جامعة الخليج الطبية
GULF MEDICAL UNIVERSITY
WHERE THE WORLD COMES TO LEARN

College of Pharmacy
Curriculum Committee

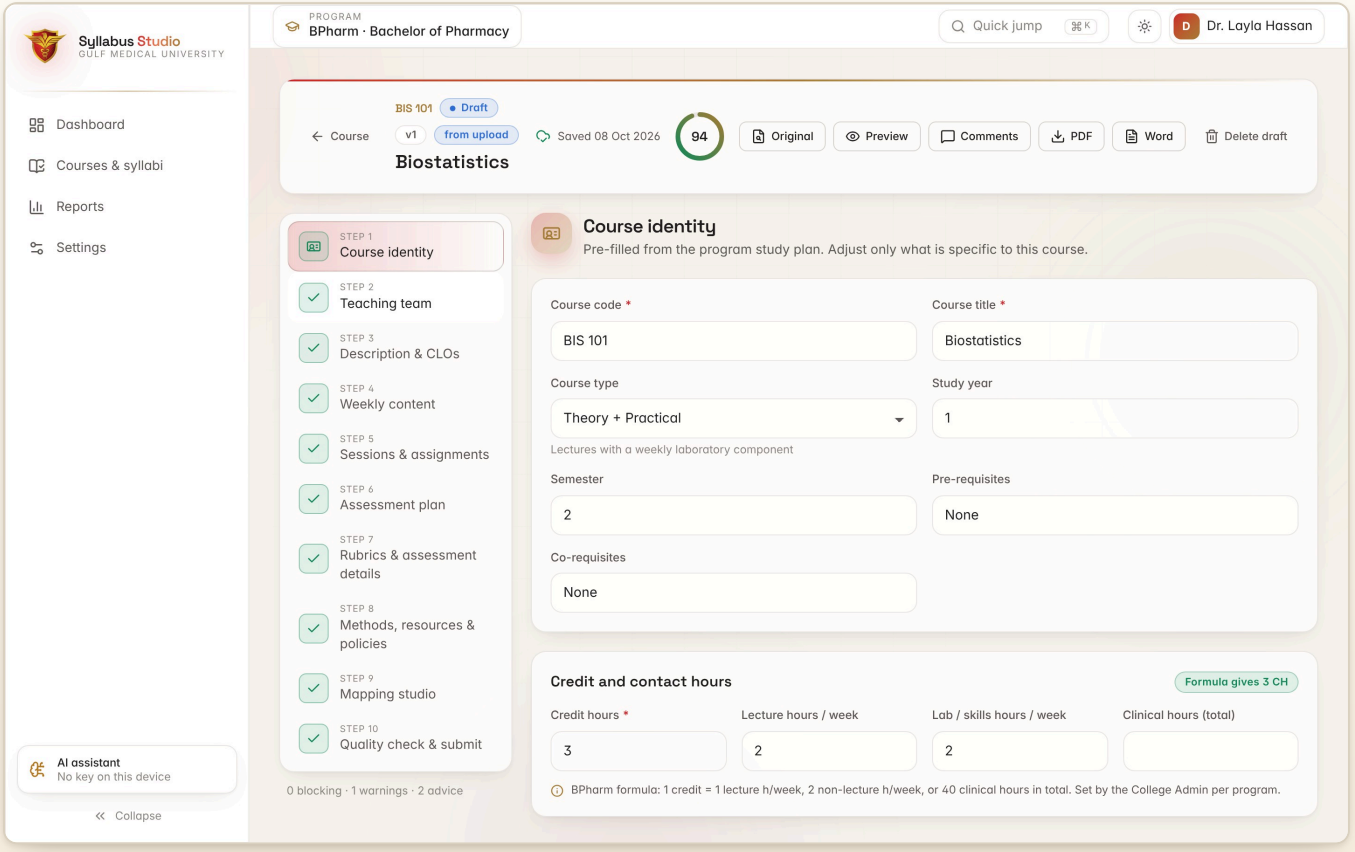
USER MANUAL

GMU Course Syllabus Studio

A visual, step-by-step guide for **Course Coordinators** and **Curriculum Committee Chairs**

Course Coordinator
Build, check and submit course syllabi

Curriculum Committee Chair
Review, approve and monitor the curriculum



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Welcome to the Syllabus Studio

The Studio replaces the Word template. Each course syllabus is built in ten guided steps, checked automatically, reviewed by the Curriculum Committee Chair and published as a branded PDF and Word document that follows the GMU syllabus template.

The life of a syllabus

1 · Draft
Coordinator builds from scratch, uploads the current Word/PDF, or rolls over the approved version

→

2 · Quality check
Automatic checks list recommendations; coordinator approves, addresses or rejects each one

→

3 · Submitted
The version is locked and appears in the Chair's review queue

→

4 · Review
Chair reads the document, the highlighted changes and the coordinator's decisions

→

5 · Approved
Becomes the official syllabus, with a verification QR code

Returned for revision the Chair sends it back with a note; the coordinator edits and submits again. **New version (v2, v3 ...)** next year's update starts from the approved version and the reviewer sees exactly what changed.

Who does what

	Course Coordinator	Curriculum Committee Chair
Build, upload or roll over a syllabus	●	● if also a coordinator
Act on quality-check recommendations	●	
Submit for approval / withdraw a submission	●	
Comment on a syllabus	●	●
See highlighted changes between versions	●	●
Approve or return for revision		●
Curriculum reports and full program report (PDF)	●	●
Download any syllabus as PDF or Word	●	●

Before you start

Browser
Chrome, Edge, Safari or Firefox (current versions), on a laptop or desktop.

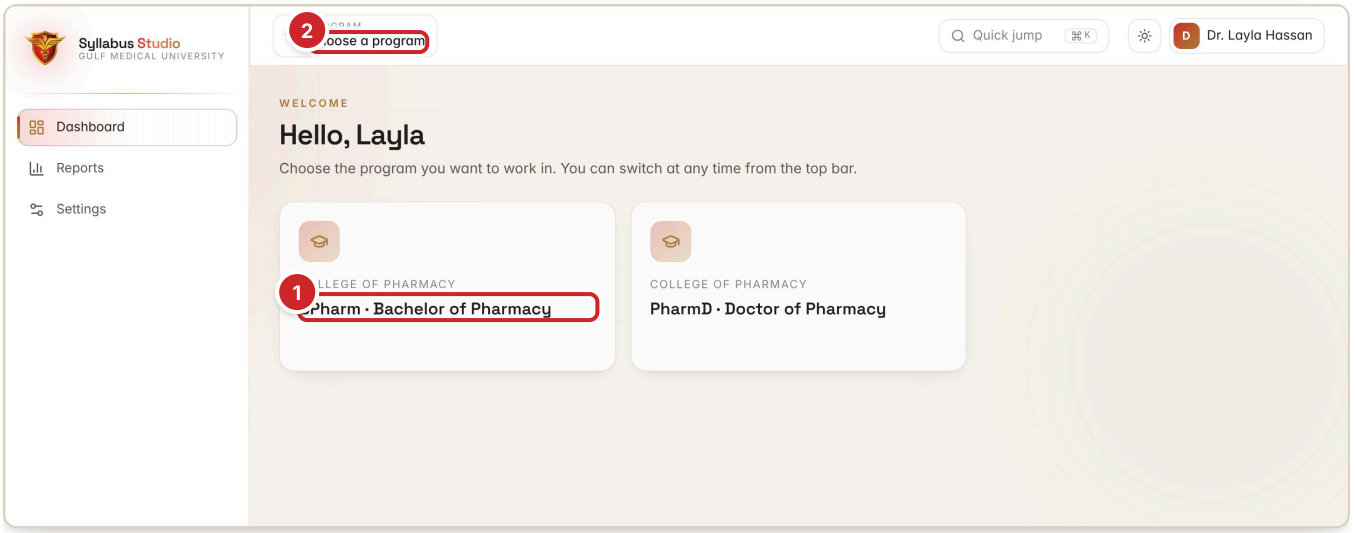
Account
Your GMU Google account, added by the College Administrator with your role.

Optional
A free Google Gemini key for the AI checks and the AI import of non-template files.

GOOD TO KNOW One person can hold several roles. A Chair who also coordinates a course builds and submits it like any other coordinator.

Signing in and choosing your program

Open **gmu-syllabus-studio.muhammad-alshorbagy.workers.dev** and choose **Sign in with Google** using your GMU account. Your roles are set by the College Administrator, so you only see the programs you work in.



1. Pick the program you want to work in. Each card shows its college and program.
2. You can switch program at any time from the **Program** chip at the top left.

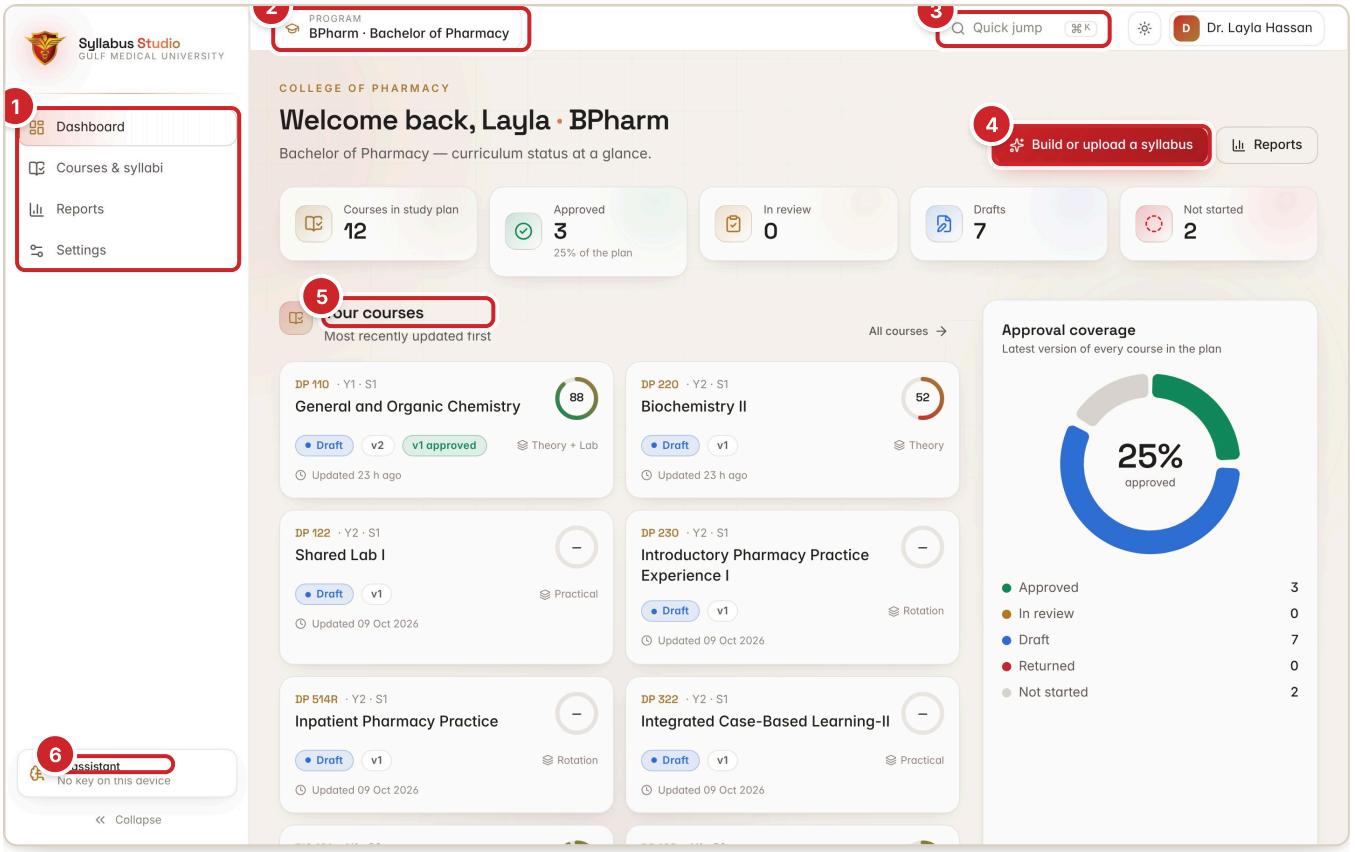
GOOD TO KNOW If you see no programs, ask your College Administrator to add your role (Coordinator or Curriculum Committee Chair) for your program.

Your first five minutes

1. **Sign in** with your GMU Google account.
2. **Choose your program** on the welcome page.
3. **Optional: add an AI key** in Settings for the AI checks.
4. **Open Courses & syllabi** to find your courses.
5. **Chairs: open the Review queue** to see submissions waiting for you.

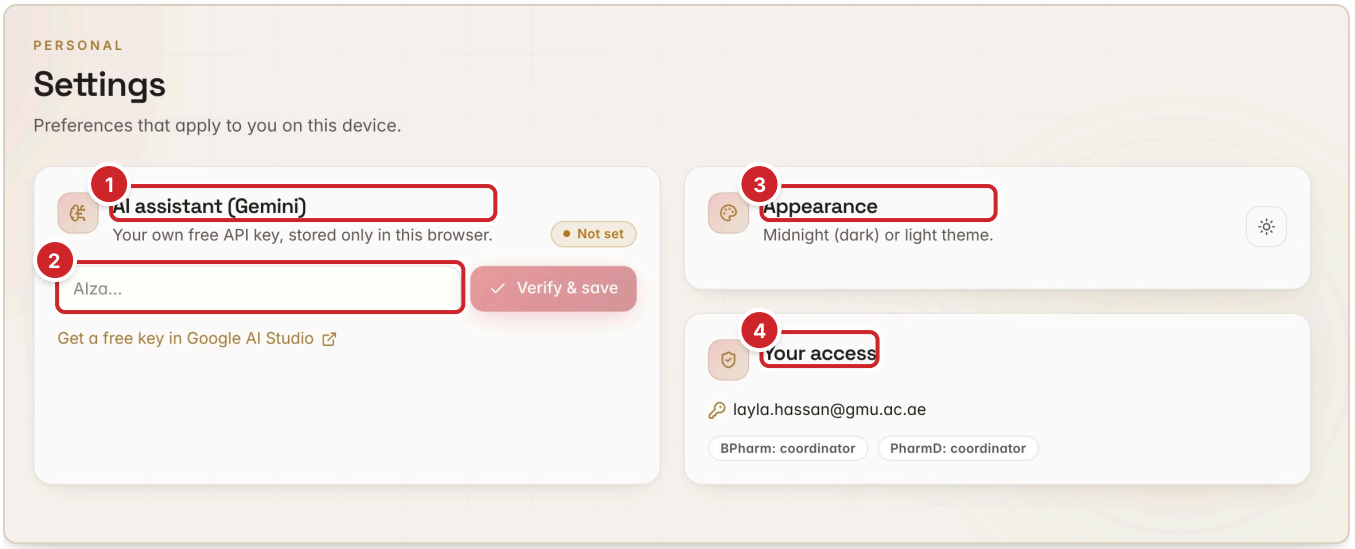
Your home page

The home page summarises the program: courses in the study plan, how many syllabi are approved, in review, in draft or not started, and the courses you worked on most recently.

