

COURSE ADMINISTRATION POLICY

Reference Number: CTLT-001
Learning

Functional Area: Teaching and

Approved Date:	03 April 2025
Approved by:	Academic Council
Effective Date:	03 June 2025
Applies to:	All faculty and academic staff involved in the creation, delivery, and management of undergraduate and postgraduate courses.
Responsible Office:	CTLT
Last Reviewed/Updated:	4 September 2026
Scheduled Review Date:	20 May 2027

Rationale: This policy ensures a standardized, transparent, and effective approach to the design, implementation, and continuous improvement of academic courses and programmes, aligning them with UCA goals, mission and vision, accreditation standards, and student learning needs, while fostering high academic quality and accountability.

TABLE OF CONTENTS

1. POLICY STATEMENT	2
2. PURPOSE	2
3. SCOPE	2
4. DEFINITIONS	2
5. POLICY	3
5.1. General Provisions	3
5.2. Course Syllabus	3
5.3. New Course Creation and Development	4
5.5. Continuous Course Improvement Cycle	7
5.8. Courses in LMS	8
6. ROLES AND RESPONSIBILITIES	10
7. CONTACT INFORMATION	11

8. REVIEW HISTORY.....	11
APPENDIX 1.....	12

1. POLICY STATEMENT

1.1.UCA is committed to maintaining high academic standards by implementing a structured and transparent course administration policy that ensures undergraduate and postgraduate courses align with UCA strategic priorities, accreditation standards and emerging research trends, and provide students with a high-quality, relevant, and engaging learning experience.

2. PURPOSE

2.1.This policy outlines the procedures and criteria that are instrumental in maintaining the integrity, rigor, and quality of academic courses and programmes. It provides guidelines on administrative responsibilities, assessment metrics, and quality assurance mechanisms to ensure that UCA consistently delivers academic programmes that are both high-calibre and relevant.

2.2.The objectives of this policy are:

- to standardize course development and administration processes;
- to ensure courses align with institutional academic goals, objectives, and accreditation standards;
- to maintain high standards of academic rigor, pedagogy, and effective resource allocation.

3. SCOPE

3.1.This policy applies to all academic programmes, faculty members, administrative staff, and other stakeholders involved in the creation, delivery, and management of undergraduate and postgraduate courses.

4. DEFINITIONS

Academic programme	A structured set of courses and learning experiences designed to achieve specific educational outcomes, leading to a recognized qualification such as a bachelor's or master's degree, or a certificate.
AC	UCA Academic Council
Class	A structured session in which students receive instruction on a particular course from an instructor.
Course	A structured unit of study within an academic programme curriculum, consisting of a series of classes, learning activities, and assessments designed to achieve defined learning outcomes.
Course syllabus	Course outline for all UCA majors' curricula courses, including electives. The course syllabus sets the intended learning outcomes and assessments for the course and describes the course processes and procedures.
CTLT	Centre for Teaching, Learning and Technology
FD	SAS Faculty Deputy
GSD	Graduate School of Development

LMS, Moodle	Moodle, UCA Learning Management System
MoE	Ministry of Education and Science of founding states
MPD	Academic Director of a Master's Programme
The University	University of Central Asia
PAD	Programme Academic Director of an Undergraduate Programme
SAS	School of Arts and Sciences
TLC	Teaching and Learning Committee (either of GSD or of SAS)

