



# Academic Programs Policy Manual

AcademicPrograms\_AA\_POL\_V03.00

August 2024

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<b>Document Ref.</b>	AcademicPrograms_AA_POL_V03.00	<b>Revision Date</b>	2026/MM/DD
<b>Document name</b>	Academic Programs Policy Manual	<b>Document owner</b>	Provost

## 1. Policy Manual Statement

This document provides detailed information on the Mohamed bin Zayed University of Artificial Intelligence (MBZUAI) policies that apply to academic programs regarding governance, development, modification, delivery, and assessment of courses and programs through stakeholder engagement. This policy manual ensures that the academic programs comply with the educational regulations of the United Arab Emirates (UAE).

The Academic Programs Policy Manual is a vital component of the university's policies, intricately connected with the Admissions, Code of Conduct, Educational Affairs, IEQA, and Registration Policy Manuals.

## 2. Objective

The purpose of this policy manual is to:

- Provide a framework to guide decisions regarding MBZUAI's academic program development, delivery, assessment, and improvement.
- Set clear responsibilities and accountabilities for managing and approving academic programs and courses.
- Provide a framework to guide decisions regarding academic performance and progression.
- Ensures compliance with Abu Dhabi and UAE governmental regulations and policies.
- Set a mandate for both national and international recognition of academic programs.
- Promote stakeholder engagement and involvement to ensure high-quality, work-ready graduates.

## 3. Scope

This policy manual applies to:

- All credit-bearing graduate programs offered by MBZUAI.
- All students, faculty, staff, and alumni.
- MBZUAI external examiners and advisory boards

## 4. Policies and Procedures

### 4.1 Governance of Academic Programs

Academic program governance ensures the effective management, development, and oversight of educational offerings within MBZUAI, fostering excellence, alignment with university goals, and compliance with regulatory standards.

- 4.1.1 The Provost is responsible for overseeing academic programs. All final approvals require endorsement and/or approval from the Provost and, in the case of new programs, from the President of MBZUAI.
- 4.1.2 The University's Curriculum Committee must approve new or amended program requests in accordance with the MBZUAI Governance Framework before seeking approval from the Provost. The Curriculum Committee shall operate under a predefined Committee Charter.
- 4.1.3 The quality of the programs, updating of the programs, and/or amendments will be the responsibility of the Department Chair and Deputy Chair. This will include an evaluation of the academic programs' effectiveness against the program KPIs.
- 4.1.4 Department Chairs will appoint course coordinators to manage and standardize the delivery of courses

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and oversee the quality of course materials, assessments, and delivery. Course coordinators shall be responsible for the course file and the end-of-semester evaluation and improvement of the courses.

- 4.1.5 All changes to courses must have the approval of the Department Chair. Major program changes must be approved by the Academic Development Team, Registrar, and IEQA team and then submitted to the Curriculum Committee.
- 4.1.6 The Curriculum Committee must meet a minimum of once per semester as per the Committee Charter to review and accept program changes and new programs.
- 4.1.7 Each Department Chair is responsible for establishing a Program Advisory Board comprised of both internal and external stakeholders. The Program Advisory Board shall contribute to guiding the progression, evolution, and incremental quality improvements of the academic programs.
- 4.1.8 The Registrar's Office is responsible for ensuring the approved academic program, courses, and all approved amendments are maintained and up to date on the Student Information System (SIS).
- 4.1.9 The Board of Examiners oversees that assessment and examination standards and procedures meet quality standards and comply with university policies and national and Abu Dhabi regulations.
- 4.1.10 The Institutional Effectiveness and Quality Assurance (IEQA) Department advises the Provost and Department Chairs on the required regulatory and accreditation approvals.
- 4.1.11 The Curriculum Management System (CMS) is the repository for all syllabi, program completion requirements, course mapping, program mapping, program specifications, annual program reports, amendments, new proposals, and course files. The CMS records all program information, including major and minor change requests, their justification, and the status of implementation.
- 4.1.12 The CMS displays the online curriculum catalogue and provides course/program information for internal stakeholders.

## 4.2 Program Advisory Board

All programs must have a Program Advisory Board that provides guidance and recommendations for academic programs. The scope of the Program Advisory Board includes advice on curriculum development, program enhancements, industry trends, and opportunities for industrial collaboration(s) to ensure that academic programs remain relevant, effective, and aligned with the needs of stakeholders and the national agenda.