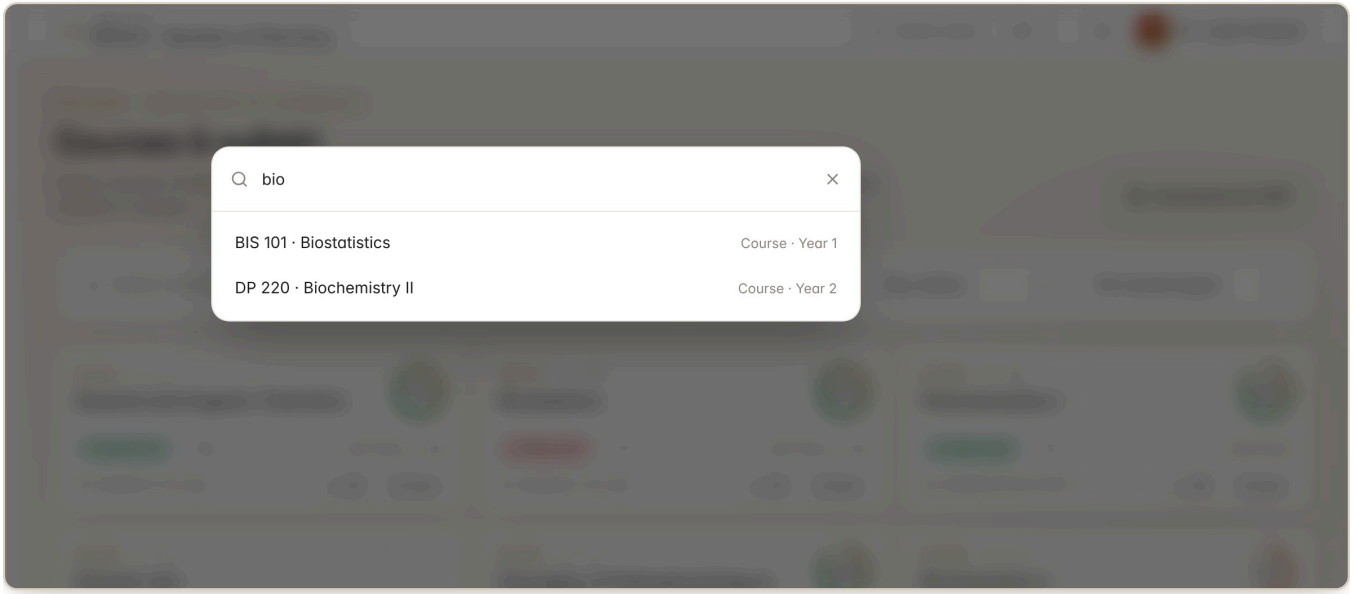


1. **Main menu**: Dashboard, Courses & syllabi, Review queue (Chairs), Reports and Settings.
2. **Program**: the program you are working in; click to switch.
3. **Quick jump** (Ctrl/⌘ + K): type a course code or title to open it directly.
4. **Build or upload a syllabus**: shortcut to the course list.
5. **Your courses**: most recently updated syllabi with status and quality score.
6. **AI assistant**: shows whether an optional AI key is set on this device (see Settings).

Settings and quick navigation



1. **AI assistant (Gemini)**: optional. With your own free key the Studio also checks CLO wording and CLO → PLO mapping with AI and can draft CLOs. Without a key, every rule-based check still works.
2. The key is stored only in this browser and is never sent to the Studio server.
3. **Appearance**: light or dark ("Midnight") theme.
4. **Your access**: the roles you hold in each program.



Quick jump: start typing a course code or title and press Enter.

A

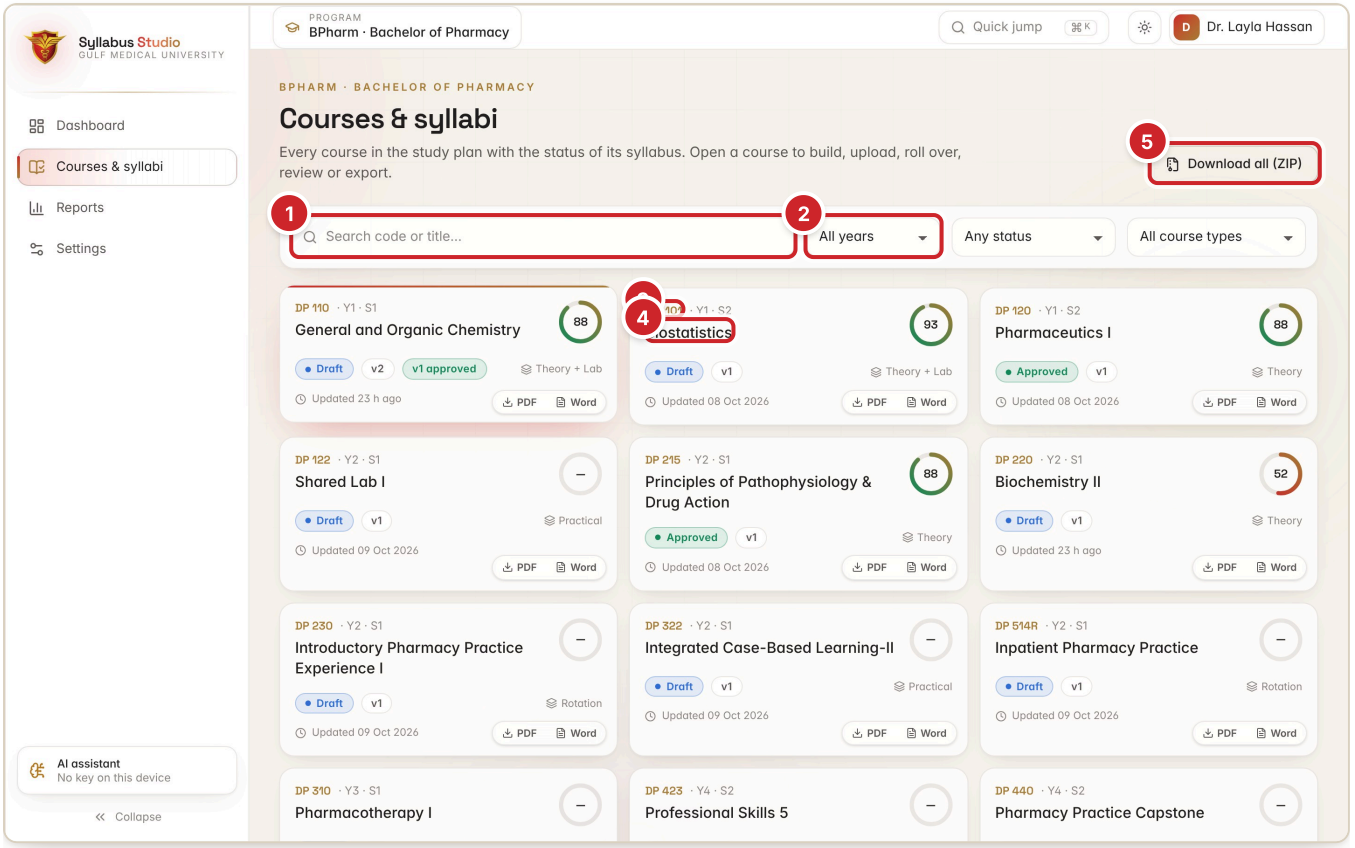
Course Coordinator

Build the syllabus in ten guided steps, act on the quality-check recommendations, preview and export the document, and submit it to the Curriculum Committee Chair.

1. Find your course and start a syllabus
2. The builder at a glance
3. Steps 1–9: identity to mapping studio
4. Step 10: quality check and recommendations
5. Preview, export, comments
6. Submit, respond to a return, start a new version

A1 · Find your course

Courses & syllabi lists every course in the study plan with the status of its syllabus.

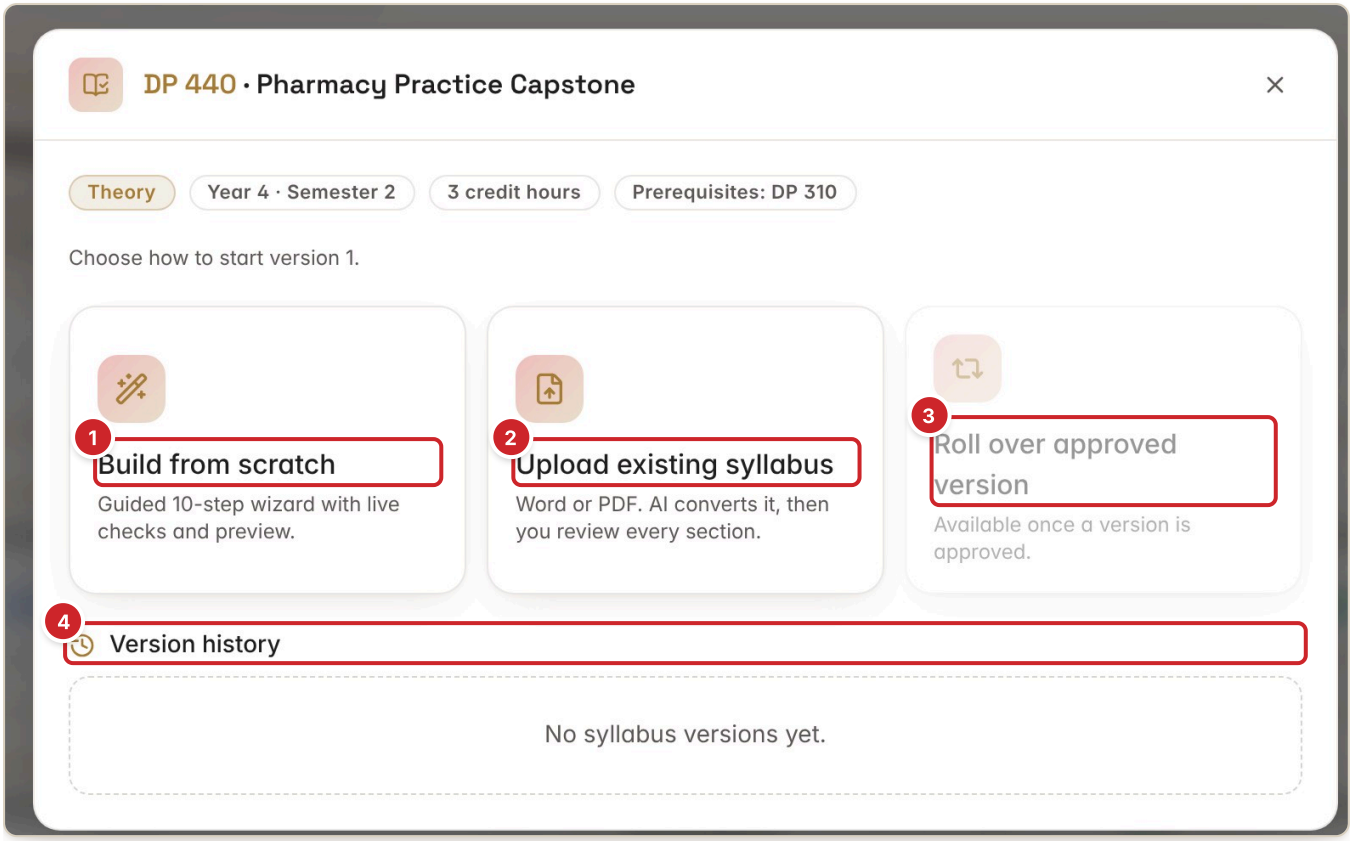


1. **Search** by code or title.
2. **Filter** by study year, syllabus status or course type.
3. Each card shows the **course code**, year and semester, status badge and version.
4. The ring is the **quality index** (0–100) of the latest version. Click a card to open the course.
5. **Download all (ZIP)**: every syllabus of the program as PDF and/or Word, organised by study year.

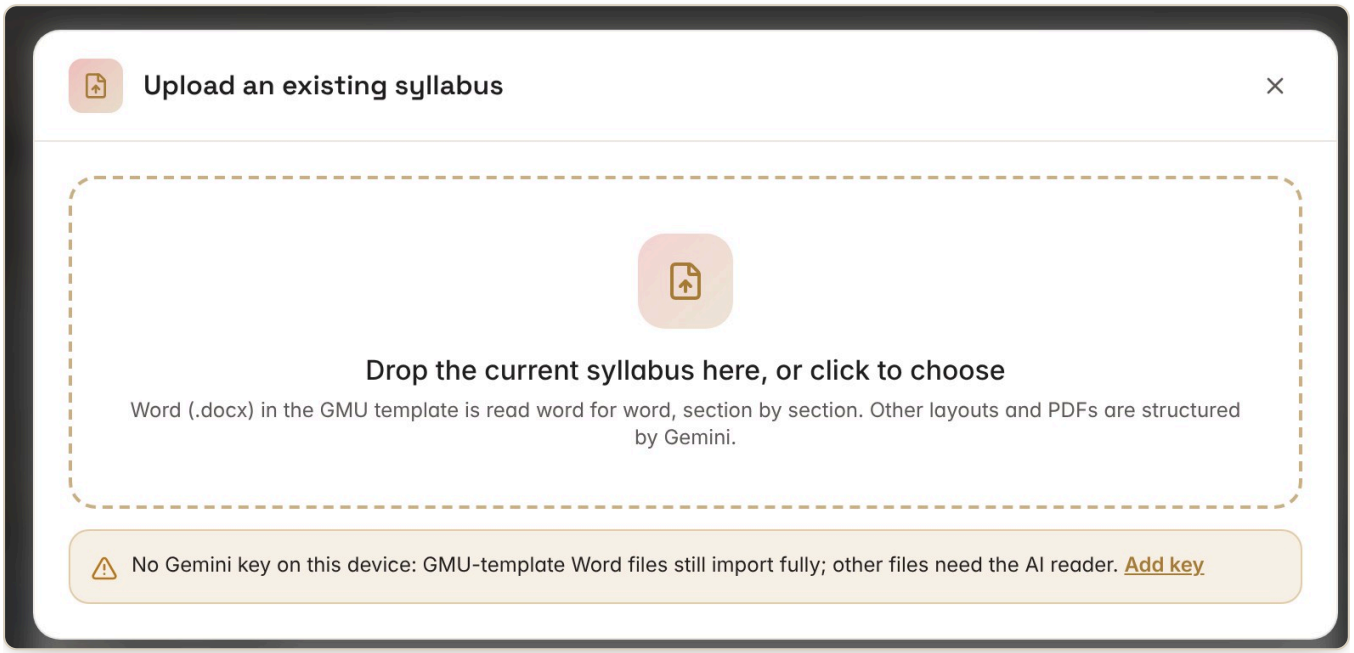
Draft being edited · In review submitted, locked · Returned sent back by the Chair · Approved official version · Superseded replaced by a newer approved version

A2 · Start a syllabus

Open a course that has no open draft. Choose how to start the next version.