5. POLICY

5.1.General Provisions

- 5.1.1. Courses serve as the foundational elements within the UCA academic programmes. Each course's title, credit allocation, and applicable semesters are detailed in the UCA academic programme curriculum. The duration of each course, measured in weeks and contact hours, corresponds to the Course memo for the academic year, a document prepared by the Registrar's Office. Courses adhere to the Semester Course Schedule; however, the University retains the right to modify course dates, assessment deadlines, etc., in instances of emergencies or labour disruptions.
- 5.1.2. UCA Academic Curricula distinguish between the following course types:
 - *Programme Core course*: A course required to meet the programme outcomes and/or MoE requirements.
 - *Programme Elective course*: A course that is selected by students from a list of options provided for courses related to the major programme.
- 5.1.3. While UCA courses primarily adopt face-to-face, on-campus modality, UCA leverages other approaches such as synchronous, blended and hybrid learning and block teaching, and courses that incorporate content from external digital providers.
- 5.1.4. When external content providers contribute to course materials, the designated UCA faculty member retains full academic responsibility for the course. This includes overseeing course design and delivery, ensuring that course content aligns with the academic programme curriculum and learning outcomes, and adapting it to the institutional context. The course instructor is responsible for developing the final syllabus, designing appropriate assessments, leading instruction, supporting student learning, maintaining academic integrity, monitoring content quality, and assigning the final course grade.

5.2.Course Syllabus

- 5.2.1. The delivery of the course should comply with the Course Syllabus for an effective and transparent learning experience and productive engagement of students.
- 5.2.2. Upon the completion of the annual Curriculum Review, the UCA Student Course Syllabus format and its modifications are approved by the Teaching and Learning Committees of the respective UCA schools and communicated by CTLT to course instructors (see the Course syllabus template in the [Appendix 1](#), subject to periodic revision).
- 5.2.3. The course syllabus contains but is not limited to the following elements:

- *Course description*: an overview of the course, encompassing its main features in no more than 5-6 sentences.
 - *Course learning outcomes*: statements describing what students will be capable of doing, knowing, and thinking upon completing the course.
 - *Course organization*: the key aspects of a course.
 - *Core literacies*: key transferable skills and competencies that extend beyond a programme's specific learning outcomes and are intended to be developed through the course. UCA follows [the Core Literacies Handbook](#) as a guiding document.
 - *Attendance policy, Academic Integrity*: The sections on Attendance policy and Academic integrity contain standard clauses from relevant Academic policies and may be modified in accordance with the needs of a specific course, with permission from PAD/FD/MPD.
 - *Required resources*: Instructors are encouraged to utilize resources, to the extent possible, available in the UCA Library.
 - *Course assessment and grading*: all components of summative course assessment, amounting to 100%. The course grading will follow the UCA Grading System as described in the Grading Policy, part of Academic Policies.
 - *Course calendar*: the list of topics, readings, assignments/ assessments, guiding questions and/or assigned readings, or any other applicable information following the course schedule.
- 5.2.4. For courses that utilize content from external digital providers, such as Coursera or CERGE-EI, the UCA Student Syllabus for Blended Learning will be used. In addition to the standard syllabus sections outlined above, this syllabus will include the name of the digital content provider, a description of the online platform, and information on technical support services available to students.
- 5.2.5. Course syllabi will be made available to students in the UCA LMS – Moodle - at least a week before the start of the course.
- 5.2.6. In accordance with the Policy on Intellectual Property Rights, UCA syllabi and course materials, except for course materials derived from or intended for Open Educational Resources, are considered the property of the University. This must be acknowledged by including the following statement on the cover page: **[© University of Central Asia, Year of Publication]**. Course syllabi and course materials cannot be shared with third parties or reused without permission of the relevant PAD/MPD and CTLT.
- 5.2.7. Course descriptions, learning outcomes and grading schemes will be published on the UCA Website as part of the Course catalogues for every academic semester compiled by CTLT and approved by the respective PADs or MPDs.
- 5.2.8. Syllabi of previous academic semesters will be stored in the UCA Intranet for 10 years by the programmes administering the course.

5.3.New Course Creation and Development

- 5.3.1. Courses are created when programme curriculum reviews, programme evaluations, accreditation, licensing, or audit procedures necessitate the inclusion of a new course, or when an expansion of elective offerings is necessary. New course development can be influenced by MoE guidelines and directives, emerging industry trends, institutional research priorities, student, faculty and external stakeholder feedback, faculty expertise, research advancements, changes in pedagogy or instructional methodologies, accreditation standards and available resources.
- 5.3.2. The new course development may be initiated by PADs/MPDs and/or the course instructor. When a PAD/MPD identifies the need for a new course, they will initiate

