. syllabus;
6. information on types of academic work.

##### **2.3. Course Content**

For each topic, it is recommended to include:

1. a brief text block or summary of the topic;
2. lecture material;
3. a presentation;
4. methodological explanations;
5. key terms and concepts;
6. illustrative materials, diagrams, tables, and references to additional sources.

#### **2.4. Materials for practical, seminar, and laboratory sessions**

1. class topic;
2. objective;
3. assignment or list of questions;
4. instructions;
5. answer template, if required;
6. assessment criteria.

#### **2.5. Independent work by students**

1. list of assignments for independent study;
2. instructions for completion;
3. deadlines;
4. submission format;
5. assessment criteria.

#### **2.6. Assessment Materials**

1. quizzes;
2. tests;
3. case studies;
4. situational tasks;
5. midterm assignments;
6. other forms of assessment specified by the course.

#### **2.7. Instructional Section**

1. course guidelines;
2. procedure for submitting assignments;
3. requirements for formatting work;
4. file naming conventions;
5. information on deadlines and feedback.

### **3. Additional Course Elements**

If necessary, the course may include:

1. video lectures;

2. audio materials;
3. links to the digital library;
4. links to external resources;
5. FAQ;
6. glossary;
7. checklists;
8. samples of completed work;
9. materials for preparing for the final exam.

#### **4. Formatting Requirements**

Course materials must:

1. be logically grouped by topic or module;
2. have clear titles;
3. be posted in their current version;
4. not contain unnecessary duplicate or outdated files;
5. be accessible to students at the appropriate level.

#### **5. Minimum requirements for a course to be considered published**

An online course may be considered published at the minimum acceptable level if it includes:

1. general information about the subject;
2. the curriculum or an approved equivalent document;
3. thematic content;
4. materials covering at least the main topics;
5. assignments for independent study;
6. elements of ongoing assessment;
7. instructions for students.

## Appendix 2

### Checklist for monitoring digital content for the course in the eBilim LMS

#### Checklist Form

Course Title: \_\_\_\_\_

Educational program: \_\_\_\_\_

Course, semester: \_\_\_\_\_

Instructor: \_\_\_\_\_

Department: \_\_\_\_\_

Date of review: \_\_\_\_\_

Grader: \_\_\_\_\_

No.	Indicator	Yes	Partially	No	Note
1	The full name of the course is specified				
2	Information about the instructor is provided				
3	A brief description of the course is provided				
4	The course syllabus or equivalent is posted				
5	The syllabus has been posted				
6	Course materials are available				
7	Materials are logically structured				
8	Materials are available for practical/seminar/lab sessions				
9	Assignments for independent study are provided				
10	Instructions for completing assignments are available				
11	Assessment criteria are specified				
12	Materials for ongoing assessment are available				
13	Assessment materials are appropriate for the course				
14	The materials are up-to-date				
15	There are no obviously outdated or duplicate files				
16	Clear file and section names are used				
17	Course navigation is user-friendly				
18	The course is suitable for independent study				
19	The course meets the university's minimum requirements				
20	The course requires further development				

#### Review Summary

Overall assessment of the course:

Identified deficiencies:

Recommendations for correction:

Deadline for addressing comments: \_\_\_\_\_

Inspector's signature: \_\_\_\_\_

## Appendix 3

### LMS eBilim User Responsibility Matrix

#### 1. General Approach

The responsibility matrix defines the main functions of process participants related to the creation, publication, use, and control of digital educational resources in the eBilim LMS.

#### 2. Matrix

Function / Process	Instructor	Department Chair	Dean's Office	Academic Information Department	LMS Administrator
Development of Educational Content	Responsible for	Monitors	Receives information	Provides methodological support	Does not participate
Posting materials in the course	Implements	Supervises	Is informed	Coordinates	Provides access
Updates materials	Carries out	Monitors	Stays informed	Monitors	Provides technical support
Verifies the completeness of the digital course	Participates	Carries out	Participates	Implements	Not involved
Course structure review	Participates	Implements	Participates	Implements	Does not participate
Organizing user access	Does not participate	Initiates when necessary	Initiates as needed	Coordinates	Performs
Technical support for the system	Does not participate	Does not participate	Does not participate	Coordinates	Implements
Use of assignments and tests	Implements	Monitors	Stays informed	Monitors	Provides technical support
Monitors material availability	Participates	Carries out	Participates	Implements	Does not participate
Analytical reporting	Provides data	Uses results	Uses results	Generates/summarizes	Provides technical data
Resolves content-related issues	Implements	Monitors	Monitors the educational process	Monitors implementation	Does not participate
Compliance with digital discipline	Is required to comply	Must ensure	Must oversee	Must coordinate	Must ensure technical compliance