1. **Build from scratch**: the guided ten-step builder, pre-filled from the study plan.
2. **Upload existing syllabus**: Word (.docx, best) or PDF in the GMU template. Every section is read into the builder for you to review.
3. **Roll over approved version**: copies the approved syllabus into a new draft (v2, v3 …). Recommended for yearly updates.
4. **Version history**: every earlier version with its status and downloads.

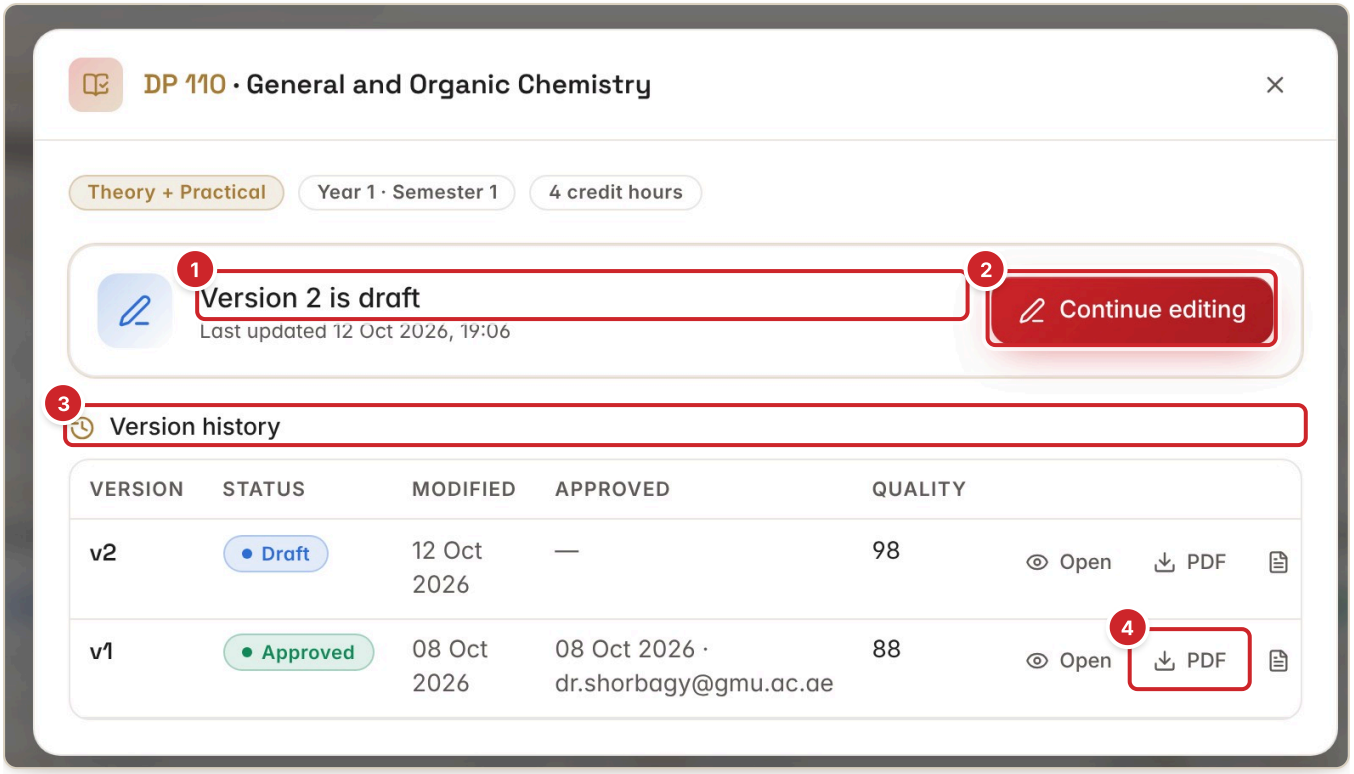


Upload: drop the Word file in the box. Word files in the GMU template are read section by section without an AI key; PDFs and other layouts need the AI assistant.

IMPORTANT After an upload, rubrics and section 12 content are marked “imported”. Check each against the original (the **ORIGINAL** button shows the file text side by side) and confirm it.

A3 · Course versions

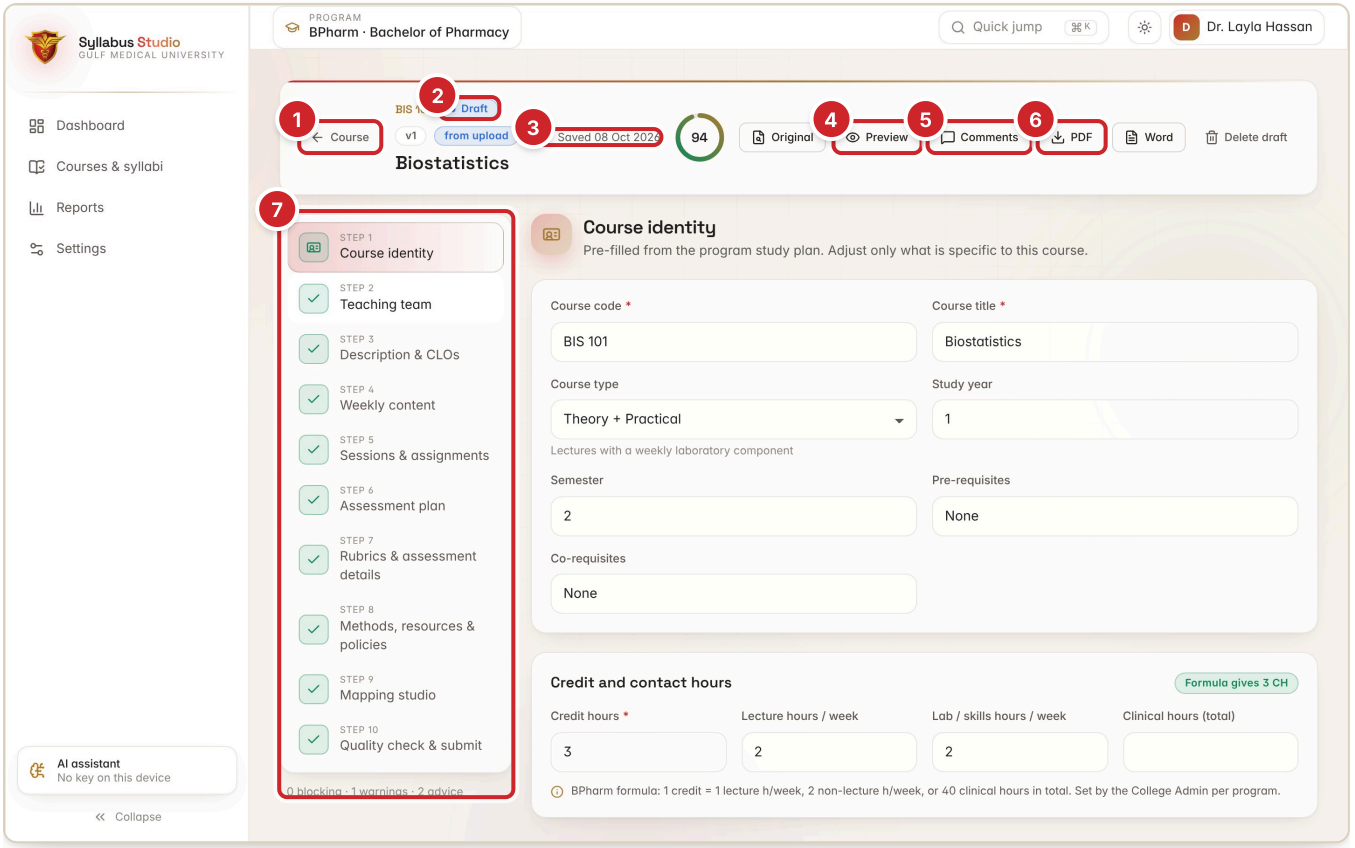
A course keeps every version of its syllabus. Only one version can be open (draft, in review or returned) at a time.



1. The current open version and its status.
2. **Continue editing** opens it in the builder.
3. **Version history**: version, status, modified and approved dates, approver and quality index.
4. Download any version as **PDF** or **Word**.

A4 · The builder at a glance

Work through the ten steps in any order. Everything is saved automatically a few seconds after you stop typing.

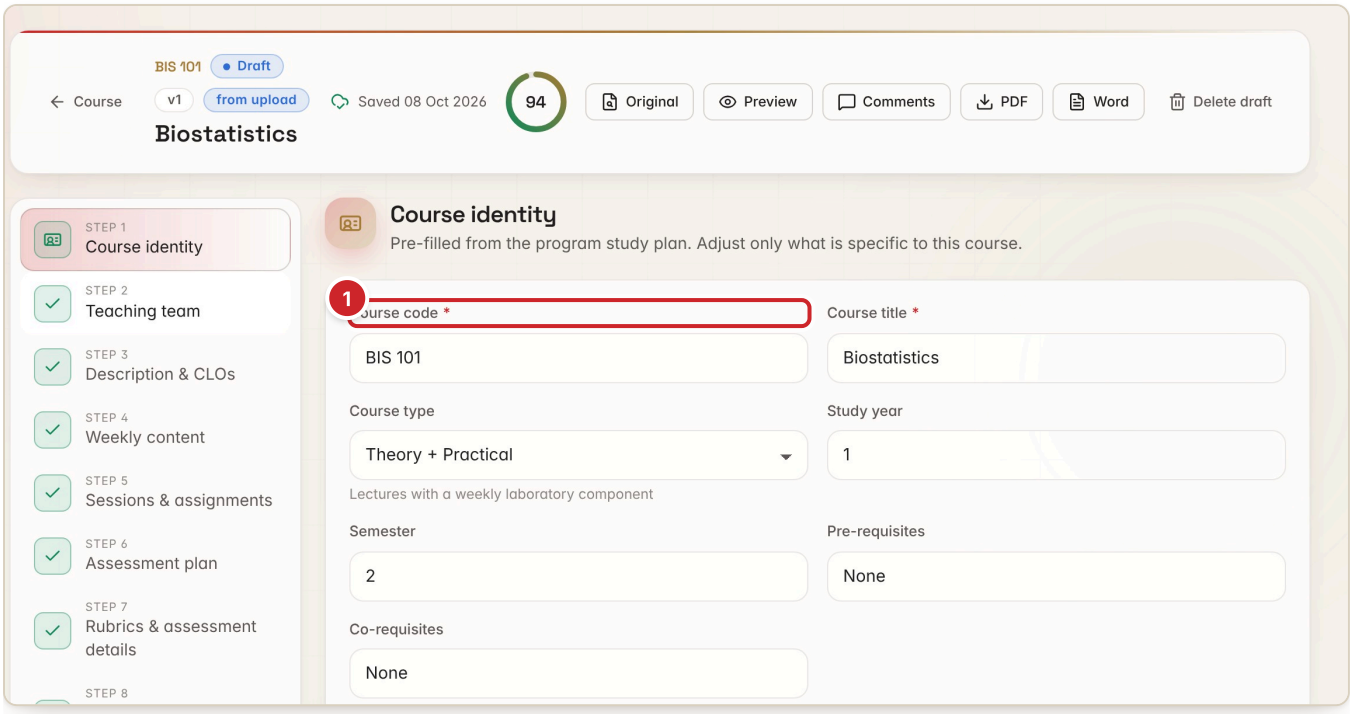


1. Back to the **course**.
2. Course code, **status** and version.
3. **Save status** (“Saved”, “Unsaved”, “Saving…”). The ring next to it is the live quality index.
4. **Preview** the formatted document.
5. **Comments** with the Chair and colleagues.
6. Download the current draft as **PDF** or **Word** (marked “DRAFT – not approved”).
7. **Step rail**: the ten steps. A tick means complete; a red number counts items that must be fixed.
8. **Next** moves to the following step.

GOOD TO KNOW If the browser closes before saving, the Studio offers to restore your unsaved changes next time you open the syllabus.

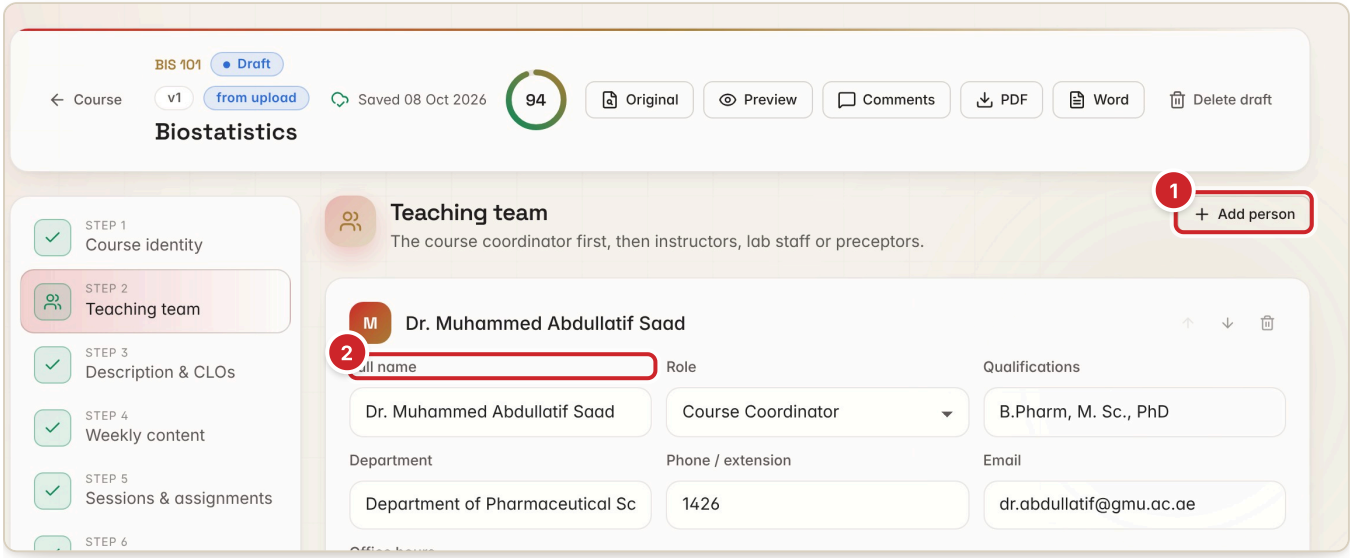
Steps 1 and 2 · Identity and teaching team