- the development process in consultation with existing faculty members and/or staff members who possess relevant expertise. If the required expertise is not available internally, the PAD/MPD will identify and hire an external course developer to create the course.
- 5.3.3. Instructors wishing to introduce a new course must submit their course proposal (see the Course Proposal Form in [Appendix 2](#)) to the relevant PAD/MPD.
- 5.3.4. When designing and approving academic courses, course instructors and PAD/FD/MPD should be guided by the below principles:
- Course design supports strategic directions of the University as well as its vision, mission and values.
 - Course design should demonstrate alignment with the intended attributes of graduates of the programme, as stated in the programme description.
 - Course design should comply with relevant legislative and regulatory requirements.
 - Regardless of instructional delivery format (face-to-face; online; blended; distance), all courses must comply with UCA's Credit Framework Policy, part of the Academic Policies, prescribing the amount of contact hours for one course credit.
- 5.3.5. Development of new courses should be initiated at least 4 months before course delivery. A Course development schedule should be predefined and followed to ensure relevant deadlines are met. Under exceptional circumstances such as unexpected staffing changes, the process may be expedited, with permission of PAD/MPD.

Table 1. The Suggested Timeline for Course Development

Step	Action	Responsible Party	Timeframe
1	Identify course need and developer	PAD/MPD	4+ months before delivery
2	Submit and approve concept proposal (Appendix 2)	Course developer, PAD/MPD	Within 2 weeks after need identification
3	Circulate proposal for feedback (e.g., TLCs)	PAD/MPD	Within 2 weeks of proposal submission
4	Incorporate feedback and finalize course outline	Course developer	Within 1–2 weeks after feedback
5	Develop full course syllabus	Course developer (with CTLT support, if needed)	Within 3–4 weeks
6	Submit draft syllabus for review and endorsement	Course developer → PAD/MPD → CTLT	Within 1 week
7	Revise syllabus based on input received	Course developer	Within 1 week
8	Submit finalized syllabus to Registrar for AC approval	PAD/MPD	At least 2 months before delivery
9	AC Approval and Registrar confirmation	Academic Council	Typically, within 1 month (varies)

10	Course ready for inclusion in the Course Catalogue and scheduling	Registrar, CTLT	1 month before delivery
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- 5.3.6. Development of courses with external providers is governed by the course development agreement.
- 5.3.7. Upon identifying the need for the development of a new course and the course developer, a concept proposal (Appendix 2) should be composed and submitted for approval to the PAD/MPD. The PAD/MPD can involve other faculty and staff members and/or CTLT in the course proposal review process.
- 5.3.8. To ensure there is no overlap with other elective courses offered by different programmes, the course proposal will be circulated by PAD/MPD to the relevant school TLC.
- 5.3.9. The feedback generated from the review process will be conveyed to the course developer(s) for integration and as guidance for the ongoing course development.
- 5.3.10. Based on the consensus between the course developer and the PAD/MPD on the overarching topics and objectives of the course, the next step involves the development of a comprehensive syllabus for the course following the course syllabus template.
- 5.3.11. The finalized version of the course syllabus is subsequently designed according to a mutually agreed-upon timeline.
- 5.3.12. The finalized course must be submitted to the PAD/MPD for endorsement and CTLT for review. Once both steps are completed, the syllabus is submitted to the Registrar for final approval by the Academic Council.