#### 3. Conditional phrasing

1. **Carries out** — directly performs the action;
2. **Monitors** — verifies compliance and takes action;

3. **Coordinates** — organizes the interaction of participants;
4. **Provides methodological support** — explains procedures and requirements;
5. **Provides access** — implements technical configuration of permissions;
6. **Stays informed** — receives information regarding the relevant process.

## **Appendix 4**

### **Criteria for evaluating the completeness and quality of digital educational resources**

#### **1. Purpose of the Criteria**

These criteria are used to evaluate the status of digital educational resources for disciplines and other components of educational programs hosted on the eBilim LMS.

#### **2. Main criteria**

##### **2.1. Completeness**

The presence of mandatory course components is assessed:

1. information about the subject;
2. syllabus;
3. thematic content;
4. instructional materials;
5. assignments for independent study;
6. assessment tools;
7. instructions and assessment criteria.

##### **2.2. Structure**

The following are evaluated:

1. the logical organization of the course;
2. the distribution of materials by topic;
3. clarity of navigation;
4. absence of chaotic file placement.

##### **2.3. Relevance**

The following is evaluated:

1. Relevance to the current academic term;
2. absence of outdated materials;
3. timely updates;
4. alignment with the current educational program.

##### **2.4. Methodological soundness**

The following are evaluated:

1. the presence of pedagogical logic;
2. alignment of learning outcomes with the content of the materials;
3. the presence of explanations and instructions;
4. the course's suitability for supporting independent study.

## **2.5. Assessment Component**

The following are assessed:

1. the availability of ongoing assessment tools;
2. the relevance of assessment methods to the discipline;
3. the presence of assessment criteria;
4. the use of practice-oriented and/or case-based assignments where necessary.

## **2.6. User-friendliness**

The following are evaluated:

1. clarity of section titles;
2. readability of materials;
3. accessibility of files;
4. ease of use of the course by students.

## **3. Evaluation Levels**

<b>Level</b>	<b>Characteristic</b>
High	The course is comprehensive, up-to-date, well-structured, methodologically sound, and suitable for full use
Satisfactory	The main elements are present; there are some minor comments that do not prevent the course from being used
Satisfactory	The course contains the minimum required materials but requires refinement in several areas
Low	The course is incomplete, poorly structured, and contains significant gaps or outdated materials

## **4. Indicative internal assessment scale**

If necessary, the following indicative scale may be applied:

<b>Criterion</b>	<b>Maximum points</b>
Completeness of the course	25
Structure	20
Relevance	20
Methodological soundness	20
Assessment component	10
User accessibility	5

<b>Total</b>	<b>100</b>
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## **5. Interpretation of Results**

<b>Scores</b>	<b>Score</b>
86–100	High level
71–85	Satisfactory
55–70	Satisfactory level
below 55	Low level

## **6. Final Application**

The assessment results can be used:

1. for internal quality monitoring;
2. to plan corrective actions;
3. to analyze the readiness of disciplines for the academic term;
4. to prepare analytical reports;
5. to improve the university's digital educational environment.

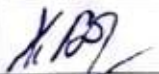
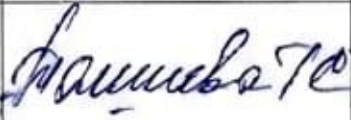







# CHANGE LOG

Change No.	Basis for Amendment	Pages	Summary of the amendment	Revision	Signature	Date
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## APPROVAL SHEET

№	Position / Role	Full Name	Signature	Date
1	Developed by	Kanetova D.E.		29.12.25
2	Approved: head of the responsible department			29.12.25
3	Approved: Head of the Educational and Informational Department	Kanetova D.E.		29.12.25
4	Approved: leading specialist for quality	Kalmuratova A.		29.12.25
4	Approved: head of the legal affairs and human resources department / lawyer	Sydykova B.J.		29.12.25
5	Approved: vice-rector for academic affairs	Sadyrova N.A.		29.12.25
6	Approved: vice-rector for science, SR and GE	Asilova Z.A.		29.12.25
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