1 Course identity



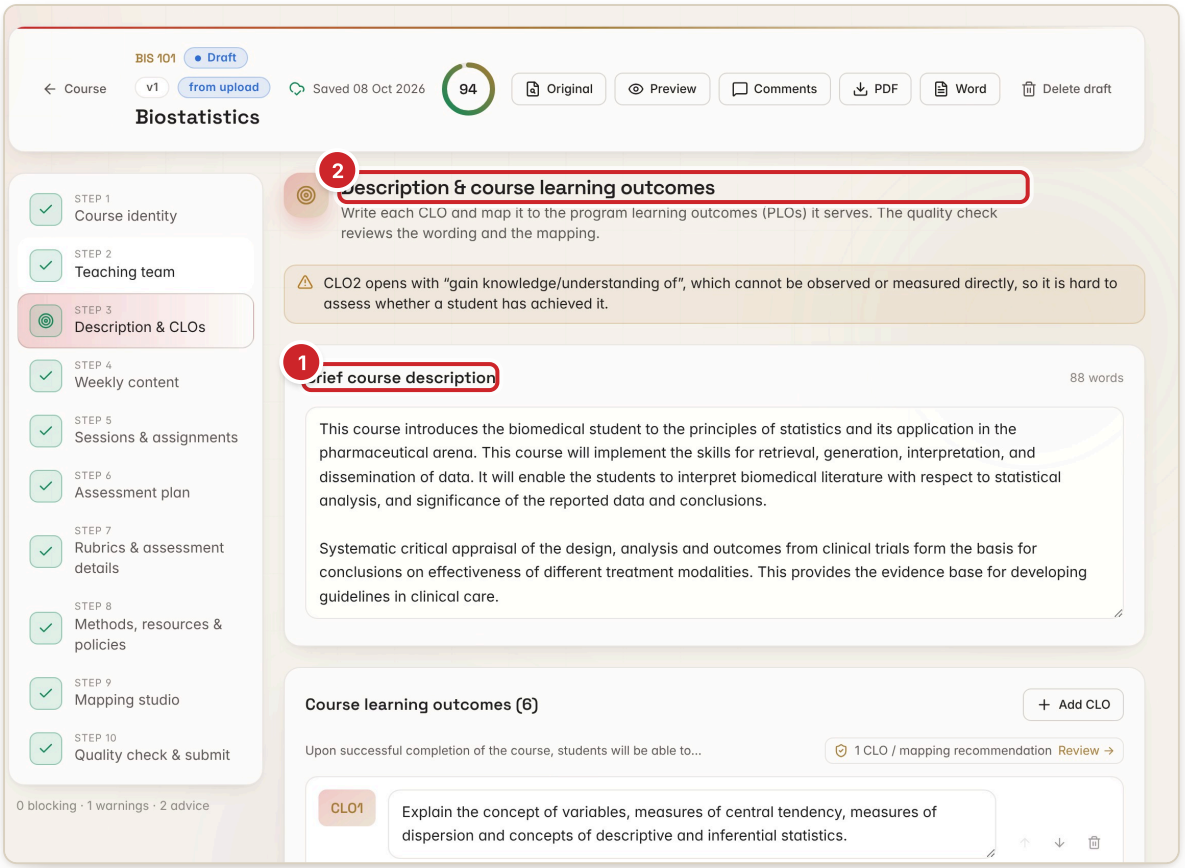
1. Code, title, course type, study year, semester and pre-/co-requisites, pre-filled from the study plan.
2. **Credit and contact hours**: lecture, lab/skills and clinical hours. A badge confirms that they agree with the program's credit-hour formula.

2 Teaching team

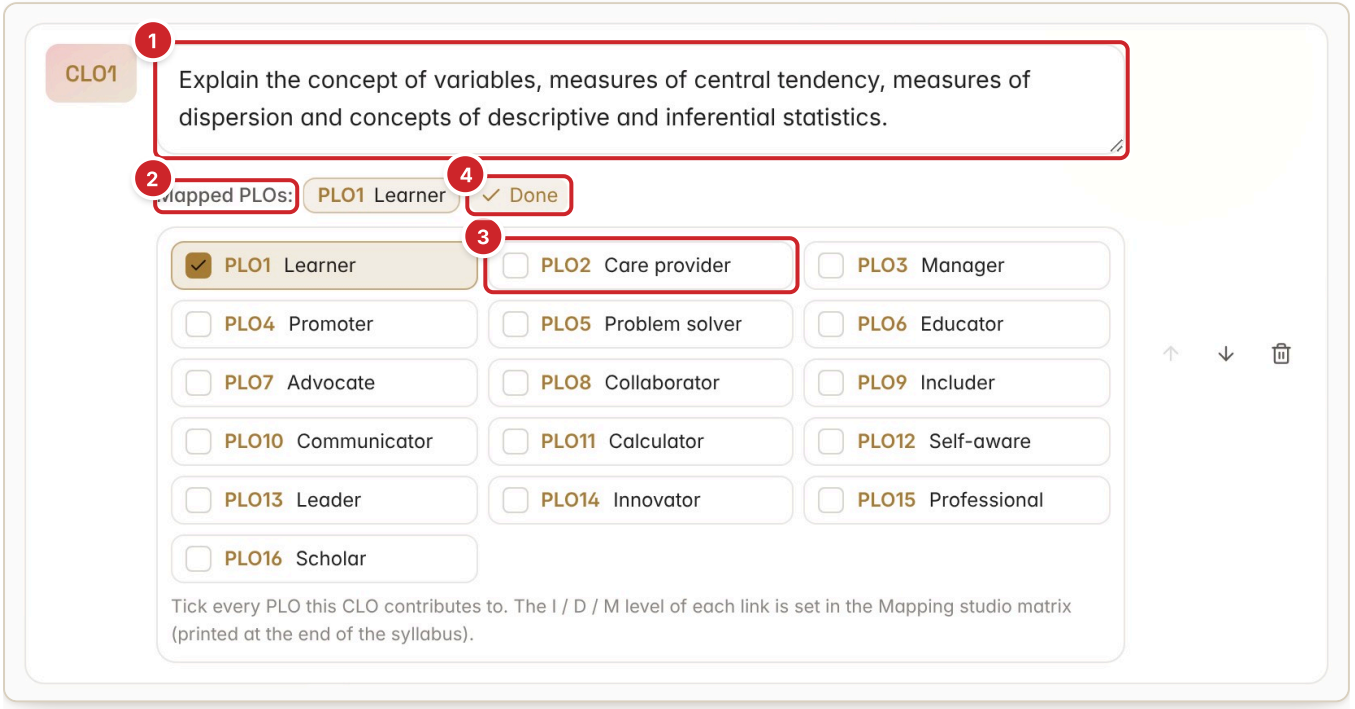


1. **Add person**: the course coordinator first, then instructors, lab staff and preceptors.
2. Name, role, qualifications, department, phone, email and office hours.

Step 3 · Description and course learning outcomes



1. **Brief course description** (80–150 words is typical; a word counter helps).
2. **Course learning outcomes**: add, reorder or remove CLOs; each starts with one measurable verb.
3. **Mapped PLOs**: the program learning outcomes each CLO contributes to.

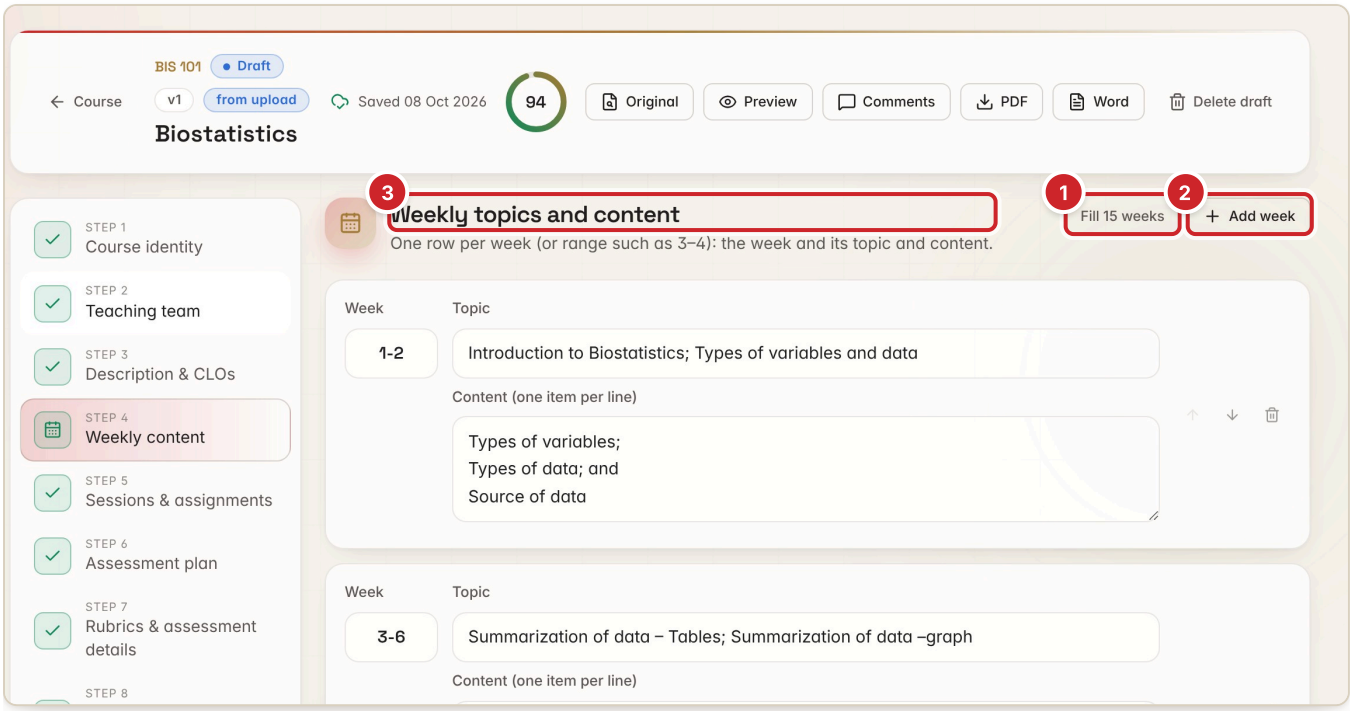


Mapping a CLO to PLOs

1. Write the CLO from the student's side: "Explain...", "Calculate...", "Counsel...".
2. The chips show the PLOs already mapped.
3. Click **Change** and tick every PLO the CLO contributes to.
4. Click **Done**. The I / D / M level of each link is set later in the Mapping studio.

Steps 4 and 5 · Weekly content, sessions and assignments

4 Weekly topics and content

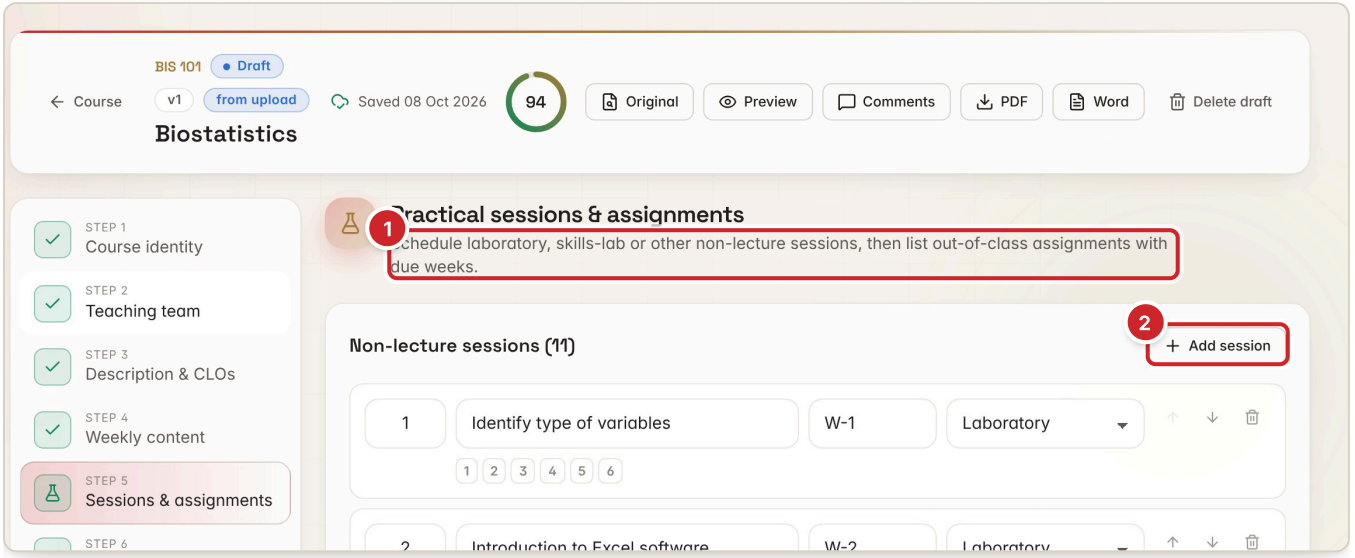


1 **Fill 15 weeks** creates one row per week of the semester.

2 **Add week** adds a row; a row can cover a range such as "3–4".