5.4.Course Implementation and Delivery

- 5.4.1. The Registrar's Office will assign a distinctive course code to each newly implemented course. A four-digit course code is used where each digit conveys specific information. The first digit indicates the year of study, the second represents the semester (1 for Fall, 2 for Spring), the third is randomly assigned for internal organizational purposes, and the fourth is intended to represent the number of credits. This system offers a structured approach to course identification, though some variations may occur in practice.
- 5.4.2. Once a course code is assigned, it remains unchanged, even if the course is delivered in a different semester. The PAD/FD/MPD will appoint course instructors to teach the course.
- 5.4.3. The Registrar's Office is responsible for scheduling the course and generating timetables for each semester. The published schedule must be adhered to, other than in exceptional and approved circumstances.
- 5.4.4. Courses may be delivered through diverse modes, including in-person, online, or blended formats, providing flexibility in instructional methodologies to accommodate pedagogic innovation, and potential logistical considerations.
- 5.4.5. The course is delivered according to the course syllabus. Any major changes to the course syllabus during the course delivery should be discussed and approved by the PAD/FD/MPD and reviewed by CTLT. A major change to a course involves a revision that substantially alters its learning outcomes, course description, assessment methods or weightings, or results in significant changes to the course content, structure, or class plans, including additions or deletions that fundamentally modify the course.
- 5.4.6. The course instructor must promptly inform students about any major changes to the course structure by posting an updated syllabus to the course page on UCA LMS the Moodle.

- 5.4.7. The course structure, delivery and grading schemes should be communicated to the students during the first class.
- 5.4.8. The quality delivery is monitored by the PAD/MPD and CTLT, through class observation and gathering student feedback.
- 5.4.9. If the delivery of a course is found to be insufficient, the PAD/MPD and CTLT will work with the course instructor to address concerns. Actions may include consultation and follow-up monitoring. In cases of ongoing issues or significant impact on student learning, the matter may be escalated to the Dean of the respective School for further review.

5.5. Continuous Course Improvement Cycle

- 5.5.1. Course instructors, in collaboration with PAD/FD/MPD, conduct regular updates and revisions to maintain the course currency and relevance to enhance learning effectiveness. External evaluators will be involved in the course reviews when relevant.
- 5.5.2. Each course undergoes an annual course updating that includes the following:
 - Updating of dates of the course, class venue/time, and other time-specific information.
 - Updating of teaching and learning resources such as publications, websites, journals, cases, bibliography, site visits, outside speakers etc.
 - Changes in the questions/detailed content used in course assessment but not methods.
 - Changes in the language of the task instructions.
 - Changes in teaching strategies intended to render the materials more engaging for students.
- 5.5.3. Each course will undergo a comprehensive revision every three years as part of the Curriculum Review Procedure to ensure alignment with programme learning outcomes, current academic standards, and emerging research and industry trends.
- 5.5.4. Any major revisions resulting from a comprehensive course revision must be approved by PAD/FD/MPD and reviewed by CTLT.

5.6. Student Course Feedback

- 5.6.1. The Course feedback procedure is designed to ensure that student course experience is evaluated in a systemic, efficient and transparent manner. The results of the course feedback, both individual and collective, will contribute to a continuous enhancement of courses and of teaching quality. The course feedback is part of the Quality Assurance and Improvement Framework (see the Quality Assurance and Improvement Policy).

5.7. Course Deferral

- 5.7.1. In exceptional circumstances, such as the unavailability of qualified faculty or force majeure, a compulsory course stipulated in the approved programme curriculum may be deferred for a maximum of one academic year. Deferral of such courses will be recommended by the academic programme and approved by the UCA Academic Council.
- 5.7.2. The academic programme is responsible for ensuring that students affected by a deferral complete the deferred course, so that their progression and graduation timelines are not compromised.
- 5.7.3. Deferrals of compulsory courses, together with the intended term of resumption, will be documented by the University Registrar. This information, if necessary, will be communicated to the MoEs.
- 5.7.4. Elective courses will be deferred where fewer than five students are enrolled at the close of registration. The decision to defer an elective course will be communicated to registered students by the University Registrar no later than the end of the add/drop

period of the relevant semester, and students will be offered enrolment in an alternative elective course.