- 4.2.1 Each Program Advisory Board, chaired by the Department Chair, consists of internal and external stakeholders. The Advisory Board convenes at least once annually, with additional ad-hoc meetings scheduled as needed.
- 4.2.2 The Department Chair may deem it appropriate to conduct meetings in person or virtually. Agendas and relevant materials shall be distributed to members in advance of each meeting.
- 4.2.3 The university shall have a standardized ToR for all Program Advisory Boards.
- 4.2.4 Advisory Board membership shall include current and prospective employers, industry experts/leaders, and at least one current student representative, with alumni included when

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applicable.

- 4.2.5 Meeting minutes and recommendations/suggestions will be documented in the CMS. The Advisory Board's recommendations will be considered for program evaluation and enhancement.

### 4.3 Program and Curriculum Development Approval and Revision

All academic programs must undergo internal approval before seeking external approval from Abu Dhabi Department of Education and Knowledge (ADEK) and Commission of Academic Accreditation (CAA) regulatory and accreditation bodies. Proposals for new or amended programs must be submitted with objective rationale and input from both internal and external stakeholders. All approvals should be obtained from Abu Dhabi and federal educational regulatory bodies before program commencement.

#### 4.3.1 Approval for new programs:

- a) The Senior Academic Leadership Team and/or Senior Leadership Team can initiate major program changes and/or the introduction of new programs.
- b) The Department Chair and/or Deputy Chair can also submit a proposal for new or amended programs. All program proposals must be accompanied by a self-evaluation, industry survey, survey of potential students, benchmarking study, and feasibility study.
- c) Feasibility studies must demonstrate that the university will have sufficient human, physical, and financial resources to offer the program. In cases where the resources are not readily available, a plan must be included to show how the resources will be acquired and implemented over time, e.g., a faculty/staff hiring plan, acquisition of laboratories, software, etc. The rationale for proposals for new or amended programs must be objective and include supporting documentation from both internal and external stakeholders.
- d) The academic program must be in line with the MBZUAI vision and mission and with the UAE's economic and societal priorities. Benchmarking to international standards must be evident, including in program design and composition, instruction delivery, and student assessment.
- e) All academic programs must meet the National Qualifications Framework (QF Emirates) Standards. All course learning outcomes (CLOs) and assessments must demonstrate how they achieve the program learning outcomes (PLOs). Assessments must be a reliable process that will be at the level appropriate for the program and demonstrate the extent of students achieving CLOs and PLOs.
- f) Internships must provide evidence of their capability to deliver rigorous graduate-level learning outcomes, including research and scholarly activities appropriate to the field. Faculty mentorship will be provided for all internships.
- g) The Department Chair must obtain the appropriate coding for the program and its courses from the Registrar prior to submitting it to the University's Curriculum Committee.
- h) All program-related information must be recorded in the CMS and updated accordingly during the progression of approval.
- i) Introducing new academic programs or re-accreditation must have regulatory approval and/or

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endorsement. Approval/Endorsement must be obtained from the Abu Dhabi Department of Education and Knowledge (ADEK) prior to seeking accreditation from the Commission of Academic Accreditation (CAA) from the Ministry of Education.

- j) External recognition of academic programs aligns with MBZUAI's and the national vision for academic excellence. Eligible established academic programs that have graduated more than two (2) cohorts shall apply to international accreditation and/or certification bodies if applicable.

#### 4.3.2 Substantive Change for Programs:

MBZUAI is committed to responding to the continuous evolution of the Artificial Intelligence (AI) research ecosystem. This will necessitate changes to the academic programs to keep them up to date with the evolving body of knowledge, meet the national AI agenda, and correspond to the university's vision and mission. All substantive changes to the program must be approved by the CAA.

- a) All programs are considered for a substantive change if any of the below criteria are to be changed:
1. Change the aims or program learning outcomes.
  2. Change of total credit hours of the program.
  3. Change of concentration or courses within the program, or the program structure.
  4. Change in the location and/or format of program instruction(s), such as an intensive term or method of instruction.
- b) After receiving the internal approval, a Substantive Change application must be submitted to the CAA at least six months before the date on which the change is to be implemented and shall include:
1. A detailed description of the proposed changes.
  2. The rationale for the proposed changes.
  3. Evidence of internal approval with both internal and Advisory Board or External stakeholder input.
  4. A projection of any developments anticipated from the change.
  5. Any additional human, physical, and resources to enact the change.

#### 4.3 A Procedure for Program and Curriculum Approvals

All MBZUAI new programs or program substantive changes must follow the procedural steps through initiation and internal and external approvals.