3 Enter the topic and its content, one item per line. Rotation courses show learning objectives and activities instead.

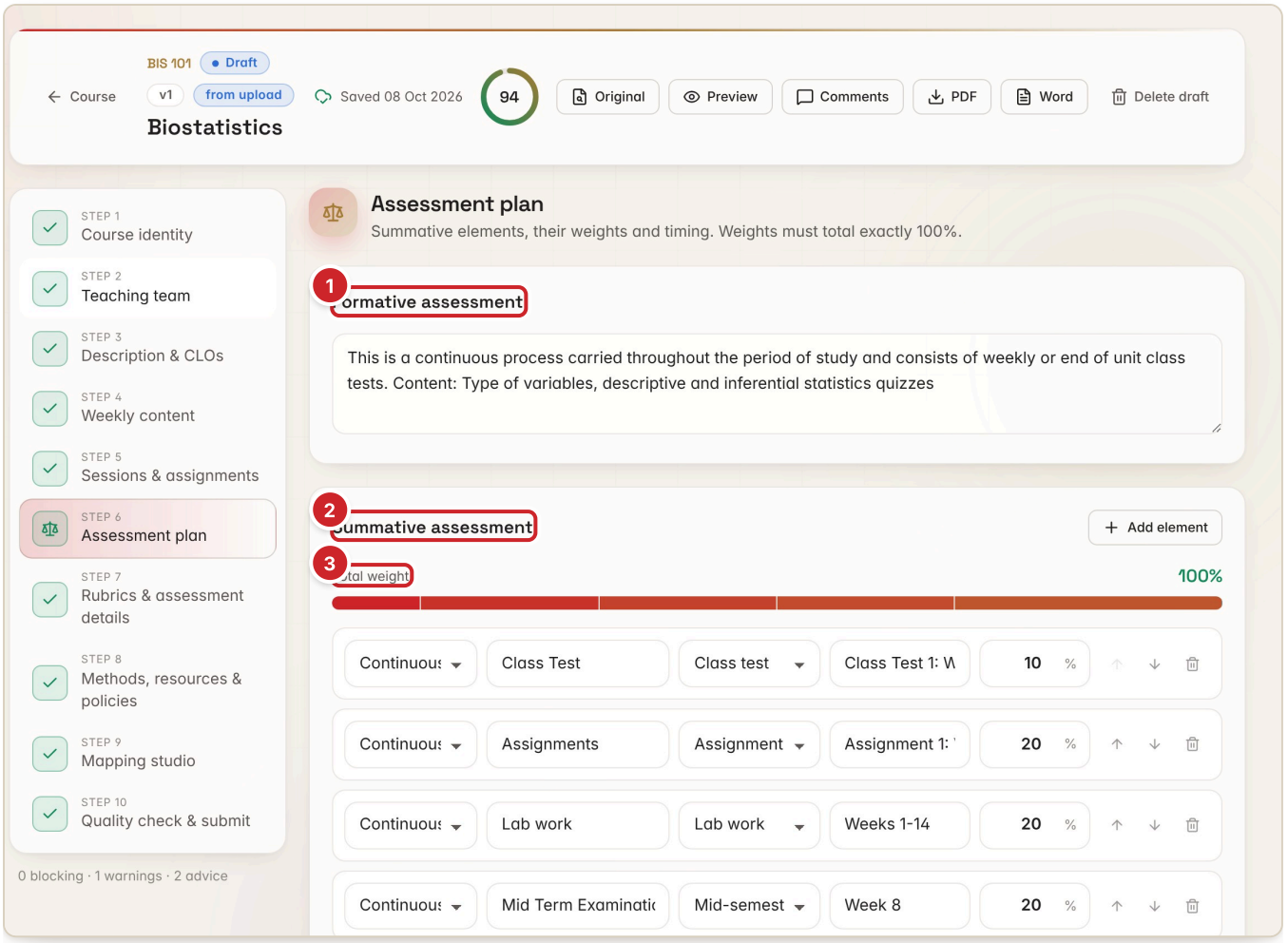
5 Practical sessions and assignments



1 **Non-lecture sessions**: laboratory, skills, tutorial or site sessions with their week and type.

2 **Add session**; out-of-class assignments are listed further down on the same page.

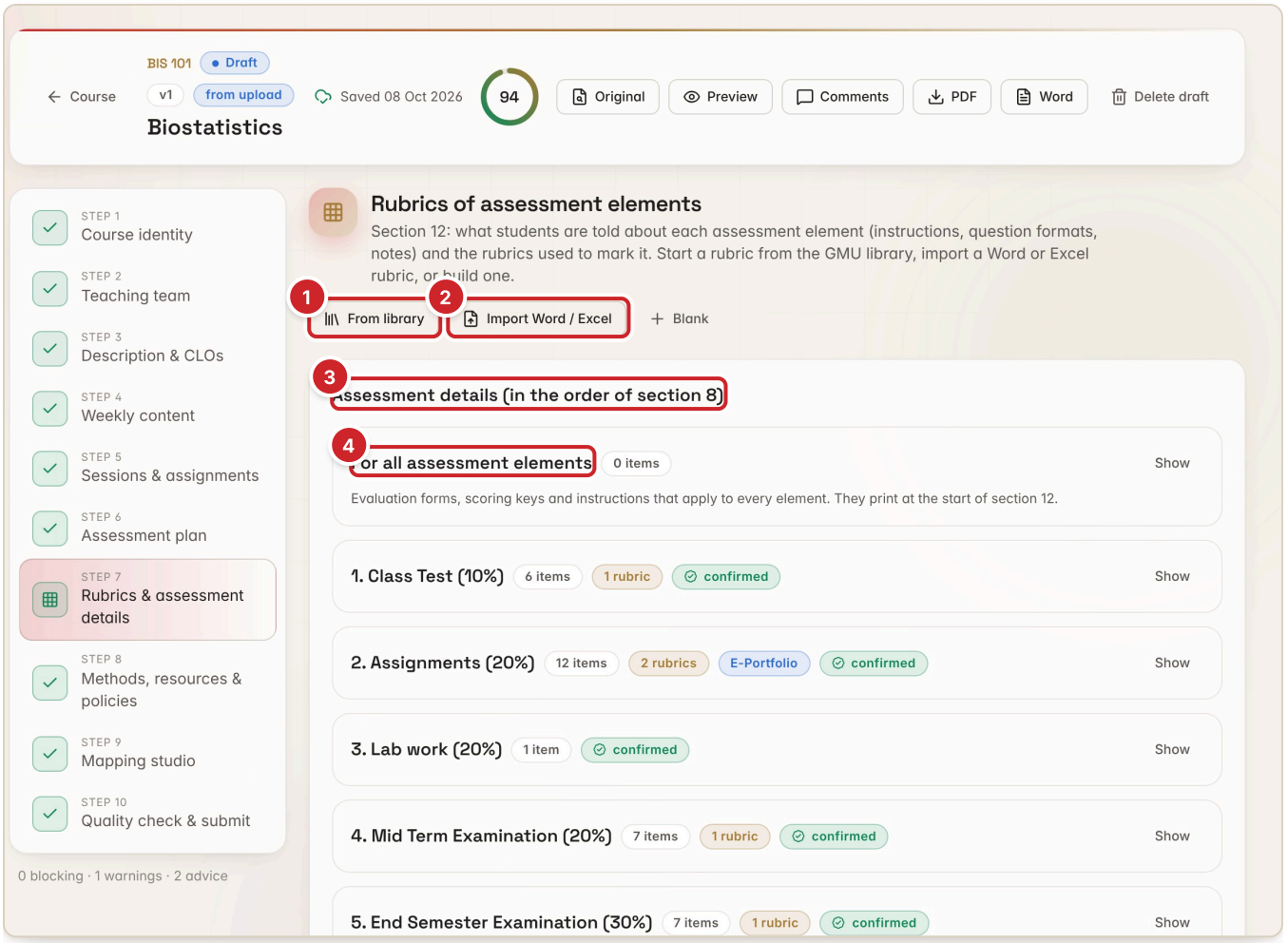
Step 6 · Assessment plan



1. **Formative assessment**: how students receive feedback during the course.
2. **Summative assessment**: one row per element with category (continuous / final), name, type, timing and weight.
3. **Total weight** must be exactly 100%; the bar turns green when it is.
4. Further down: the **assessment elements and dates** table and the **grading** scale (the program scale, or a pass/fail table for rotations).

TIP Use the arrows to reorder elements; the order is the order printed in sections 8 and 12 of the syllabus.

Step 7 · Rubrics and assessment details

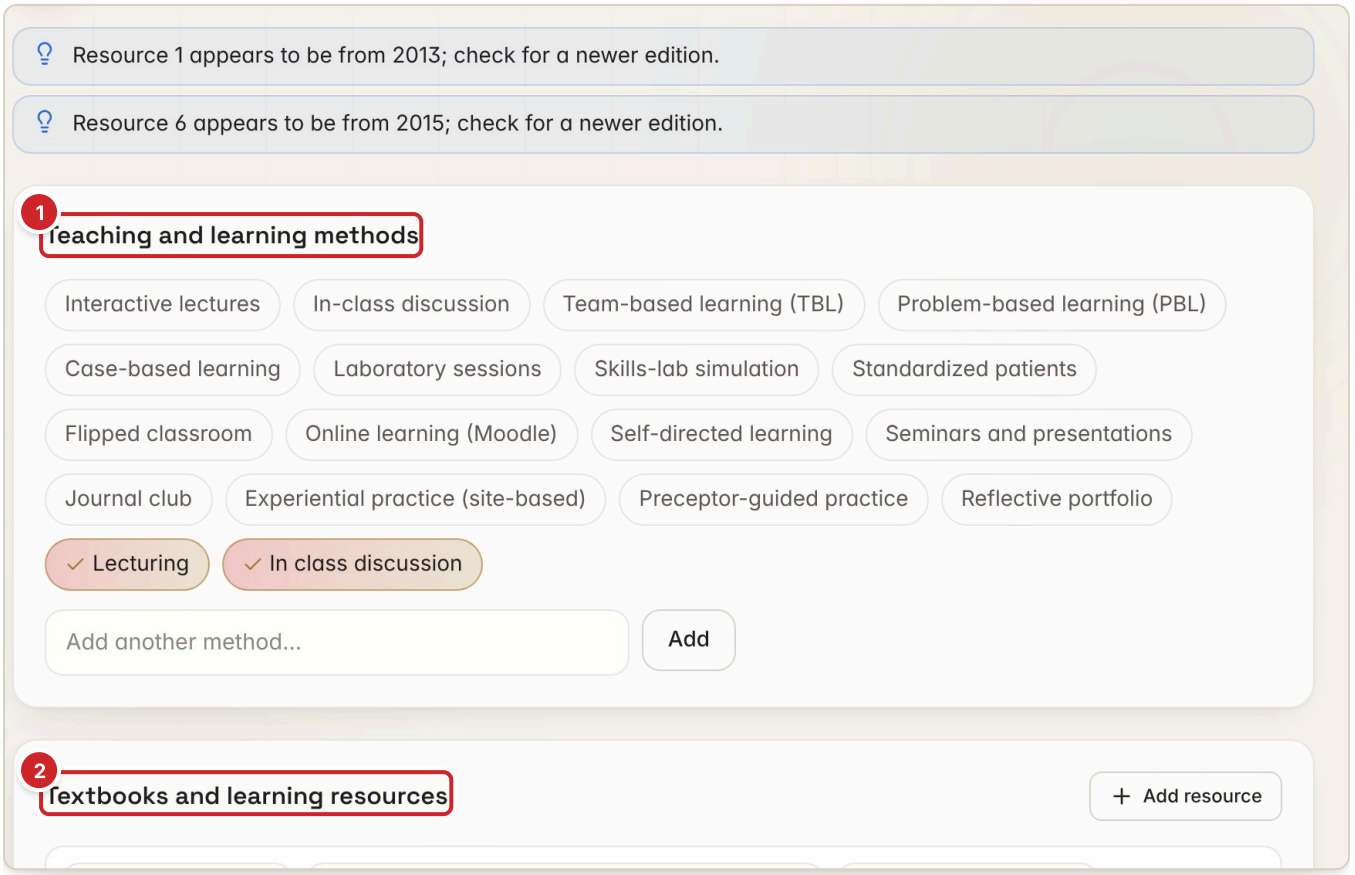


1. **From library**: start a rubric from the GMU rubric library.
2. **Import Word / Excel**: paste a rubric table from an existing file.
3. **Assessment details** follow the order of section 8. Click **Show** on an element to open its three parts: heading, text (instructions, format, notes) and rubric.
4. **For all assessment elements**: evaluation forms or scoring keys that apply to every element; printed first in section 12.

IMPORTANT Imported details carry an “imported” badge until you confirm them; unconfirmed imports must be fixed before submission.

Steps 8 and 9 · Methods, resources and mapping

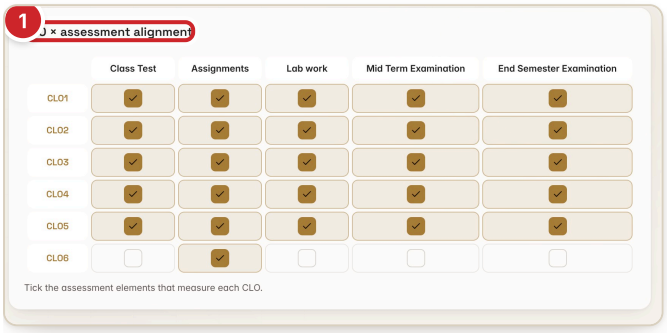
8 Methods, resources and policies



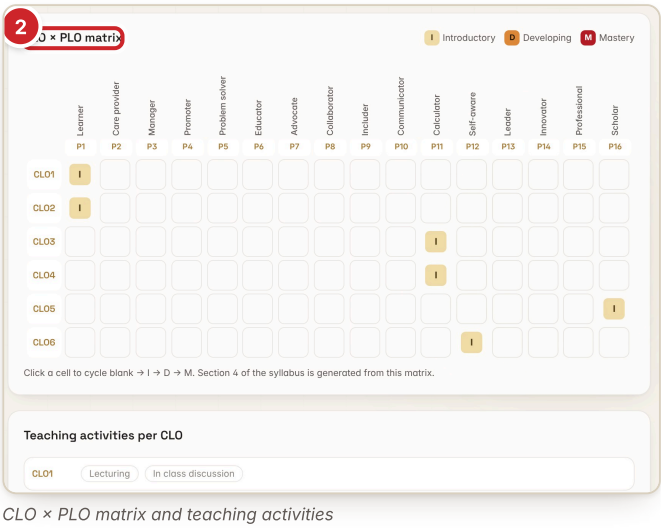
1 **Teaching and learning methods**: tick the methods used or add your own.

2 **Textbooks and learning resources** with ISBN; below them, completion requirements and the GMU policies cited.

