



For an Open Mind

UNIVERSAL TECHNOLOGY AND MANAGEMENT UNIVERSITY

UTAMU

**UTAMU LEARNING AND TEACHING
POLICY, 2026.**

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1.0 INTRODUCTION

1.1 Background

Universal Technology And Management University (UTAMU) was granted a provisional license by the National Council for Higher Education (NCHE) on 11th March 2013 (License No. UIPL022), and its name and particulars were published in the Uganda Gazette Vol. CVI No. 14 of 22nd March 2013 under Legal Notice No. 4 of 2013.

The University was established to make a difference in the training of Technology and Management Professionals across the globe. Thus, the University has positioned itself as a high-quality education and research global institution. Furthermore, the University has positioned itself to undertake consultancy, knowledge and technology transfer partnerships and business incubation.

Universal Technology and Management University (UTAMU) is committed to the provision of quality, relevant, inclusive, and innovative Learning and Teaching that responds to the needs of learners, industry, society, and national development priorities. This Learning and Teaching Policy establishes a coherent institutional framework to guide Learning and Teaching practices across all academic programmes and modes of delivery at UTAMU.

This Policy is aligned with the requirements of the National Council for Higher Education (NCHE) and UTAMU's strategic direction.

1.2 Vision

The Vision of UTAMU is A global educational institution of excellence in management, science, technology and innovation.

1.3 Mission

The mission of UTAMU is to provide global quality education, research and innovation critical to economic and human development.

1.4 Core Values

The Core values of UTAMU are:

- a) **Professionalism:** making sure that staff and students conduct themselves with the highest ethical standards and taking responsibility for all their actions
- b) **Creativity:** committing to stimulating the culture of scientific and technological advancement, innovation and practical enrichment to UTAMU's stakeholders through a rich and flexible educational experience

- c) **Integrity:** adhering to ethical and moral principles in all the educational, research and innovation processes
- d) **Transparency:** seeking to provide accountability and value for money to UTAMU's stakeholders
- e) **Empowerment:** offering unsurpassed practical opportunities to UTAMU's stakeholders through industry-oriented collaborations, research engagements and incubation clusters in order to transform the educational environment
- f) **Community Engagement:** working with the community to solve the real-world problems as a focal point towards economic development

2.0 PURPOSE OF THE POLICY

The purpose of this Policy is to:

- a) Provide a framework for planning, delivery, monitoring, and continuous improvement of Learning and Teaching at UTAMU;
- b) Promote consistency and best practices in Learning and Teaching across all academic units and programmes;
- c) Ensure that Learning and Teaching activities lead to high-quality learning experiences and student success;
- d) Integrate Learning and Teaching with research, innovation, technology, and community engagement.

3.0 SCOPE

This Policy applies to:

- a) All undergraduate, postgraduate, and short learning programmes;
- b) All academic staff (full-time, part-time, adjunct, and visiting);
- c) All modes of delivery, including face-to-face, blended, online, and Open, Distance and e-Learning (ODeL);
- d) All academic and support units involved in teaching and learning.

4.0 GUIDING PRINCIPLES

Learning and Teaching at Universal Technology and Management University (UTAMU) shall be guided by the following interrelated principles, which collectively underpin the design, delivery, assessment, and continuous enhancement of academic programmes.

4.1 Fitness for Purpose

Learning and Teaching at UTAMU shall be fit for purpose, meaning that they are deliberately designed to respond to the University's mission, the profile and needs of its learners, societal expectations, labour market demands, and national and global development priorities.

In this regard:

- a) Academic programmes shall be aligned to UTAMU's strategic focus on technology, management, innovation, and entrepreneurship.
- b) Curriculum design and delivery shall take into account the diverse entry profiles of students and provide appropriate academic support mechanisms.
- c) Learning and Teaching shall contribute to national development goals, human capital development, and employability.
- d) Pedagogical approaches shall be appropriate to the discipline, level of study, and mode of delivery, including face-to-face, blended, and distance/online learning.

4.2 Learner-Centred Pedagogy

UTAMU shall promote a learner-centred approach to teaching and learning, in which students are active participants in the learning process rather than passive recipients of information.