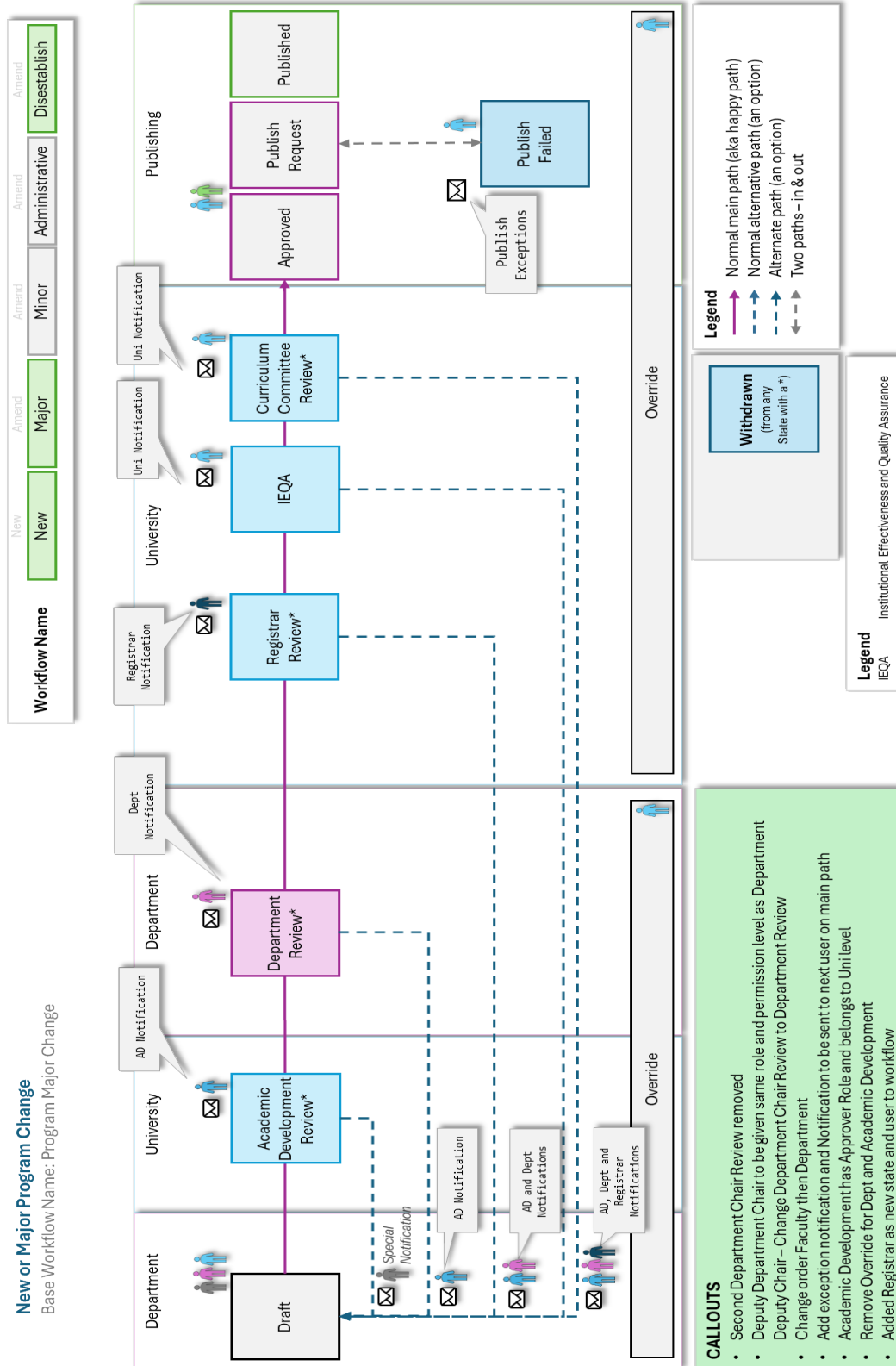
1. The Senior Academic Leadership and/or The Senior Leadership team must be consulted prior to any program changes and/or the introduction of new programs.
2. The initiation phase is done between the Academic Development team and faculty prior to submission to the Registrar, IEQA, and Curriculum Committee.
3. All necessary evidence of internal and external stakeholders should be included. Feasibility studies for human, physical, and financial resources will be conducted with the appropriate benchmarking and industry surveys.
4. Once approved by the Provost and President, IEQA will apply to the necessary education regulatory bodies for approval and accreditation.

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- 5. The academic program data is commenced in the CMS using the templates and goes through an approval workflow. Required changes from educational regulatory bodies shall be incorporated during the approval process. Once the academic program is approved, all program-related information will be available on the CMS.
- 6. The Registrar will be informed of the changes during the CMS workflow approval of the program
- 7. Major changes to the program and/or the course(s) must follow the process detailed in the workflow below (4.3.A09).
- 8. Minor changes to the program and/or the course(s) must follow the process detailed in the workflow below (4.3.A10).