9 Mapping studio



CLO × assessment alignment



CLO × PLO matrix and teaching activities

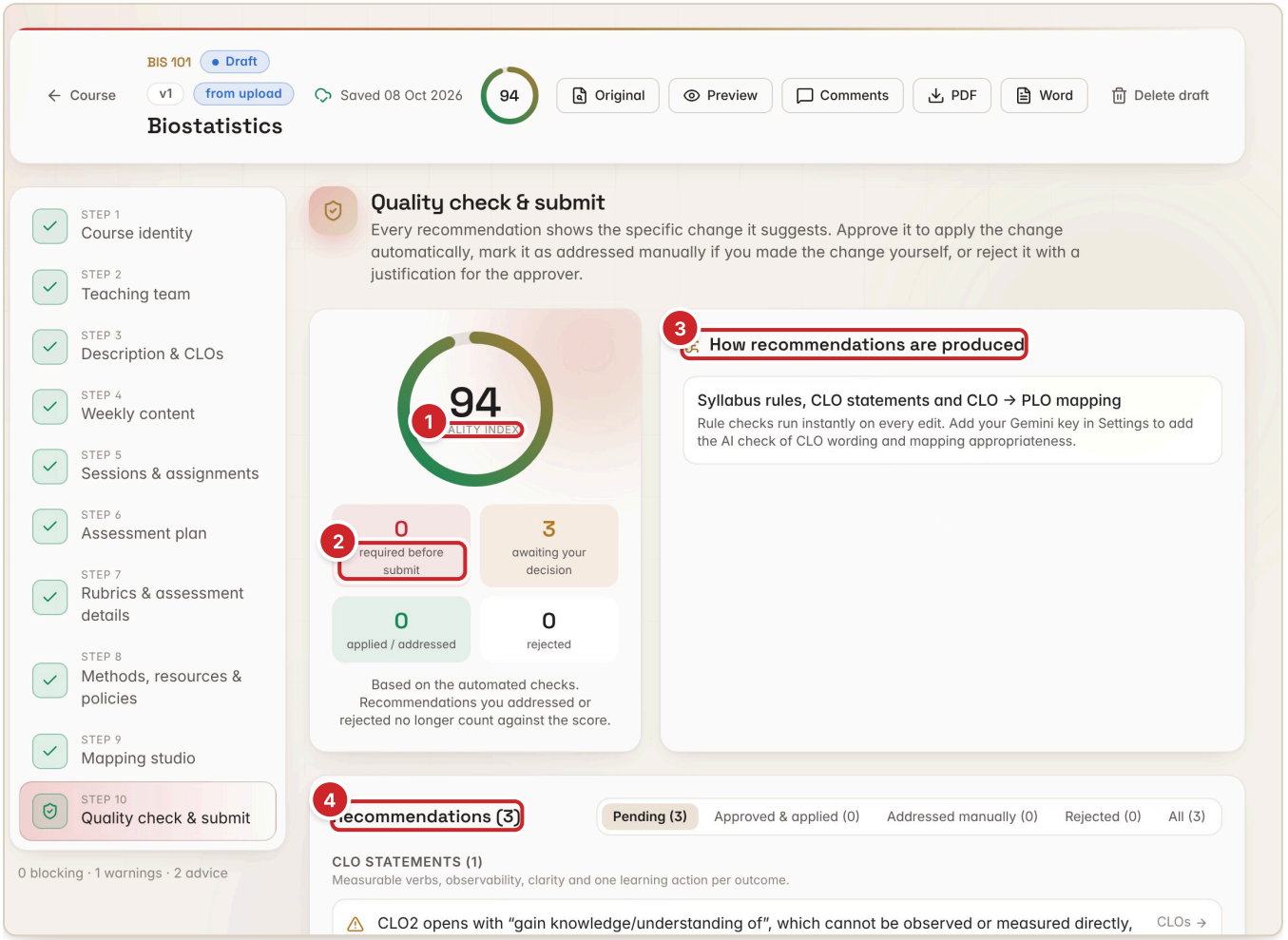
1 **CLO × assessment alignment**: tick the assessment elements that measure each CLO.

2 **CLO × PLO matrix**: click a cell to cycle I (Introductory) → D (Developing) → M (Mastery) → empty. This matrix is printed at the end of the syllabus.

3 **Teaching activities per CLO** (below the matrix): the teaching methods used for each CLO.

Step 10 · Quality check

The Studio checks the whole syllabus as you work. Step 10 brings every finding together before you submit.

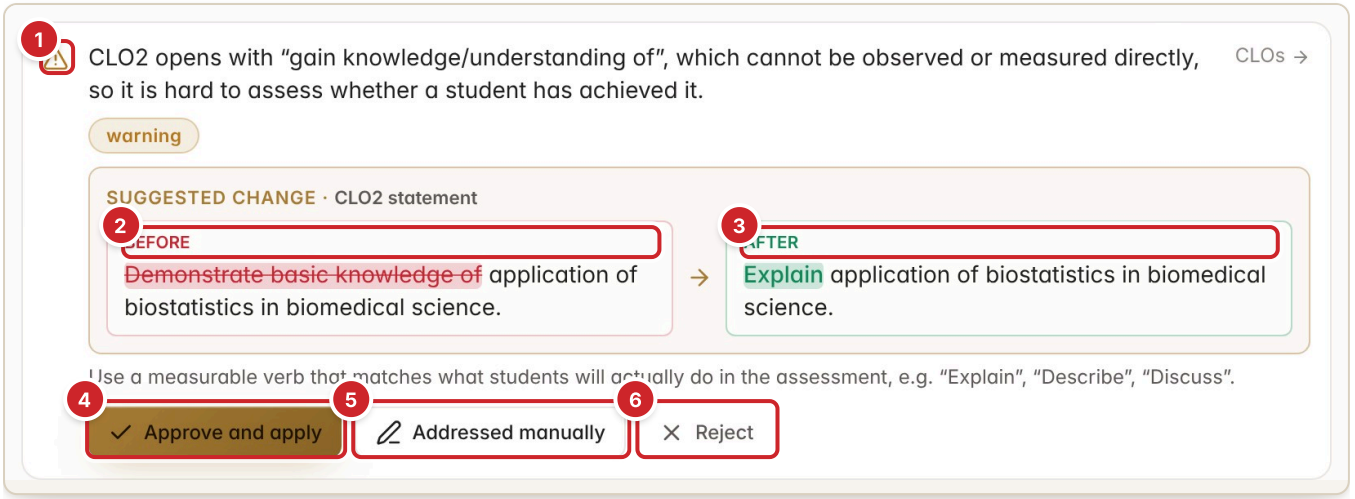


1. **Quality index** (0–100): from the automated checks. Recommendations you address or reject no longer count against it.
2. Counters: items that **must be fixed**, recommendations **awaiting your decision**, applied/addressed and rejected.
3. **How recommendations are produced**: rule checks always; the AI check of CLO wording and mapping when a key is set.
4. **Recommendations** grouped by CLO statements, CLO → PLO mapping and other checks, with filters.

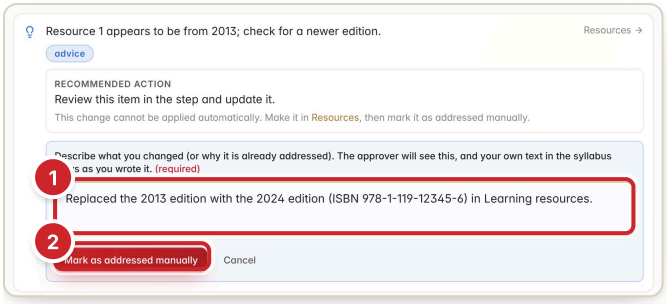
IMPORTANT Items under **MUST BE FIXED BEFORE SUBMISSION** (for example missing credit hours, weights not totalling 100%, or unconfirmed imports) cannot be rejected; fix them in the step shown.

Acting on a recommendation

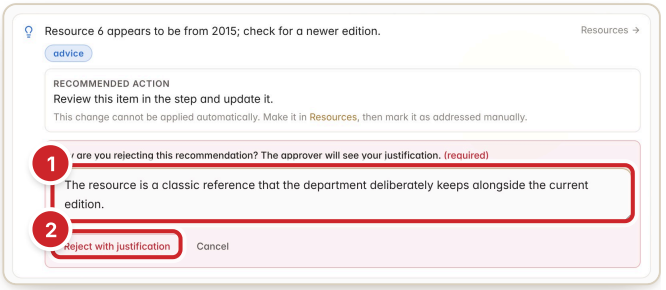
Every recommendation shows the specific change it suggests. You decide each one in one of three ways.



1. The finding and its severity (required, warning or advice).
2. **Before**: your current text; removed words are struck through in red.
3. **After**: the suggested text; added words are highlighted in green.
4. **Approve and apply**: the change is made in the syllabus immediately; status becomes *Approved and applied*.
5. **Addressed manually**: you made the change yourself or it is already handled; describe what you did.
6. **Reject**: keep your version and give the approver a justification.



Addressed manually: describe what you changed (required).

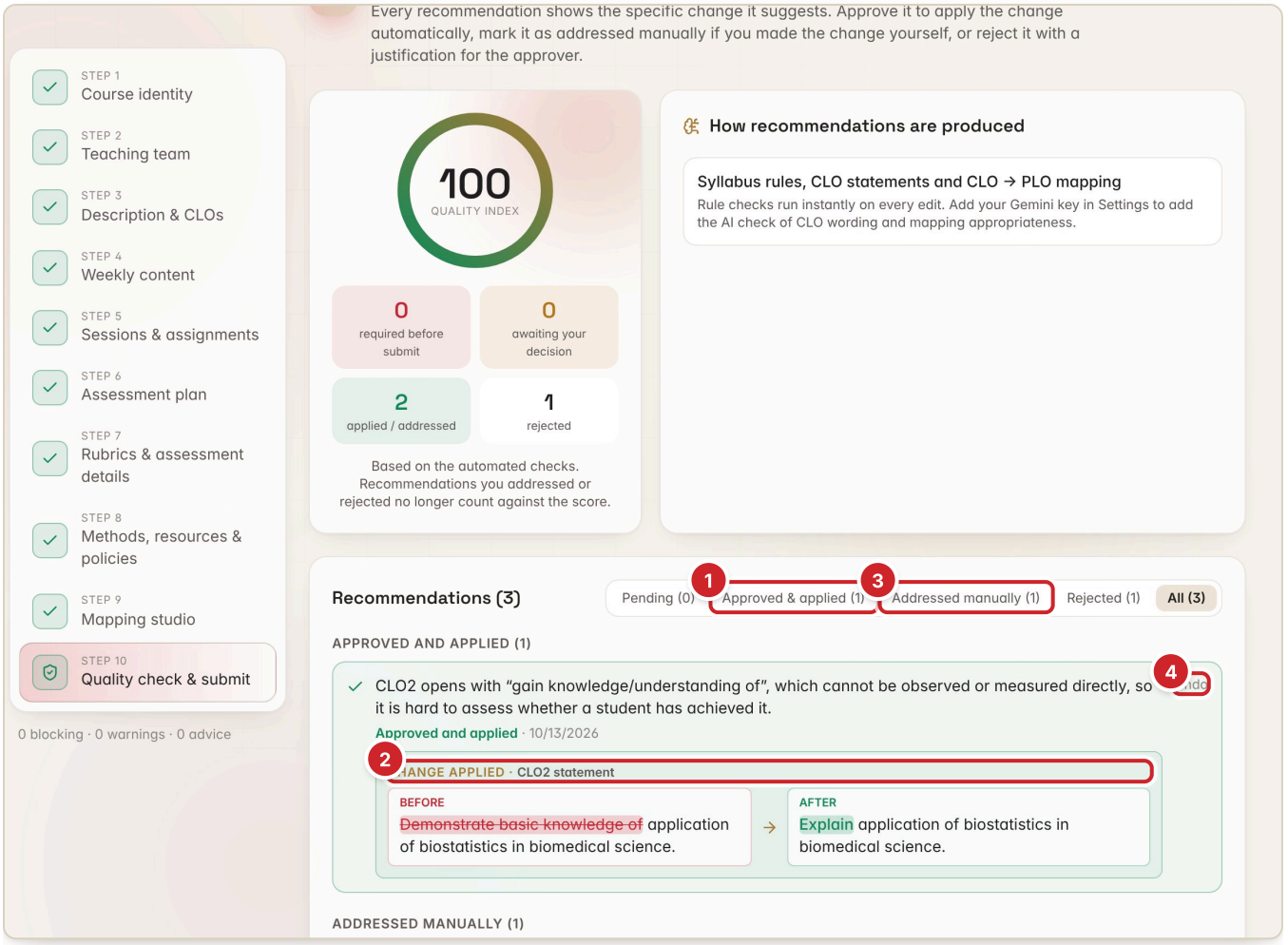


Reject: explain why the recommendation does not apply (required).

TIP Recommendations without an automatic change (for example an outdated textbook) show a **RECOMMENDED ACTION**. Make the change in the step shown, then mark it as addressed manually.

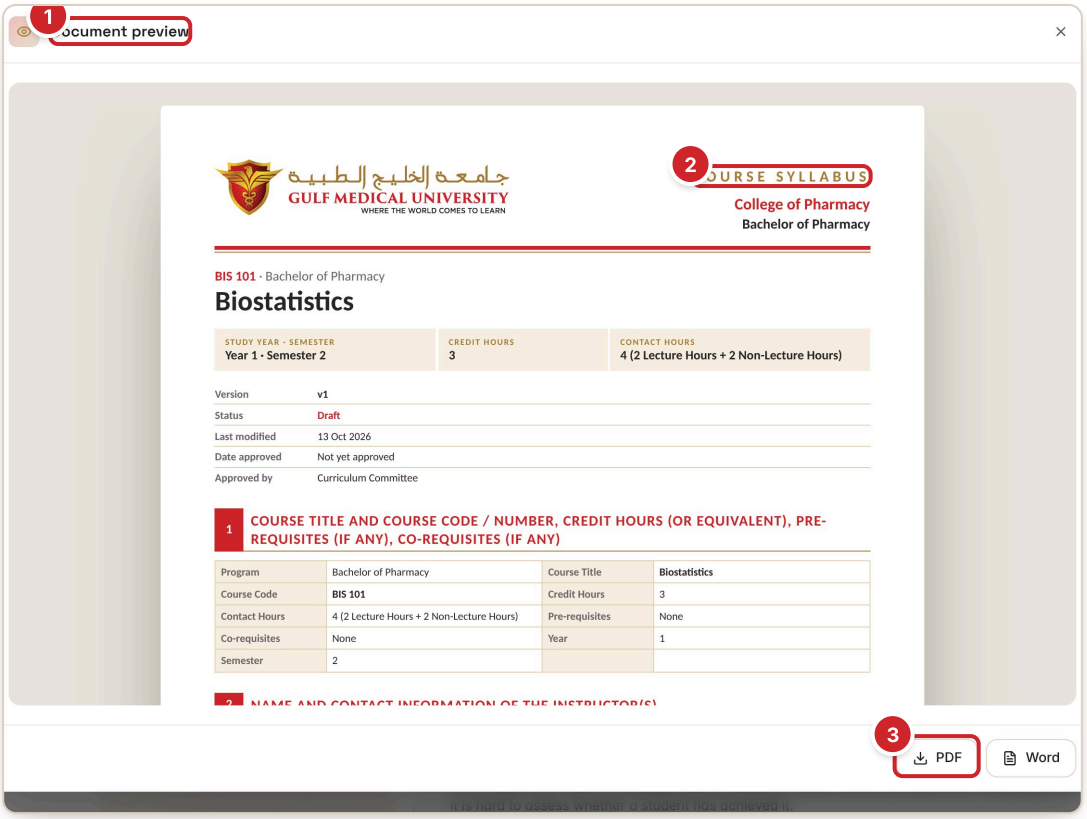
Your decisions record

Decided items move out of Pending. The approver sees the same record, so every applied change, manual fix and rejection is transparent.



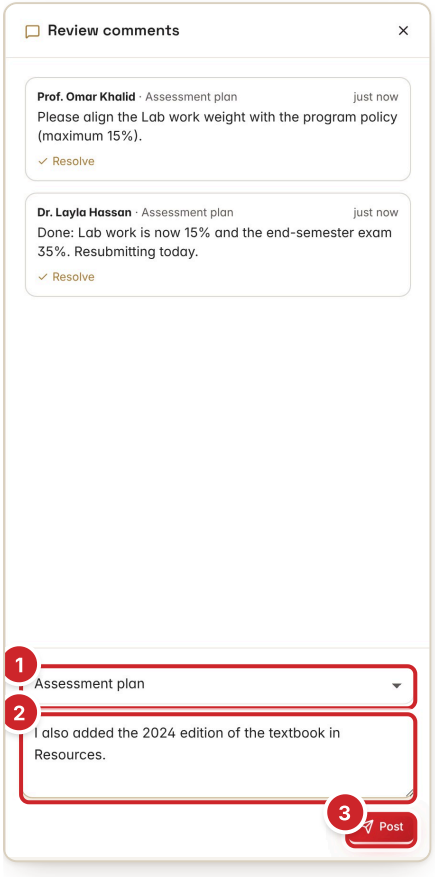
1. Filters: **Pending**, **Approved & applied**, **Addressed manually**, **Rejected**, **All**.
2. **Change applied**: the before and after of an approved change.
3. **Addressed manually** with your description.
4. **Undo** returns the item to Pending; for an applied change it also restores your original text.