Accordingly:

- a) Teaching methods shall encourage active learning, critical inquiry, creativity, collaboration, and problem-solving.
- b) Learning activities shall be designed to promote student engagement, reflection, and independent learning.
- c) Students shall be supported to take responsibility for their own learning and academic progress.
- d) Teaching approaches shall recognize students as partners in knowledge creation, particularly at advanced levels of study.

4.3 Quality and Excellence

UTAMU is committed to maintaining and enhancing high standards of academic quality and excellence in all Learning and Teaching activities.

This shall be achieved through:

- a) Engagement of qualified, competent, and appropriately trained academic staff.
- b) Delivery of Learning and Teaching through approved curricula that meet NCHE, regulatory and professional body standards.
- c) Provision of adequate learning resources, including libraries, laboratories, digital platforms, and instructional materials.
- d) Implementation of rigorous, transparent, and valid assessment practices aligned to learning outcomes.
- e) Continuous monitoring of teaching quality through internal quality assurance mechanisms.

4.4 Equity, Inclusiveness, and Diversity

UTAMU shall promote equity, inclusiveness, and respect for diversity in teaching and learning.

In practice:

- a) Learning and Teaching shall be accessible to students from diverse social, economic, cultural, and educational backgrounds.
- b) Reasonable accommodations shall be provided for students with disabilities and special learning needs, in line with the University policies and national regulations.
- c) Learning environments shall be free from discrimination and promote fairness, respect, and equal opportunity.
- d) Pedagogical practices shall be sensitive to gender, culture, language, and socio-economic diversity.

4.5 Recognition of Multiple Ways of Knowing

UTAMU recognizes that academic knowledge is one among multiple legitimate forms of knowledge.

Accordingly:

- a) Learning and Teaching shall integrate theoretical, practical, experiential, indigenous, and community-based knowledge where appropriate.
- b) Programmes shall encourage learners to connect academic theory with real-world practice, industry experience, and community engagement.
- c) Students' prior learning and lived experiences shall be acknowledged as valuable resources in the learning process.
- d) Teaching approaches shall promote contextualized learning relevant to local, national, and global realities.

4.6 Integration of ICT and Digital Technologies

UTAMU shall systematically integrate Information and Communication Technologies (ICTs) into Learning and Teaching to enhance collaboration, networking, access, quality, and innovation.

This includes:

- a) Use of Learning Management Systems (LMS) and digital platforms to support blended and distance/online learning.
- b) Adoption of appropriate educational technologies to enhance interaction, networking, collaboration, assessment, and feedback.
- c) Development of digital competencies among academic staff and students.
- d) Ensuring that technology use is pedagogically sound, inclusive, and aligned with learning outcomes.

4.7 Teaching–Research Nexus

Learning and Teaching at UTAMU shall be informed by research, inquiry, and innovation, reflecting the intrinsic link between teaching and knowledge creation.

In this regard:

- a) Academic staff shall integrate research-informed teaching practices into their courses.
- b) Students shall be progressively exposed to research skills, inquiry-based learning, and problem-solving.
- c) Learning and Teaching shall encourage innovation, critical inquiry, and evidence-based reasoning.

4.8 Continuous Improvement

UTAMU is committed to the continuous improvement of Learning and Teaching through systematic review, reflection, and quality assurance.

This shall involve:

- a) Regular evaluation of Learning and Teaching by students, peers, and quality assurance units.
- b) Use of evaluation findings to inform curriculum review, staff development, and pedagogical enhancement.
- c) Continuous alignment of Learning and Teaching practices with institutional goals, regulatory requirements, and emerging best practices.
- d) Fostering a culture of reflection, accountability, and excellence in Learning and Teaching across the University.

5.0 POLICY STATEMENT

UTAMU cherishes Learning and Teaching and recognizes that learning occurs in diverse contexts and settings. The University is committed to providing high-quality learning experiences that develop students intellectually, professionally, ethically, and socially, while preparing them for productive employment, entrepreneurship, and lifelong learning.

6.0 OBJECTIVES OF THE POLICY

The objectives of this Policy are to:

- a) Encourage, support, and enhance effective learning through high-quality teaching and innovation;
- b) Promote consistency and best practice in Learning and Teaching across the University;
- c) Empower learners academically, professionally, and personally;
- d) Enhance student success, retention, and completion rates;

- e) Promote the effective use of blended and digital learning approaches;
- f) Support continuous professional development of academic staff;
- g) Establish mechanisms for monitoring and evaluation of teaching and learning.