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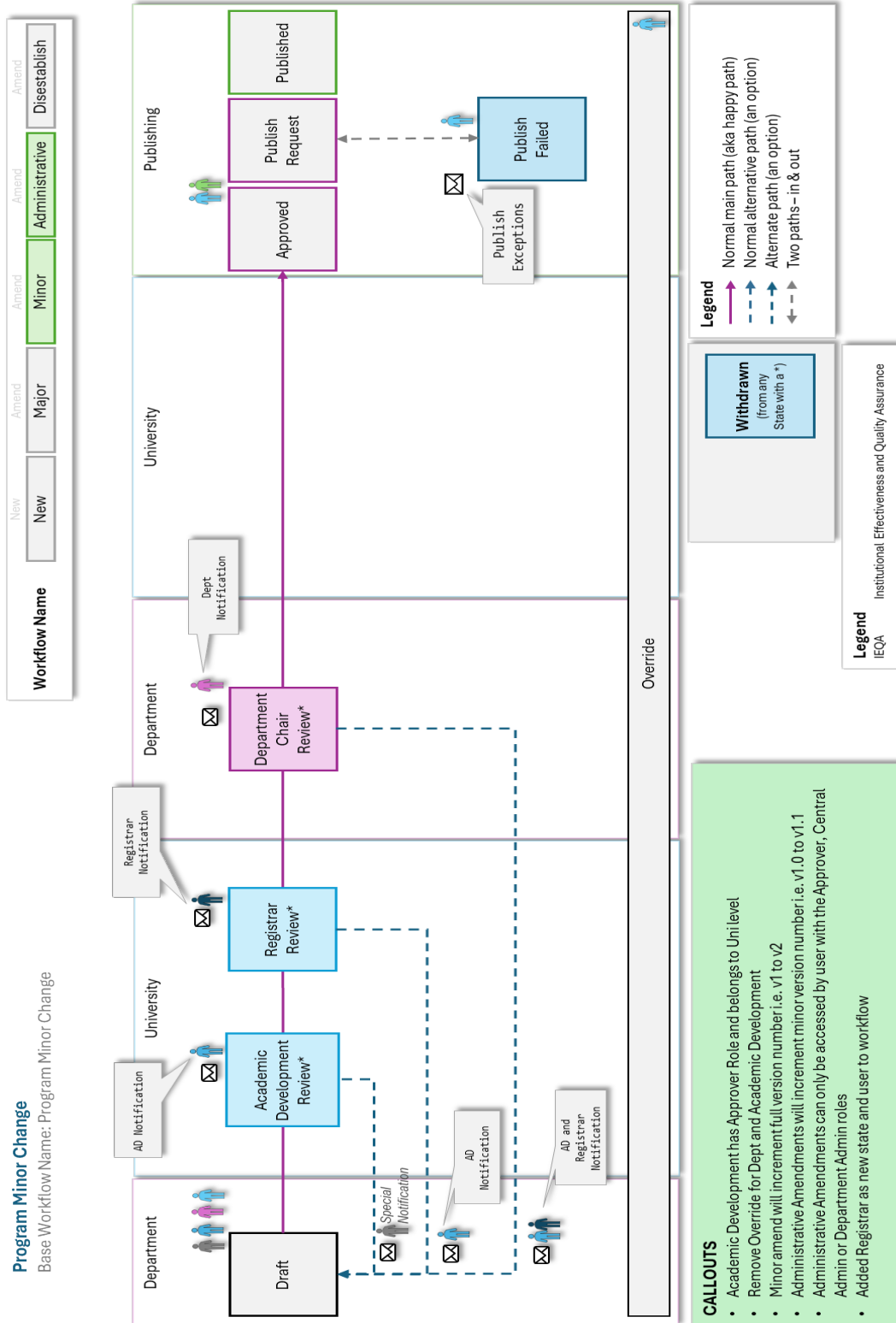
9. New or major programs changes shall follow the below flowchart:



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10. Minor program changes shall follow the below flowchart:



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#### 4.4 Program and Curriculum Structure

All MBZUAI programs are aligned to the Qualifications Framework Emirates (QFEmirates). MBZUAI offers postgraduate degrees at levels 9 and 10 for Master's and Doctoral degrees, respectively. The curriculum refers to a range of courses offered in the academic program that meet the requirements of the CAA 2019 Standards.