Preview, export and comments



1. **Preview** shows the document exactly as it will print, with the GMU header, section numbering and the CLO–PLO matrix.
2. Drafts print with their status; approved versions carry the approval date, “Approved by Curriculum Committee” and a verification QR code.
3. Download as **PDF** or **Word** from the preview or the page header.

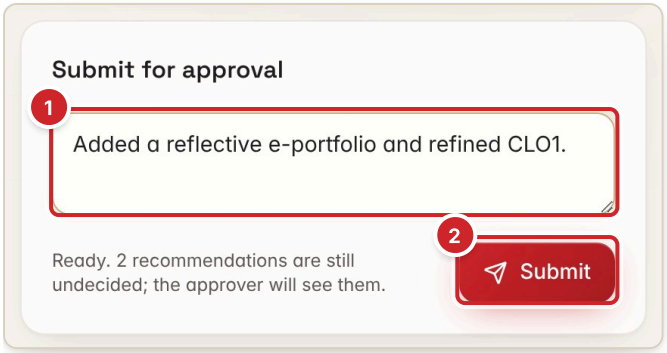
Comments



1. Choose the **section** the comment is about (or General).
2. Type your comment.
3. **Post**. The Chair and the course team see the thread with names, sections and times; **Resolve** closes a point once it is handled.

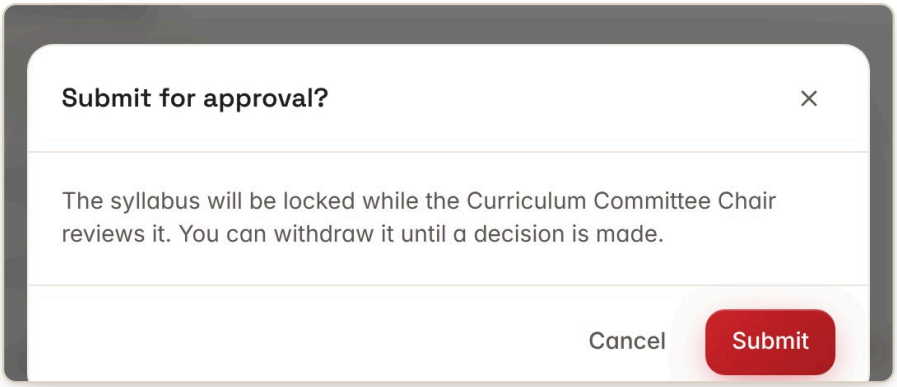
> **GOOD TO KNOW** Use comments for questions during review; the formal decision and the Chair’s return note stay with the version.

Submit for approval

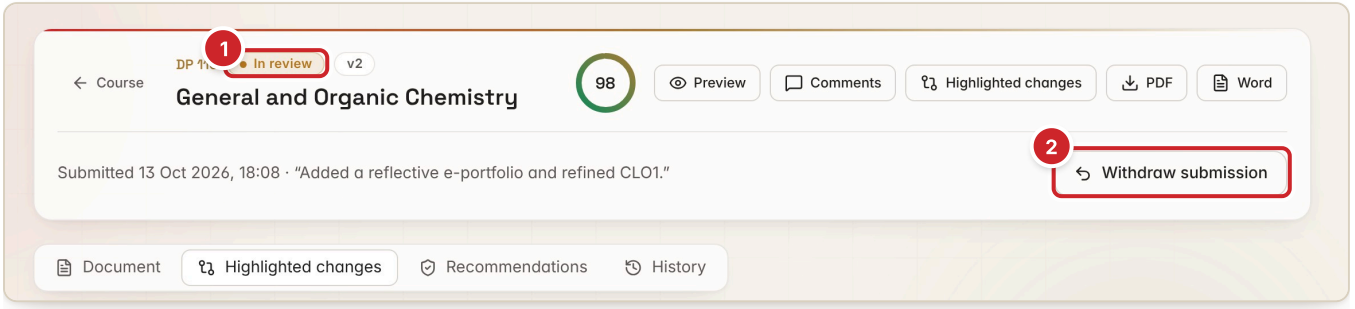


At the bottom of Step 10.

1. Describe **what changed in this version**. The Chair sees this note and it is kept in the version history.
2. **Submit** is available when nothing is left under *Must be fixed*. Undecided recommendations do not block submission, but the Chair will see them.

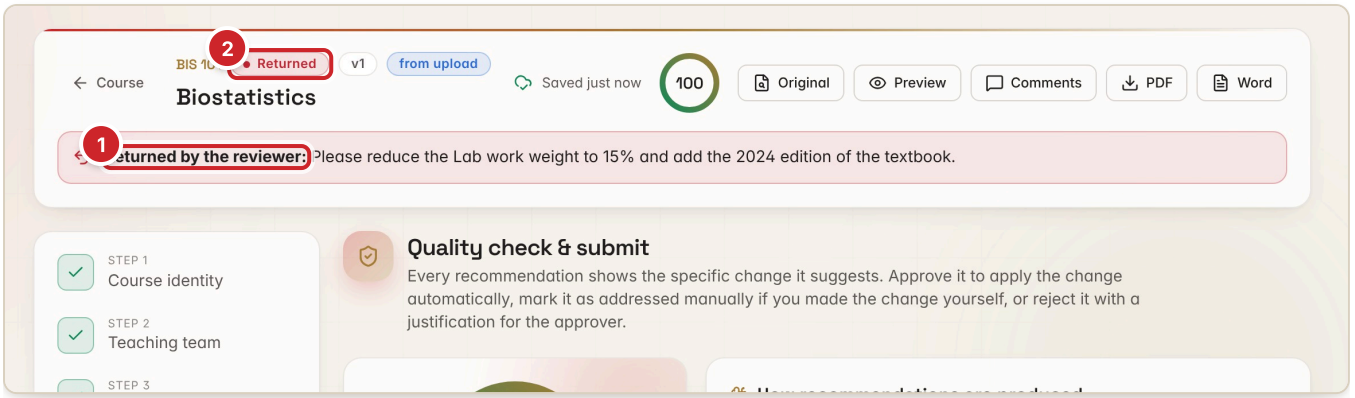


Confirm. The syllabus is locked while the Chair reviews it.



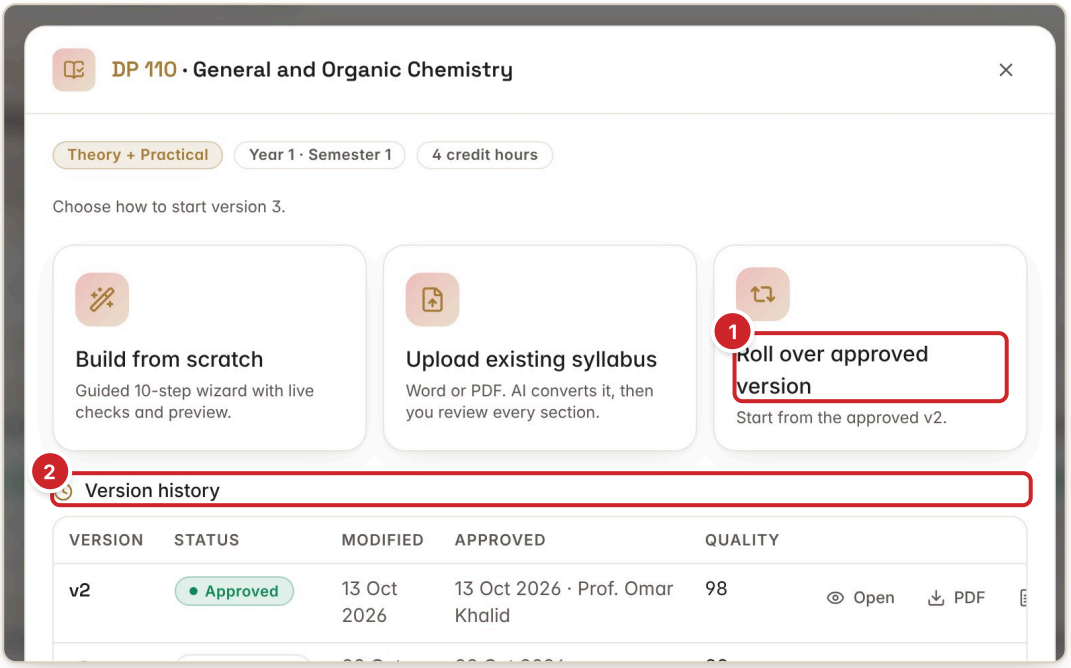
1. The status changes to **In review**.
2. **Withdraw submission** unlocks it for editing again, as long as the Chair has not decided yet.

When a syllabus is returned



1. The **Chair's note** appears at the top of the syllabus.
2. The status is **Returned**; the syllabus is editable again. Make the changes, run through Step 10 and submit again.

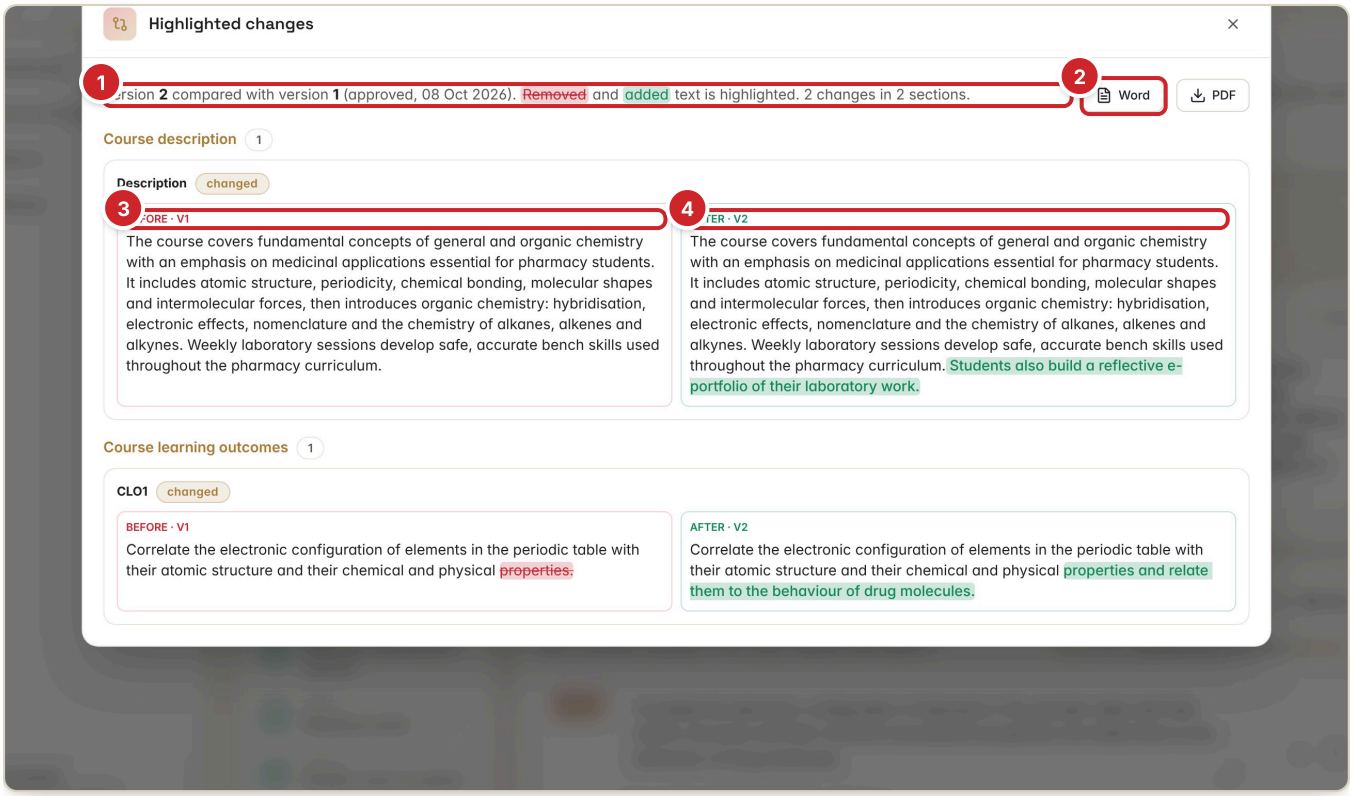
Updating a syllabus: a new version



1. Open the course and choose **Roll over approved version**; a draft v2 (v3 …) is created from the approved syllabus.
2. The **version history** keeps the approved version unchanged until the new one is approved.

Highlighted changes (version 2 onwards)

From version 2, the Studio compares your draft with the previous approved version, section by section, so the Chair can review only what changed.



1. Which versions are compared and how many changes were found.
2. Download the comparison as **Word** or **PDF** ("... _Highlighted_changes").
3. **Before** (previous version): removed text struck through in red.
4. **After** (this version): added text highlighted in green.

TIP Open it from the HIGHLIGHTED CHANGES button in the syllabus header or from Step 10. Use it as a final check before you submit.