7.0 LEARNING AND TEACHING PRACTICES

Learning and Teaching practices at Universal Technology and Management University (UTAMU) shall be guided by approved curricula, sound pedagogy, effective use of resources, and adherence to national regulatory requirements. The University shall ensure that Learning and Teaching practices promote meaningful learning, skills development, and graduate competence.

7.1 Curriculum Alignment and Compliance

Learning and Teaching at UTAMU shall strictly follow approved curricula, programme structures, credit units, contact hours, and sequencing in accordance with the requirements of the National Council for Higher Education (NCHE) and the University Senate.

In particular:

- a) All teaching activities shall be aligned with Senate-approved and NCHE-accredited curricula.
- b) Curriculum implementation shall adhere to the approved programme structure, credit unit allocation, contact hours, and delivery mode.
- c) Any proposed changes to curricula, course content, or delivery modes shall follow established curriculum review and approval procedures.
- d) Deans and Heads of Department shall ensure that teaching is conducted in line with approved academic calendars and timetables.

7.2 Course Outlines and Teaching Plans

Each course taught at UTAMU shall have an approved course outline that is made available to students at the commencement of teaching and learning.

Accordingly:

- a) Course outlines shall clearly state the course description, learning outcomes, content, Learning and Teaching strategies, assessment methods, and reading materials.
- b) Academic staff shall explain course outlines to students at the beginning of the semester to ensure clarity of expectations.
- c) Course outlines shall be aligned with programme learning outcomes and assessment criteria.
- d) Departments shall ensure proper documentation and retention of course outlines for quality assurance and audit purposes.

7.3 Teaching Methods and Learning Activities

UTAMU shall employ a variety of Learning and Teaching methods appropriate to the discipline, level of study, and mode of delivery in order to enhance student engagement and learning effectiveness.

These methods may include, but are not limited to:

- a) Lectures, tutorials, seminars, and workshops;
- b) Laboratory sessions, practicals, simulations, and demonstrations;
- c) Projects, case studies, group work, and presentations;
- d) Experiential learning, service learning, internships, and work-integrated learning;
- e) Independent study, guided reading, and research-based learning activities.

Teaching methods shall be selected to:

- a) Promote active learning, critical thinking, and problem-solving;
- b) Facilitate application of theory to practice;
- c) Encourage collaboration, communication, and innovation;
- d) Support achievement of intended learning outcomes.

7.4 Blended, Distance/Online, and Flexible Learning

UTAMU shall implement blended, distance/online, and flexible Learning and Teaching approaches in line with this policy, and the University's Open, Distance and e-Learning (ODEL) and e-Learning policies.

In this regard:

- a) Blended learning shall combine face-to-face instruction with online learning activities in a pedagogically sound manner.
- b) Distance/Online programmes/courses shall be supported through the University's Learning Management System (LMS) and other approved digital platforms.
- c) Academic staff shall ensure that adequate learning content, activities, and assessments are developed and uploaded for online delivery.
- d) Support mechanisms shall be provided to both staff and students to facilitate effective participation in physical, blended and distance/online learning.
- e) Quality and equivalence of learning outcomes shall be ensured across all modes of delivery.

7.5 Teaching Timetabling and Scheduling

Learning and Teaching at UTAMU shall follow a published and approved teaching timetable.

In this regard:

- a) Each timetable shall clearly indicate the course title, course facilitator(s), day, time, venue, and mode of delivery.
- b) For blended or distance/online courses, timetables shall specify dates and times for distance/online sessions.

- c) Timetabling shall be the responsibility of Heads of Department, assisted by School and central administration staff.
- d) Timetables shall be published on notice boards and official online platforms at least two (2) weeks before commencement of the semester.
- e) Deans shall submit approved school timetables to the Deputy Vice Chancellor responsible for Academic Affairs and the Academic Registrar before semester commencement.

7.6 Actual Teaching and Delivery of Instruction

The Deans and Heads of Department shall ensure that qualified and competent academic staff are assigned to teach approved courses.

Accordingly:

- a) Teaching shall employ learner-centred pedagogical approaches and appropriate use of multimedia and digital technologies.
- b) Teaching shall be delivered through blended modalities, combining face-to-face and online instruction in line with the University's ODeL Policy.
- c) Every course shall have a course outline shared and explained to students at the commencement of teaching.
- d) Each course shall, where practicable, be team-taught by at least two (2) academic staff to promote continuity, mentorship, and diversity of expertise.
- e) Exceptions to team teaching may be approved by the Dean in cases of specialized courses, provided capacity-building measures are instituted.