- 4.4.1 Graduation is contingent on the program completion requirements stipulated in the Registrar's Policy Manual.
- 4.4.2 All programs shall have PLOs and CLOs with the appropriate mapping. All PLOs must be aligned with the appropriate Level Descriptors of the QFEmirates ([QFEmirates Level Descriptors](#)).
- 4.4.3 All details related to the program and curriculum must be recorded in the CMS.
- 4.4.4 Curriculum structure for master's degree:
- All master's degrees will require a minimum of thirty-six (36) credit hours to be considered for graduation.
  - All degrees will be composed of a minimum of four (4) core courses, including a research methods course, two (2) taught electives, an internship, research, and a thesis.
  - Minimum credit hours assigned are as follows:

Program Aspect	Minimum Credit Hours
Core Courses	Sixteen (16)
Electives	Eight (8)
Internship	Two (2)
Research Method Course	Two (2)
Research Thesis	Eight (8)

#### 4.4.5 Curriculum Structure for Doctoral Degree:

- All Doctoral Degrees will require at least sixty credit hours to be considered for graduation.
- All degrees will have at least two (2) core courses, a research methods course, two (2) taught electives, an internship, research, and a thesis.

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c) Minimum credit hours assigned are as follows:

Program Aspect	Minimum Credit Hours
Core Courses	Eight (8)
Electives	Eight (8)
Internship	Two (2)
Research Method Course	Two (2)
Research Thesis	Thirty-two (32)

#### 4.5 Course Syllabus

All courses offered in MBZUAI will have a comprehensive syllabus. Each department must ensure that the course syllabi are up to date on the CMS, and when applicable, new updates must be incorporated and published once they are approved. All course syllabi must be uploaded to the CMS and must comply with Annex 13 of the CAA 2019 Standards.

4.5.1 The Department Chair must approve all minor changes to course syllabi on the CMS, as per Section 4.3.A10. Major changes must follow the procedure outlined in Section 4.3.A09.

4.5.2 Each syllabus must include:

- a) Course title and course code/number.
- b) Credit hours and, when applicable, contact hours.
- c) Pre-requisites and co-requisites (if any).
- d) Name and contact information of instructor(s).
- e) Brief course description (also to be included in the catalogue).
- f) Course learning outcomes (CLOs).
- g) Mapping of CLOs to the program learning outcomes.
- h) Weekly course topics, inclusive of sessions for assessment.
- i) Scheduling of laboratory, studio, external visits, and other non-lecture sessions, including online sessions, as appropriate.
- j) Information on out-of-class assignments with due dates for submission.
- k) Methods and dates of examinations and other student assessments, including the relative weight of various assessment elements in determining the course grade.
- l) Teaching methods, including any use of online instruction.
- m) Course texts and recommended readings are listed in standard bibliographic detail and any other learning resources.

4.5.3 The department must also maintain internal records related to:

- a) Those involved in curriculum development understand any pre-requisites or co-requisites and the course's learning outcomes.
- b) Students and external reviewers understand the course's contribution to the program and its

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connection to other courses in the curriculum.

- c) Students who take the course understand what they need to have achieved to take the course, what will be expected of them during the course, and what outcomes they will have achieved having successfully completed the course.
- d) Sufficient information on the course is available for course and program review (program effectiveness) purposes.

#### 4.6 Teaching and Learning Methodologies

All course syllabi will include the teaching and learning methodologies.

- 4.6.1 MBZUAI promotes and supports student-centered approaches that are cognizant of the types of learning that involve both students and faculty in a cooperative enterprise that enables students to construct their own knowledge.
- 4.6.2 Teaching and learning at MBZUAI may take the form of various methodologies and approaches including, but not limited to, direct instruction (lectures), flipped classroom, project-based learning, inquiry-based learning, practical work (laboratories), research, simulations, internships, etc.
- 4.6.3 Considering the above principles, faculty are responsible for identifying the teaching and learning methodology most appropriate to their course based on their expertise in the subject matter and their teaching experience. MBZUAI offers online courses via Coursera and LinkedIn to help faculty improve/refine their teaching methodology.
- 4.6.4 Faculty will be supported with appropriate resources to create the best possible learning environment for students. Faculty will also be supported with training and professional development opportunities (Faculty Manual).
- 4.6.5 The university classifies the following as modes of teaching:
  - a) FT: Face-to-Face, traditional: Instruction occurs in real-time (synchronously), with student(s) and faculty physically present in the same location.
  - b) FO: Face-to-Face, online: Instruction occurs in real-time (synchronously), with student(s) and faculty present via technology (e.g. television, teleconference, video conference, or chat).
  - c) LO: Local, online: Instruction occurs over the Internet (asynchronously). Scheduled face-to-face meetings may be required for orientation and student evaluation.
  - d) RO: Remote, online: Instruction occurs over the Internet (asynchronously). Students do not need to be on campus for any portion of the coursework.
  - e) HY: Hybrid: A course offering that combines FT and FO/LO/RO.
  - f) HF – HyFlex (Hybrid, Flexible) offers a versatile approach that combines face-to-face and online modalities, allowing students to choose their preferred mode of participation, a choice to either attend face-to-face (synchronous) class sessions or course teaching and learning activities online (synchronously or asynchronously), without the need to physically attend classes.