5.8.Courses in LMS

- 5.8.1. All courses are posted to Moodle, the official and exclusive LMS of UCA. Moodle is an integral part of the educational technology ecosystem of the University. The following are the main uses of the LMS:
 - Making course content available to students and providing online access to learning resources,
 - Supporting communication, timely assessment, and feedback within a course,
 - Registering student attendance.
- 5.8.2. All faculty members, students, Postgraduate Programme Coordinators and academic staff (or any other individuals on a teaching assignment) have a user account within the LMS. All users are required to comply with the [IT policies](#) of the university while accessing and using the LMS.
- 5.8.3. CTLT should provide training and support on the use of Moodle for course instructors and staff who are not familiar with the platform.
- 5.8.4. LMS student user accounts are created and deactivated by the IT department based on the information provided by the Registrar's Office. A student's user account is created for the duration of their study at UCA. This type of account is closed after the Registrar's Office notifies UCA IT department either about a student's completion of study at the university or a student leaving the university for any other reason. A student account is also temporarily closed for a specific duration as a disciplinary/punitive measure or if a student is suspended/expelled/is not paying fees for a certain time, upon receipt of official notification from the Registrar's Office.
- 5.8.5. User accounts for faculty members are created by the Registrar's Office via SAP after the information confirming the status of an individual as a faculty member and their official UCA email address, is received from HR/IT/PAD/FD/MPD. A faculty member/staff user account is created for the duration of employment at the University. This type of account is closed by CTLT after the HR/IT system notifies the end of employment of a faculty member/academic staff.
- 5.8.6. Individuals outside UCA can be assigned an account at the request of PAD/FD/MPD/Associate Deans or the Dean of School.
- 5.8.7. User accounts for exchange students are created by CTLT based on the list of students provided by the Registrar's office, confirming their enrolment at the University.
- 5.8.8. User accounts can be created at the request of a PAD/FD/Associate Dean, MPD or Dean of School. Such accounts are only available for short-term use. A written request should be sent to the CTLT at ctl@ucentralasia.org and include the full name and e-mail address of the person, the course for enrolment, and the start and end date of requested access.
- 5.8.9. The users are assigned roles that have specific permission in a course within the LMS. These permissions determine a user's access to specific features and ability to perform certain functions within the system. These roles are also instrumental in compartmentalizing access to data and maintaining access, privacy, and confidentiality of course material, students' performance and academic records. These permissions are set by default in the LMS and can be changed by an administrator only with due consultation and advice of the CTLT team. The following are the details of these roles:

- *Manager*: Managers can access courses and modify them; they usually do not participate in courses. This role is assigned to CTLT team members as determined by the Director of CTLT. Managers monitor the Moodle course page population.
 - *Teacher (editing)*: Teachers can do anything within a course, including changing the activities and grading students. The main faculty member teaching a course is assigned this role within that specific course. With permission of the PAD/FD/MPD or Associate Dean the role may also be assigned to a collaborator/co-teacher.
 - *Non-editing Teacher*: A non-editing teacher can view course content but cannot make changes or grade students.
 - *Student*: Students are course users. All students enrolled in any study programme are assigned this role.
 - *Teaching Assistant*: Due to privacy and confidentiality issues, students who are teaching assistants (TAs) are eligible for non-editing teacher privileges only. They cannot be granted any teacher (editing) or co-teacher access level which provides access to the works or grades of other students or grading assignments.
 - *Audit Students*: Students who can access the course content but are not enrolled in the course and will not be graded. Their role is to observe and learn without the same level of responsibility as enrolled students.
- 5.8.10. The Registrar's Office creates Moodle courses upon their availability in the SAP system.
- 5.8.11. All instructors are required to maintain a minimum online presence for their courses on the LMS, irrespective of the mode of teaching, be it in-person or remote. To maintain a consistent standard of quality and organization across courses within SAS, instructors are expected to adhere to the following checklist:
- *Approved course syllabus*.
 - *Course Structure*: Course pages should be divided into multiple sections based on either a weekly or topic-based organization. These sections should contain the relevant course resources, materials and assignments.
 - *Grader Setup*: The gradebook within Moodle must be configured in alignment with the approved course syllabus, ensuring that it reflects the designated weightings for different assessment components. The final course grades, as calculated within the Moodle gradebook, will be submitted by the course instructor and automatically transferred into the SAP system at the conclusion of the semester. These grades will subsequently appear on official student transcripts.
 - *Attendance*: The course instructor is expected to record students' attendance in every class.
- 5.8.12. Instructors must ensure confidentiality of student information, including grades. Assignment submissions, feedback, and grade postings must be handled in a way that protects student privacy.
- 5.8.13. PAD/FD/MPD will have access to Moodle course pages as Non-Editing Teachers to monitor and supervise the course page maintenance and quality of course content, ensuring that the pages are up to date, organized, and aligned with academic standards and the checklist outlined in 4.8.11.
- 5.8.14. If a course instructor needs content copied or imported from another semester or cohort, they must submit a formal request to CTLT via email by filling in the table provided by CTLT. If the instructor did not originally develop or teach the course, they must provide written consent from the original course developer. If the original developer is no longer at UCA, permission must be obtained from the relevant PAD/FD or MPD.