7.7 Course Documentation and Course Files

Every academic staff assigned to teach a course shall be required to open and maintain a Course File with the Head of Department.

The Course File shall include:

- i. Approved course outline;
- ii. Attendance lists for coursework and examinations;
- iii. Coursework questions, scripts, and marks;
- iv. Examination question papers;
- v. Marking guides and moderation reports;
- vi. Final approved marks and related teaching records.

For online courses, at least three-quarters ($\frac{3}{4}$) of course content shall be developed and uploaded before delivery.

8.0 ASSESSMENT OF LEARNING

Assessment at Universal Technology and Management University (UTAMU) shall be an integral component of Learning and Teaching and shall be designed to promote learning, measure achievement of learning outcomes, and assure academic standards in line with NCHE requirements and University policies, rules and regulations.

8.1 Principles of Assessment

Assessment shall be fair, transparent, valid, reliable, and aligned with intended learning outcomes at course and programme levels.

Accordingly:

- a) Assessment methods shall accurately measure the knowledge, skills, and competencies specified in the learning outcomes.
- b) Assessment criteria and marking guides shall be clearly communicated to students in advance.
- c) Assessment processes shall be applied consistently and equitably to all students.
- d) Academic integrity shall be upheld in all assessment activities in accordance with University regulations.

8.2 Formative and Summative Assessment

Learning and Teaching at UTAMU shall integrate both formative and summative assessment to support learning and evaluate achievement.

In this regard:

- a) Formative assessment shall be used to provide ongoing feedback and guide student learning throughout the semester.
- b) Summative assessment shall be used to evaluate overall achievement of learning outcomes at defined points, including end-of-semester examinations and final projects.
- c) A variety of assessment methods shall be employed, including tests, assignments, projects, presentations, practical work, portfolios, and examinations.

8.3 Continuous Assessment

Continuous assessment shall form a significant component of the final course grade, as prescribed in approved curricula and University assessment regulations.

Accordingly:

- a) Continuous assessment shall be conducted at appropriate intervals during the teaching period.
- b) The weighting of continuous assessment and final examinations shall be clearly specified in the course outline in the curriculum accredited by the NCHE.

- c) Only students who have fulfilled continuous assessment requirements shall be eligible for final examinations, subject to University policies, rules and regulations.

8.4 Feedback on Assessment

Feedback on assessment shall be timely, constructive, and developmental, and shall aim to enhance student learning and performance.

In practice:

- a) Academic staff shall provide feedback that clearly indicates strengths, areas for improvement, and guidance for further learning.
- b) Feedback shall be provided within reasonable timeframes as stipulated by University guidelines.
- c) Opportunities shall be provided for students to seek clarification and academic support based on feedback received.

8.5 Management, Moderation, and Quality Assurance of Assessment

To ensure credibility and quality of assessment:

- a) Assessment processes shall be subject to internal moderation and quality assurance.
- b) Departments and schools shall ensure proper documentation and secure management of assessment records.
- c) Examination and assessment procedures shall comply with approved University Examination and Assessment Policies, Rules and Regulations.

9.0 ROLES AND RESPONSIBILITIES

Effective implementation of this Learning and Teaching Policy shall require clearly defined roles and responsibilities across all levels of the University.

9.1 University Council and Senate

The University Council and Senate shall:

- a) Provide overall oversight, approval, and strategic direction for teaching and learning;
- b) Approve academic policies, curricula, and regulations governing teaching and learning;
- c) Monitor institutional compliance with NCHE and other regulatory requirements.

9.2 Vice Chancellor and Deputy Vice Chancellor Responsible for Academic Affairs

The Vice Chancellor and Deputy Vice Chancellor (Academic Affairs) shall:

- a) Provide executive leadership and institutional support for quality teaching and learning;
- b) Ensure availability of resources required for effective implementation of this Policy;
- c) Oversee alignment of Learning and Teaching with the University's strategic objectives.

9.3 Academic Registrar

The Academic Registrar shall:

- a) Coordinate implementation of academic policies, rules and regulations related to teaching and learning;
- b) Ensure curriculum compliance with Senate approvals and NCHE requirements;
- c) Oversee academic records, assessment regulations, and results management systems;
- d) Provide guidance to schools and departments on academic policy interpretation and application.