#### 4.7 Program Specifications

All academic programs must have a specification document in line with the regulatory requirements of the CAA 2019 Standards. Program specification documents will provide a definitive statement of information on a

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program's aims, learning outcomes, structure, admission requirements, approaches to teaching and learning, assessment, and quality assurance.

- 4.7.1 Program specifications are developed and published for each program offered by MBZUAI.
- 4.7.2 Program specifications shall be the primary source of information for students and prospective students seeking an understanding of an academic program. They include information related to admissions requirements, the duration of the program, and expected outcomes of the program's completion.
- 4.7.3 Program specification documents shall be available to relevant internal and external stakeholders, such as curriculum developers, employers, regulatory and accreditation bodies, etc.
- 4.7.4 Each program specification must be uploaded to the CMS, be compliant with Annex 10 of the CAA 2019 Standards, and shall include:
- a) Program title and program code/number.
  - b) Authoring team.
  - c) Publication date and revisions when applicable.
  - d) Dates of initial accreditation and, where appropriate, re-accreditation.
  - e) Recognition of international accreditation or certification, if applicable.
  - f) The academic department responsible for delivering the program.
  - g) Statement if the program is interdisciplinary or jointly offered, if applicable.
  - h) Support partnerships to deliver the program (e.g. internship placements).
  - i) Delivery modes.
  - j) Educational aims of the program.
  - k) Program Learning Outcomes.
  - l) Completion requirements.
  - m) Program structure.
  - n) Student learning support.
  - o) Admissions criteria.
  - p) Resources available to deliver the program.
  - q) Methodology for program quality assurance and improvements.
  - r) PLO assessments plan
  - s) Program key performing indicators.
  - t) The delivery schedule, PLO to CLO mapping, QFEmirates alignment, methodology for teaching, learning, and assessments.

#### 4.8 Assessments, Moderation, and Board of Examiners

MBZUAI recognizes that assessments, moderation, and the Board of Examiners ensure academic rigor and fairness and contribute to quality assurance. Therefore, MBZUAI undertakes to:

- 4.8.1 Encompass a diverse range of evaluation methods employed to assess student achievement, learning outcomes, and proficiency levels.
- 4.8.2 Conduct moderation to maintain consistency and fair treatment of students across assessments, ensuring that grading standards are uniformly upheld, and that moderation has been conducted according to the Moderation Guidelines.

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- 4.8.3 The Board of Examiners comprises faculty members, which shall oversee the assessment process, guaranteeing adherence to institutional policies and academic standards. The Board of Examiners shall operate under a standardized university ToR and keep records of meetings.
- 4.8.4 Keep secure records of the above in the CMS to maintain transparency, and accountability and to promote academic standards to form a framework to foster academic excellence.

#### 4.9 Course Files

As part of incremental quality improvement all courses must have a course file. The content of the course file shall be compliant with Annex 16 of the CAA 2019 Standards. Course files must contain sufficient information on each presentation of the course so that the faculty or other persons who evaluate program effectiveness can determine whether the course is meeting its learning outcomes, whether the course is being delivered in accordance with the syllabus, and whether changes to the course are appropriate.

- 4.9.1 Course files are under the remit of the Course Coordinator. It is the responsibility of the Course Coordinator (and approved by the Department Chair and Academic Development Team) to ensure that the course files are completed and uploaded on the CMS at the end of each semester.
- 4.9.2 Course files must be accessible to all faculty of the department through the CMS.
- 4.9.3 Each course file must contain the following:
- a) Syllabi for the current and most recent previous offerings of the course, including any summer session offerings.
  - b) Copies of all instructor teaching materials.
  - c) Copies of all assessment instruments.
  - d) Instructor worked answers and marking schemes for all assessment instruments.
  - e) High, medium, and low examples of student performance of graded responses to all assessment instruments.
  - f) Student enrolment/attendance data.
  - g) Comprehensive instructor review of the presentation of the course (Annex 16 of the CAA 2019 Standards).
  - h) Quantitative analysis of student performance including individual student grades, both cumulative and for each assessment, and grade distribution.
  - i) Summary of student feedback on the evaluation of the course.
  - j) Instructor's proposals for any course improvements.
  - k) Summary of actions taken to improve the course.
- 4.9.4 The Course Coordinator must ensure that any actions taken to improve the course are completed prior to offering of the course in the subsequent semester or academic year via the CMS.