- 5.8.15. The course availability dates on the LMS coincide with the start and end dates of an academic semester as specified in the Academic Calendar issued by the Registrar's Office. However, an instructor can make an exception to these dates depending on the needs of their students and the course requirements. All such requests for extending the course availability must be approved by the PAD/FD/MPD. Only in exceptional circumstances, approved by the Dean of School, can a course – scheduled to be taught over the entire semester – be foreshortened.
- 5.8.16. Courses will be stored in the LMS Archive for six years after their end/inactivation date. After this date, all such courses and their contents will be deleted without a possibility of retrieval.
- 5.8.17. New users will be provided with training by CTLT on the use of LMS during the orientation week/ sessions. Additionally personal consultation and sessions are provided as requested.

6. ROLES AND RESPONSIBILITIES

- 6.1. Course instructors are entrusted with the development and execution of course content, in alignment with programme learning outcomes, UCA Core literacies, UCA academic standards, and accreditation requirements as well as for improving course quality. They must create and update course syllabi, assessments, and learning materials in accordance with approved templates and guidelines. In addition, course instructors are required to maintain accurate records of student attendance, grading, and feedback on the Moodle course pages.
- 6.2. PAD/MPD/FD oversee course development and delivery, ensuring alignment with programme learning outcomes and UCA academic policies and standards. They are responsible for reviewing and approving course syllabi, assessment plans, and any major course revisions before implementation. PAD/MPD/FD coordinate with course instructors to maintain consistency across courses and address any concerns related to course administration. PAD/MPD/FD review student course evaluation results with course instructors and communicate to students how their feedback will be addressed.
- 6.3. The Deans of UCA Schools are responsible for course approval and decisions regarding course deferrals. The Deans ensure that courses align with UCA's strategic objectives.
- 6.4. CTLT provides professional development and support for course instructors in course design, delivery, and assessment practices. CTLT reviews course syllabi and major revisions in collaboration with PAD/MPD/FD. The CTLT team ensures consistent use of the LMS and assists course instructors with technical or instructional challenges to maintain the Moodle course pages.
- 6.5. The TLC of the relevant school periodically, at least once every three years, reviews the Course Administration Policy to ensure alignment with best practices in teaching and learning and academic programme needs and provides recommendations for innovative and inclusive course design and administration to the UCA Academic Council. TLC supports course instructors in implementing the policy effectively and addressing any challenges in course administration.
- 6.6. The Registrar's Office assigns course codes, schedules classes, and manages course timetables for each academic semester. The Registrar's Office creates and manages LMS course instructors' accounts, ensuring system access and compliance with the University's policies. Students' accounts are created and managed by IT.
- 6.7. The UCA Academic Council is responsible for approving the introduction of newly developed courses and the deferral of courses stipulated in programme curricula.

6.8.UCA students receive comprehensive information regarding course learning outcomes, assessment criteria, grading methods, format, schedule, and resources through the course syllabus. Students will be actively engaged with course content, assessments, and learning activities, meeting the requirements outlined in the syllabus. Students are expected to participate in course feedback mechanisms to contribute to continuous improvement.

7. CONTACT INFORMATION

7.1.Centre of Teaching, Learning and Technology, ctl@ucentralasia.org

8. REVIEW HISTORY

Revision №	Date	Approved by	Revision description	Process Owner
1	03 April 2025	AC	The new Policy was drafted and approved by UCA AC.	CTLT
2			Section 5.7 “Course Retirement” replaced with “Course Deferral”; related updates to 6.3 and 6.7.	CTLT

APPENDIX 1.