9.4 Deans and Heads of Departments

Deans and Heads of Departments shall:

- a) Ensure effective implementation of this Policy at school and departmental levels;
- b) Assign qualified academic staff to teach approved courses;
- c) Monitor teaching quality, assessment practices, and curriculum delivery;
- d) Support staff development and mentorship in teaching and learning.

9.5 Academic Staff

Academic staff shall:

- a) Design and deliver courses in accordance with approved curricula and course outlines;
- b) Employ appropriate teaching and assessment methods to support student learning;
- c) Conduct fair and timely assessment and provide constructive feedback;
- d) Continuously reflect on and improve their teaching practice;
- e) Uphold academic integrity and professional standards.

9.6 Students

Students shall:

- a) Actively participate in Learning and Teaching activities;
- b) Take responsibility for their own learning and academic progress;
- c) Comply with University policies, rules and regulations governing assessment and academic integrity;
- d) Provide constructive feedback on Learning and Teaching to support quality improvement.

9.7 Academic Workload and Teaching Assignment

Assignment of teaching workload and academic duties shall:

- a) Be consistent with appointment letters and staff competencies;
- b) Be equitable across departments;
- c) Ensure minimum teaching loads of 12 contact hours per week for full-time academic staff;
- d) Ensure minimum teaching loads of 10 contact hours per week for full-time academic staff involved in administration (i.e. serving as Deans or Heads of Departments);
- e) Allocate remaining workload to research, supervision, assessment, curriculum development, mentorship, and outreach;
- f) Prioritize full-time staff before assigning duties to part-time staff;
- g) Provide remuneration for approved extra-loads, subject to availability of funds and Council approval.

Each department shall also ensure that every registered student is assigned an academic mentor.

10.0 MONITORING, EVALUATION, AND QUALITY ASSURANCE

Monitoring, evaluation, and quality assurance of Learning and Teaching at UTAMU shall be systematic, continuous, and evidence-based, in line with the UTAMU Quality Assurance Policy and the standards and guidelines of the National Council for Higher Education (NCHE).

10.1 Evaluation of Teaching and Learning

Learning and Teaching at UTAMU shall be regularly evaluated to ensure effectiveness, relevance, and quality.

Accordingly:

- a) Evaluation of Learning and Teaching shall be conducted through student evaluations of courses and teaching, peer review of teaching, and internal quality assurance audits.
- b) Student evaluations shall provide structured feedback on course delivery, learning resources, assessment, and overall learning experience.
- c) Peer review processes shall support reflective teaching practice, collegial learning, and enhancement of pedagogical quality.
- d) Evaluation mechanisms shall be applied across all modes of delivery, including face-to-face, blended, and online learning.

10.2 Quality Assurance Structures and Processes

The University shall maintain effective quality assurance structures and processes to oversee teaching and learning.

In this regard:

- a) The Directorate of Quality Assurance (DQA) shall coordinate institutional monitoring and evaluation of teaching and learning.
- b) The DQA shall work closely with the Academic Registrar, Deans, Heads of Department, and relevant academic units to ensure compliance with approved policies, curricula, and standards.
- c) Quality assurance processes shall include programme reviews, course audits, assessment moderation, and compliance checks.
- d) Findings from quality assurance activities shall be formally documented and reported to the University Senate for consideration and action.

10.3 Use of Evaluation Outcomes

Outcomes of monitoring and evaluation processes shall be used to drive continuous improvement in teaching and learning.

Accordingly:

- a) Evaluation findings shall inform staff development, mentorship, and pedagogical support programmes.
- b) Identified gaps and strengths shall guide curriculum review, renewal, and innovation.
- c) Evidence from evaluations shall inform planning, budgeting, and allocation of resources to support teaching and learning.
- d) Schools and departments shall develop and implement action plans in response to evaluation findings and report progress through established University structures.

10.4 Continuous Quality Enhancement

UTAMU shall promote a culture of continuous quality enhancement in teaching and learning.

This shall involve:

- a) Regular review of Learning and Teaching policies and practices to ensure alignment with institutional goals and regulatory requirements;
- b) Use of data and evidence to support decision-making and quality improvement;
- c) Encouraging academic staff and academic units to take ownership of quality assurance processes;
- d) Ensuring that monitoring and evaluation contribute to improved student learning outcomes, retention, and completion rates.