#### 4.10 Annual Evaluation of Program Effectiveness

The institution monitors and periodically reviews all programs and courses/modules annually, evaluates them in various ways in accordance with its [policies and procedures](#), and uses its evaluations to develop and enhance its academic program offerings.

- 4.10.1 IEQA will initiate the process for the Annual Program Report in the final month of the academic year

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within the CMS. IEQA will add the following data points:

- a. The Graduate Exit Surveys Reports and employment analysis.
- b. Metrics on the effectiveness of the program and KPI achievement.
- c. Data on the faculty number, ratio, average teaching workload, and average supervision workload.

4.10.2 IEQA will advise when the Annual Program Report is ready for modification within the CMS. The program team will complete the analysis and comments. All program evaluations must be done on the CMS.

4.10.3 Program evaluations should include:

- a) Direct and indirect evaluation tools.
- b) Feedback from program stakeholders.
- c) Cohort Analysis.
- d) Evidence of program effectiveness instruments to enhance the quality of programs.
- e) Surveys on graduate employment outcomes and records of first destinations and longer-term employment.
- f) External stakeholder recommendation(s).

4.10.4 Students must be provided with both formal and informal opportunities to evaluate programs, courses, quality of instruction, and teaching and learning methodologies.

4.10.5 All program effectiveness reports shall be recorded on the CMS and utilized in self-studies for external reviews and accreditation.

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## 5. Definitions

Terminology	Definition
<b>Academic Development Team</b>	Development of new programs in collaboration with academic departments. Oversight of the LMS and CMS. Faculty development of Teaching and Graduate Assistants.
<b>ADEK</b>	Abu Dhabi Department of Education and Knowledge (ADEK) is the education sector regulator in the Emirate of Abu Dhabi.
<b>AI</b>	Artificial Intelligence.
<b>Board of Examiners</b>	The Board of Examiners is a committee overseeing the university's assessment and evaluation processes and examinations.
<b>CAA</b>	Commission for Academic Accreditation (CAA) is the federal education regulator within the Ministry of Education in the United Arab Emirates.
<b>CMS</b>	Curriculum Management System.
<b>Course File</b>	An archive of documents containing "...sufficient information on each presentation of the course so that the faculty or other persons who evaluate program effectiveness can determine whether the course is meeting its learning outcomes, whether the course is being delivered following the syllabus, and whether changes to the course are appropriate". (2019 CAA Standards, p. 104).
<b>Curriculum Committee</b>	The Curriculum Committee operates under the Provost Office and approves changes to courses, specifications for new programs, and academic quality assurance. The Provost is the chair of the committee, which includes the program chairs of each academic department, the Registrar, and the Head of IEQA is the secretary.
<b>e-Learning</b>	A formal educational process in which teaching and learning take place wholly or partially through computer-mediated communications when the faculty and students are not in the same place at the same time. Faculty and students interact using digital text, audio, video, and/or other interactive computer technologies.
<b>IEQA</b>	Institutional Effectiveness and Quality Assurance is a department responsible for the quality assurance and regulatory compliance of institutional policies and their implementation at the university level.
<b>LMS</b>	Learning Management System.
<b>MBZUAI</b>	Mohamed bin Zayed University of Artificial Intelligence.
<b>Moderation</b>	Academic moderation involves reviewing and overseeing assessment practices to ensure quality, fairness, and consistency across courses and programs.