UCA STUDENT SYLLABUS

CAMPUS

COURSE TITLE:

COURSE #:

Timing:

Number of credits/in-class hours (*please consult the Course memo*):

Number of weeks: (*Please consult **the Academic calendar** for _____ Academic Year*)

Course faculty (*and office number if applicable*):

Office hours: (*for example, Thursday 5:00PM – 7:00PM*)

Contact information: (*for example, email, message on Teams and so on*)

Prerequisites (*if applicable*):

Last updated:

Course Description

(A course description serves as a concise and easy to understand overview of the course, providing students with a clear understanding of its purpose and benefits. It outlines the key aspects and highlights of the course, explains how the course fits into the major. The description is written in the present tense to provide a current perspective. Rather than presenting a list of topics, the description remains focused on detailing what students will actively engage in and accomplish throughout the course).

Course Learning Outcomes

Upon the completion of the course, students will be able to:

(Add a list of learning outcomes. Course learning outcomes describe what students will be capable of doing, knowing, and thinking upon completing the course. The outcomes are formulated using a taxonomy of learning, such as Bloom's or Dee Fink's Taxonomy, and begin with a measurable verb that indicates the desired performance. They are designed to be free of ambiguous words or phrases that could lead to uncertainty, such as "critically examine." Typically, a course will have 5-7 learning outcomes, which should be measurable through course assessments. When formulating learning outcomes, consider if the outcome can be achieved based on the prerequisite knowledge and skills of the learners and be realistically accomplished within the course).

Course Organization

(A short paragraph outlining the key aspects of a course such as teaching, learning and assessment methods, information about course structure and sequencing (e.g., lectures, tutorials, labs, problem-solving sessions etc.), the resources students will need for the course, communication and support channels as well as hints for effective and successful studying).

Core Literacies

*(Please consult the **Core literacies Handbook** to indicate Core literacies of the course).*

Attendance Policy

The university views class attendance as your individual responsibility. You are expected to attend all classes, complete all assignments, and take all exams as scheduled. Instructors will take Attendance every class. If you miss more than 10 % of class time, you may not be able to write the final exam or get credit for the course. Each absence from a class session or part of a class session must be justified in writing to the faculty member. If you are late for class, the instructor may mark you as absent. See UCA's **Attendance Policy** (part of SAS Academic Policies) to understand all your rights and obligations.

Academic Integrity

Plagiarism, defined as presenting another individual's or software-generated ideas, writings, or work as your own, is a serious academic offense with severe penalties, including possible expulsion. You must compose your assignments in your own words and properly acknowledge any ideas, passages, or materials borrowed from other sources using quotation marks and

appropriate citations, such as footnotes. All submitted papers may be subject to textual similarity review using Turnitin, a commercial plagiarism detection software.

Guidelines for the use of AI tools are outlined in the course syllabus (**see Course Assessment and Grading**) and/or specific assessment tasks. The course instructor will determine the extent to which AI tools may be used for this course/each task. Any use of AI must be properly acknowledged. If you are unsure about the appropriate use of AI tools, please consult your course instructor to ensure compliance with the guidelines. Please be aware that AI tools can produce inaccurate outputs. You are responsible for the accuracy and integrity of all content you submit, whether it is your own work or generated by software. For more information, refer to **UCA's Academic Integrity Policy**, which is part of the Academic Policies.

Required Resources/Textbook Readings

(Instructors are expected to utilize the resources available in the library for this course. If the required resources are not readily available, please contact the University librarian, for assistance in acquiring the necessary materials).

Course Assessments and Grading

The School of Arts and Sciences follows the Grading System outlined in the **UCA Academic Policies**.