11.0 STAFF DEVELOPMENT

UTAMU recognizes that the quality of Learning and Teaching is directly dependent on the competence, professionalism, and continuous development of its academic, administrative and

support staff involved in teaching and learning. The University shall therefore promote structured, sustained, and evidence-based staff development in line with best practices.

11.1 Induction of Academic Staff

All newly appointed academic staff shall undergo mandatory induction before or at the commencement of teaching duties.

Induction shall:

- a) Introduce staff to UTAMU's vision, mission, core values, and strategic priorities;
- b) Familiarize staff with Learning and Teaching policies, assessment regulations, and academic integrity requirements;
- c) Provide orientation on curriculum delivery, course outlines, assessment standards, and student support systems;
- d) Introduce staff to e-learning platforms, Learning Management Systems (LMS), and digital teaching tools.

11.2 Continuous Professional Development (CPD)

UTAMU shall provide ongoing continuous professional development (CPD) opportunities to enhance teaching effectiveness and academic professionalism.

CPD shall focus on:

- a) Pedagogical skills and learner-centred teaching approaches;
- b) Assessment design, moderation, and feedback practices;
- c) Supervision of undergraduate and postgraduate research;
- d) Integration of ICT, blended learning, and distance/online teaching methodologies;
- e) Inclusive teaching, student support, and academic advising.

Participation in CPD activities shall be encouraged and, where prescribed, mandatory in accordance with University policies, rules, regulations and guidelines.

11.3 Refresher and Mandatory Training

Refresher and mandatory training shall be conducted periodically to ensure that academic staff remain current with evolving pedagogical practices, technologies, and regulatory requirements.

Accordingly:

- a) Refresher training shall address identified gaps arising from student evaluations, peer reviews, and quality assurance audits;
- b) Mandatory training may be required for staff whose teaching effectiveness has been identified as needing improvement;
- c) Training outcomes shall inform staff appraisal, mentorship, and support initiatives.

11.4 Scholarship of Teaching and Learning

UTAMU shall encourage and support the Scholarship of Learning and Teaching (SoLT) as a means of enhancing teaching quality.

In this regard:

- a) Academic staff shall be encouraged to engage in reflective teaching practice informed by evidence and research;
- b) Teaching innovation and pedagogical research shall be recognized and supported;
- c) Findings from SoLT activities shall be used to improve teaching practices and student learning outcomes.

12.0 IMPLEMENTATION

Implementation of this Learning and Teaching Policy shall be systematic, coordinated, and supported by appropriate institutional structures and resources.

12.1 Institutional and Faculty-Level Implementation

This Policy shall be implemented through:

- a) School and departmental Learning and Teaching plans aligned with the University's strategic objectives;
- b) Clearly defined roles and responsibilities for academic leaders and staff;
- c) Integration of Learning and Teaching objectives into school and departmental operational plans.

12.2 Procedures, Guidelines, and Support Structures

Implementation shall be guided by:

- a) Approved procedures, guidelines, rules and regulations governing teaching, assessment, and quality assurance;
- b) Support from central academic and quality assurance units, including the Academic Registrar and Directorate of Quality Assurance;
- c) Availability of academic support services and instructional resources.

12.3 Resource Allocation

UTAMU shall ensure adequate allocation of resources to support effective teaching and learning.

This includes:

- a) Budgetary provision for staff development, teaching resources, and learning technologies;
- b) Provision of physical and digital learning infrastructure;

- c) Support for innovation and continuous improvement in teaching and learning.

12.4 Policy Integration and Review

This Policy shall be implemented in conjunction with related academic and quality assurance policies.

Accordingly:

- a) Learning and Teaching practices shall be aligned with curriculum development, assessment, examination, e-Learning, and quality assurance policies;
- b) Implementation shall be monitored and reviewed through established University governance structures;
- c) Necessary revisions shall be made to ensure ongoing relevance and compliance with regulatory requirements.

13.0 REVIEW OF THE POLICY

This Policy shall be reviewed every five (5) years or earlier as may be required by the University Council on the recommendation of the University Senate or regulatory bodies.

Signed on this27th.....day of.....March..... 2026

By:



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Chairperson, University Council



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Vice Chancellor