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Terminology	Definition
<b>Modes of Delivery</b>	<p><b>FT – Face-to-face, traditional:</b> Instruction occurs in real-time (synchronously), with student(s) and faculty physically present in the same location.</p> <p><b>FO – Face-to-Face, online:</b> Instruction occurs in real-time (synchronously), with student(s) and faculty present via technology (e.g. television, teleconference, video conference, or chat).</p> <p><b>LO – Local, online:</b> Instruction occurs over the Internet (asynchronously). Scheduled face-to-face meetings may be required for orientation and student evaluation.</p> <p><b>RO – Remote, online:</b> Instruction occurs over the Internet (asynchronously). Students do not need to be on campus for any portion of the coursework.</p> <p><b>HY – Hybrid:</b> A course offering that combines FT and FO/LO/RO. To be considered hybrid, a course will meet via FO/LO/RO for roughly 25%-75% of class sessions.</p> <p><b>HF – HyFlex (Hybrid, Flexible)</b></p> <p>Hyflex offers a versatile approach that combines face-to-face and online modalities. It allows students to choose their preferred mode of participation: either attend face-to-face (synchronous) class sessions or course teaching and learning activities online (synchronously or asynchronously) without the need to physically attend classes.</p>
<b>Program Advisory Board</b>	The Academic Advisory Board is a group of individuals typically comprised of internal and external stakeholders who provide guidance, advice, and recommendations on academic programs.
<b>Program Effectiveness</b>	Program effectiveness refers to the degree to which the academic program achieves its intended outcomes regarding student achievement of learning objectives, graduation rates, employment outcomes, and other key performance indicators.
<b>Program Specification</b>	“..Definitive statement of information on a program's aims, learning outcomes, structure, admission requirements, approaches to teaching and learning, assessment and quality assurance” (2019 CAA Standards, p. 91).
<b>QFEmirates</b>	Qualifications Framework Emirates (QFE).
<b>SMT</b>	The Senior Management Team (SMT) comprises the University’s President, Chief of Staff, Provost, and Vice Presidents. They are supported by Directors, Heads of Departments, and Advisors.
<b>Substantive Change</b>	A significant modification to an academic program that will impact its goals, content, structure, delivery methods, resources, or outcomes. This includes altering the program duration or mode of delivery, significantly changing the program objectives or curriculum, or expanding the program to new locations.
<b>LMS</b>	Learning Management System

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Terminology	Definition
<b>Syllabus</b>	<p>A document containing “sufficient information to ensure that:</p> <ul style="list-style-type: none"> <li>a) those involved in curriculum development understand any pre-requisites or co-requisites and the course's learning outcomes.</li> <li>b) students and external reviewers understand the course's contribution to the program and its connection to other courses in the curriculum.</li> <li>c) students who take the course understand what they need to have achieved to take the course, what will be expected of them during the course, and what outcomes they will have achieved having successfully completed the course.</li> <li>d) sufficient information on the course is available for the purposes of course and program review (program effectiveness)”. (2019 CAA Standards, p. 96).</li> </ul>
<b>ToR or Committee Charter</b>	<p>Terms of Reference (ToR) is a document that outlines the objectives, scope, responsibilities, and procedures for a particular project, task, or committee—also referred to as a Committee Charter.</p>

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## 6. References and Related Documents

1. [MBZUAI Governance Framework](#)
2. [CAA Standards 2019](#)
3. [Admissions Policy Manual](#)
4. [Code of Conduct Policy Manual](#)
5. [Registrar's Office Policy Manual](#)
6. [IEQA Policy Manual](#)
7. [IEQA Operational Manual](#)
8. [Research Integrity Committee Charter](#)
9. [Alumni Policy](#)
10. [Policy and Guidelines Framework](#)
11. [Educational Affairs Policy](#)
12. Moderation Guidelines
13. [Board of Examiners TOR](#)
14. [Program Advisory Board TOR](#)

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## 7. Document Control Information

Version number	File Name	Responsible Role	Comments	Date of change
V01.00		Director of Academic Development	First Issue.	December 2020
V02.00		Director of Academic Development	Addition of Section 6.8 - Use of Graduate Assistants. Amendments to Student Section 6.7 Student Advising to reflect "supervision" terminology.	October 2021
V02.01	MBZUAI – ADD – AC-PROGRAMS – POL–V2.1	Director of Academic Development	Addition of section 6.9 – Late Assessments.	October 2022
V03.00	AcademicPrograms_AA_POL_V03.00		Policy manual was revised to address the MOE requirements, comply with the CAA standards, and internal audit. Policies and Procedures merged and organizationally aligned, file name compliance with Records and Archives.	May 2024

## Approval List

Approval List: CoCManual_EA_POL_V01.00				
Sequence Number	Sequence Roles	Responsible Role	Comments	Date
1	Policy Owner	Head of Academic Development	Initiator	2024-May-27
2	IEQA Review	Head of IEQA	Reviewed	2024-May-30
3	Legal Review	General Counsel	Reviewed	2024-June-19
4	Initiator	Provost	Reviewed and endorsed	2024-June-17
5	Endorser	Director of Strategy & IEQA	Endorsed	2024-July-15
6	Approver	The President	Endorsed	2024-08-28

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