*(Table format is recommended. Each component of the summative assessments should have a short description, the % of the final grade that it is worth, and the due date or timing of assessment. **It is mandatory to add criteria for each part of the summative assessment.** The detailed information of the criteria should be added to the Moodle page of the course.)*

Item	Description	Due date/ Timing	Weight, in %
			Total: 100%

Late submission *(specify how late submissions will be handled in your course. Common options include a fixed penalty of 10% deduction per day (up to 50% max), a sliding scale of 5% deduction on the first day and 10% on the second (up to three days max) or not accepting late submissions at all).*

(Please specify the permitted use of AI in this course / for specific assignments. A three-tier approach will be applied to categorize AI use; feel free to modify as necessary.

1. No AI

In this course assignments, the use of AI tools is completely prohibited. You must complete all aspects of the work independently and without assistance from AI tools, drawing solely on your

own knowledge, research, and analytical skills. This ensures that your submitted assignments are a true reflection of your individual understanding and capabilities. If you are unclear if something is an AI tool, please check with your course instructor. Using AI tools for any purpose in this course will violate the University's academic integrity policy.

2. AI-Assisted

In this course, you are permitted to use AI tools for specific tasks/assignments as outlined in the task/assignment brief on Moodle (e.g., refining your writing, generating ideas, reviewing concepts, or conducting initial research). However, the core content, argumentation, and critical analysis must be your own. AI should be used to enhance the quality of your submissions, not to create the content. Be aware that AI outputs can be biased or inaccurate, and you are fully responsible for the accuracy and integrity of the work you submit. All AI assistance must be properly acknowledged using APA style (<https://libguides.jibc.ca/apa/artificial-intelligence>), including a description of the tool used, its purpose, and the specific prompt employed. Failure to provide proper references and descriptions will be considered a breach of academic integrity. Please note that the use of AI tools is not permitted for graded assignments/during midterm and final exams in this course.

3. AI-Integral

In this course (for specific assignments), you should integrate AI tools as part of the work (e.g., using AI for data processing, content generation, or advanced problem-solving). The assignment requires you to skillfully combine AI outputs with your own ideas and insights, demonstrating their ability to collaborate with technology effectively. Be aware that AI outputs can be biased or inaccurate, and you are fully responsible for the accuracy and integrity of the work you submit. All AI assistance must be properly acknowledged using APA style, including a description of the tool used, its purpose, and the specific prompt employed. Failure to provide proper references and descriptions will be considered a breach of academic integrity).

Course Calendar

(Table Format is recommended. Week by week listing of the Topics, readings, assignments/assessments, guiding questions and/or assigned readings, or any other applicable information. **Faculty members are encouraged to conduct in-progress course feedback sessions with their students – please refer to the [In-progress course feedback guide](#)**).

Any other information or anything else you would like to include should be added after the Course Calendar or posted on Moodle.

APPENDIX 2.

COURSE PROPOSAL FORM

Preliminary Course Title:

Proposed by: *List course developer(s)*

Programme/Proposed Year/Semester:

Prerequisites: *List required prior knowledge or courses, if any, mention if a course is a prerequisite for any other courses*

Proposed # of credits:

1. Course Description (100–150 words): *Provide a brief overview of the course content, objectives, and relevance.*
2. Rationale: *Explain why this course is needed. Address how it fits within the programme, meets student or industry demand, and fills any gaps in the current curriculum.*
3. Course Learning Outcomes: *List specific, measurable learning outcomes that describe what students will achieve upon completing the course.*
4. Course Format and Delivery: *In-person, Online, Hybrid, Blended, etc.*
5. Course Organization: *Rationale for why course is organized the way it is (including the proposed format and delivery set out in (4) above); Rationale for course progression, i.e., what is the story the Course Developer is telling in this course or what is the journey the Course Developer is taking students through in this course.*
6. Assessment Methods: *Provide an overview of the assessment strategy (e.g., exams, projects, group work).*
7. Preliminary Course Content: *List the main topics or themes that will be covered.*
8. Resources Required: *Specify any special resources, materials, or facilities needed (e.g., software, lab space, library resources).*

Reviewed by Programme Academic Director:
Name: _____ Date: _____

Reviewed by the Dean:
Name: _____ Date: _____