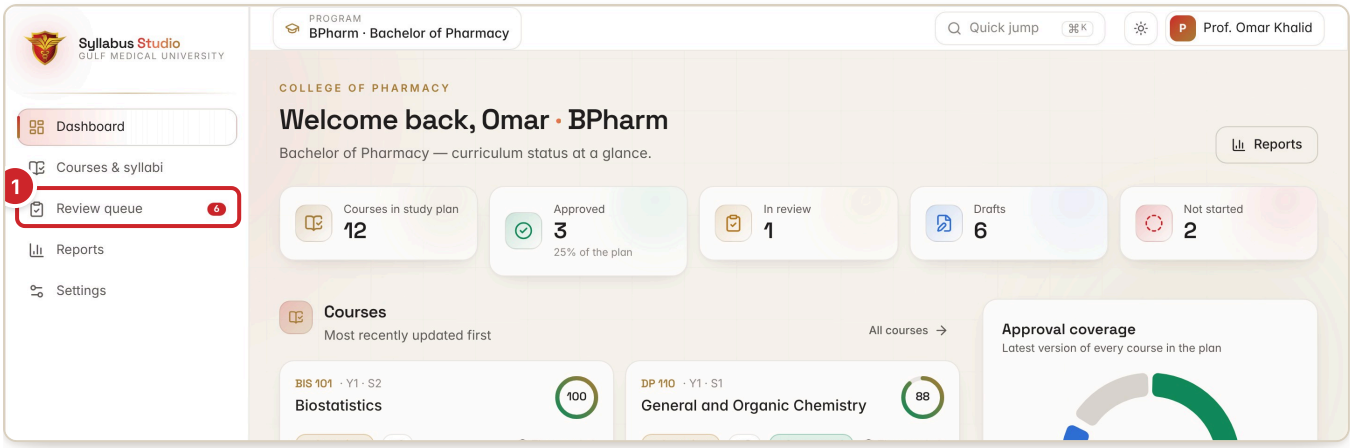
B

Curriculum Committee Chair

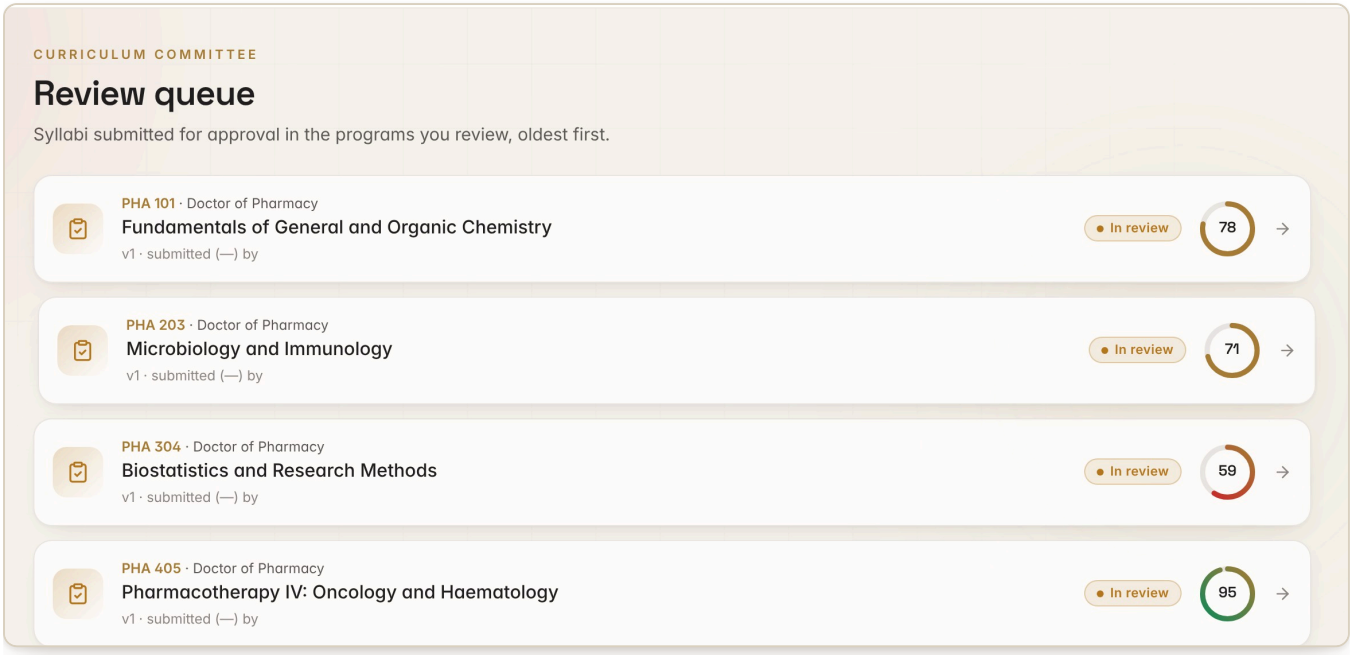
Review submitted syllabi, see exactly what changed and how the coordinator handled every recommendation, approve or return with a note, and monitor the curriculum with the program reports.

1. Your review queue
2. Reviewing a submission: changes, document, decisions, history
3. Comments, approval and return
4. Curriculum reports and the full report PDF
5. Verifying a printed syllabus

B1 · Your review queue



1 **Review queue** in the menu; the red counter shows how many syllabi wait for you.

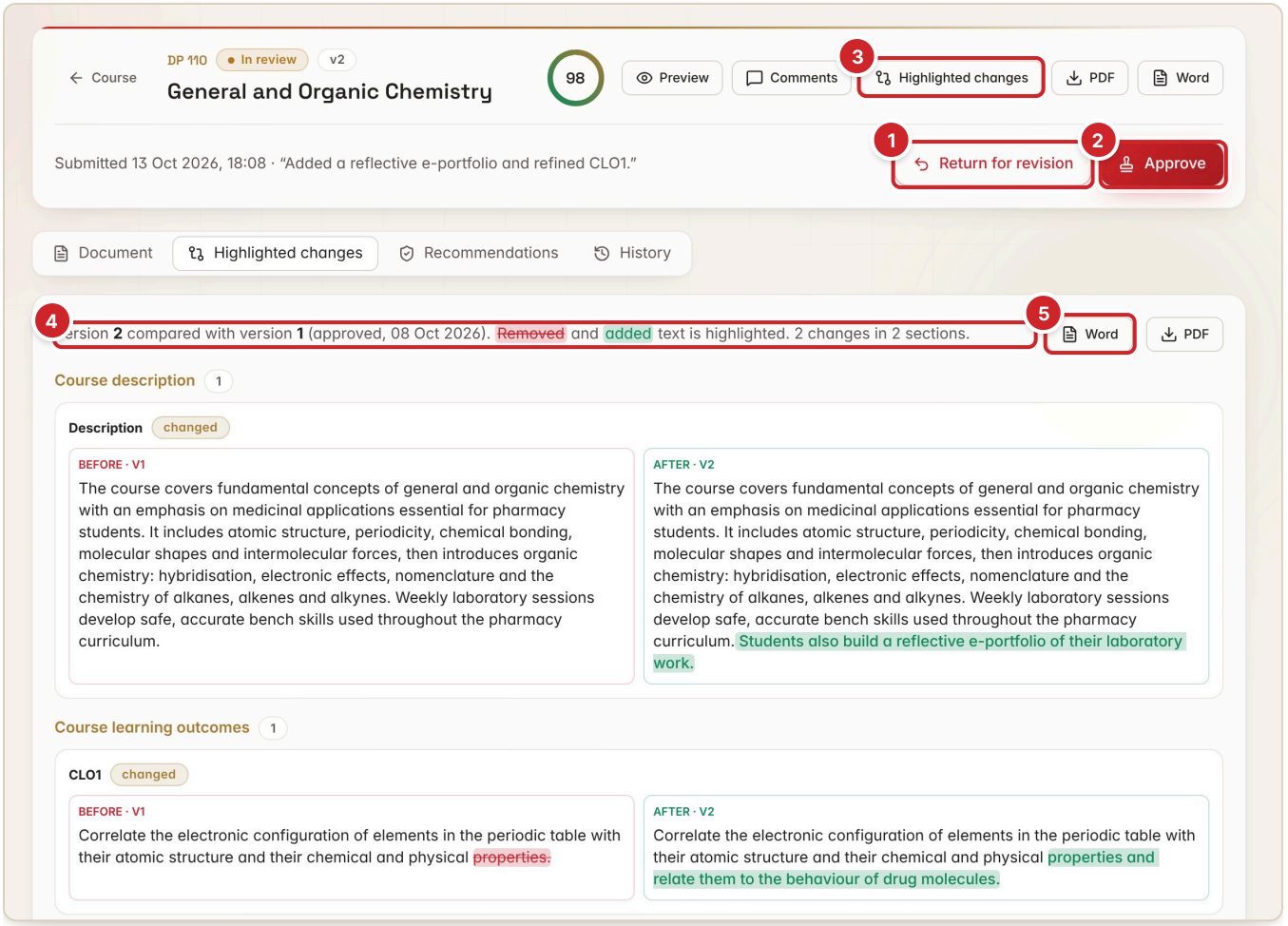


2 Each item shows the course, version, submission time and quality index, oldest first.

3 The coordinator's note on **what changed** in this version. Click an item to open it.

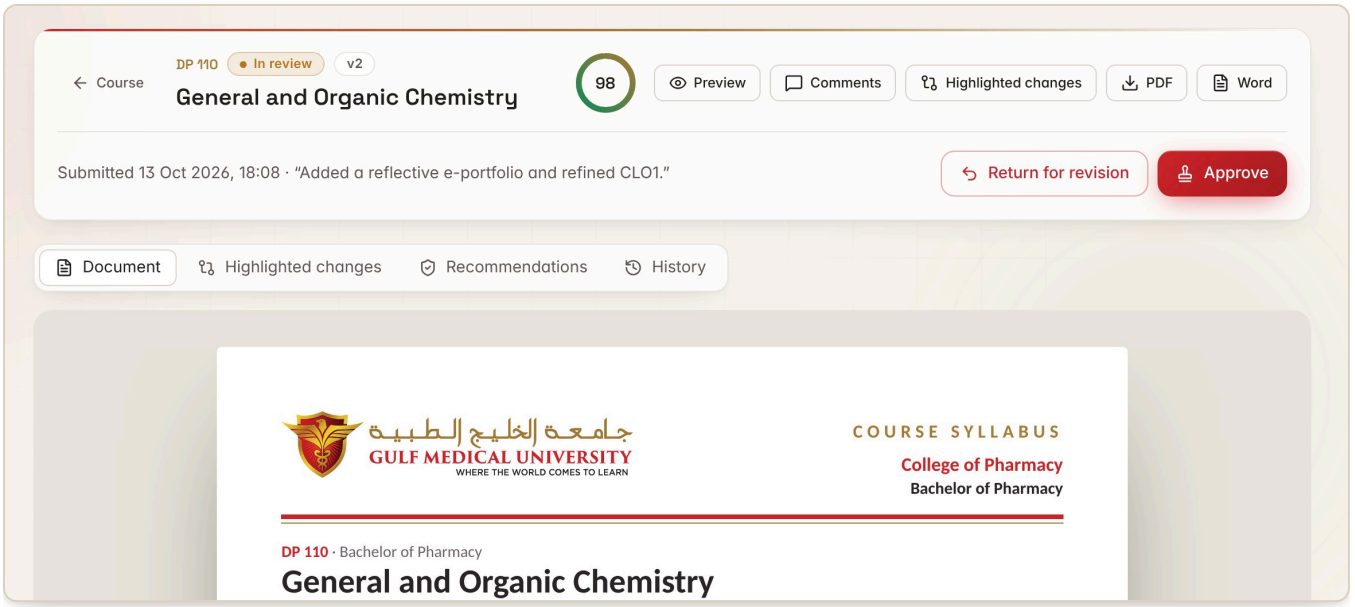
B2 · Reviewing a submission: what changed

For version 2 onwards the syllabus opens on **Highlighted changes**, so you start with what is new.

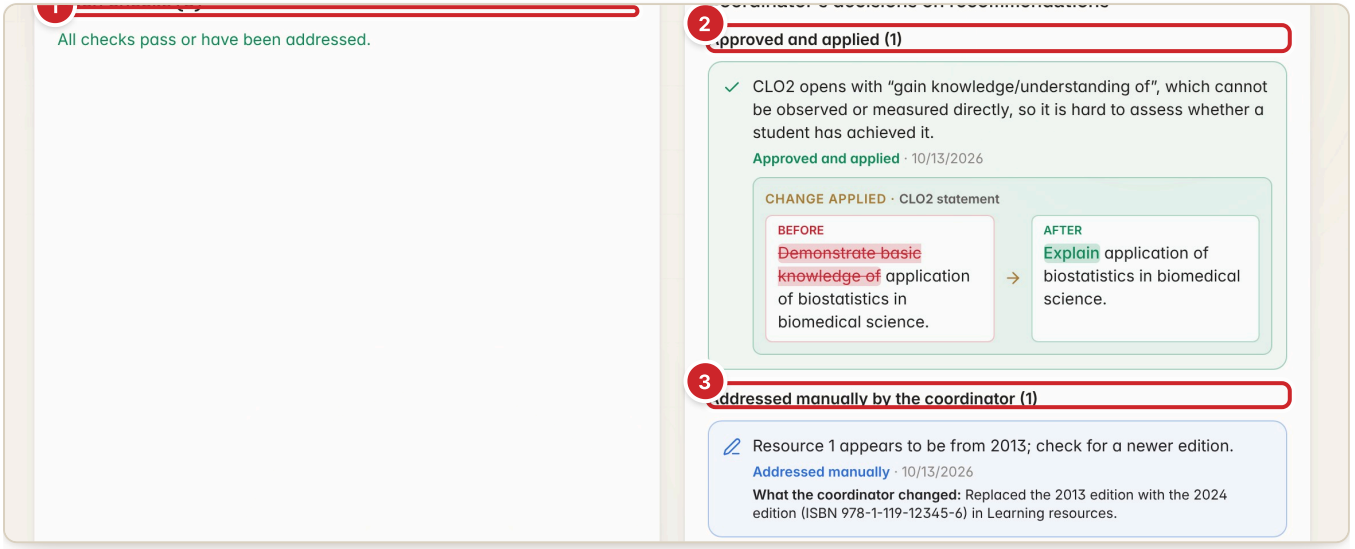


1. **Return for revision** with a note to the coordinator.
2. **Approve** the version.
3. Tabs: **Document**, **Highlighted changes**, **Recommendations**, **History**.
4. Section-by-section before/after comparison with the previous approved version.
5. Download the comparison as **Word** or PDF for the committee meeting.

B3 · The document, decisions and history



Document tab: the syllabus as it will be printed. Download PDF or Word from the header.

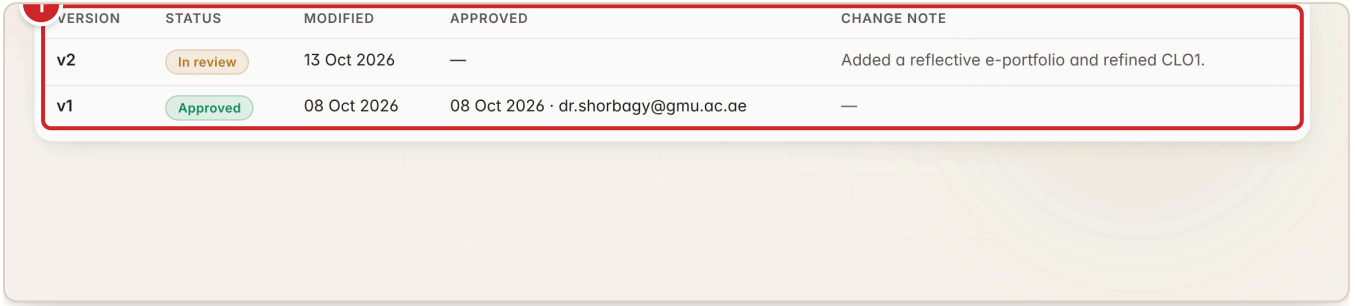


Recommendations tab: open checks and every coordinator decision.

1 **Open checks**: items still flagged by the automated checks.

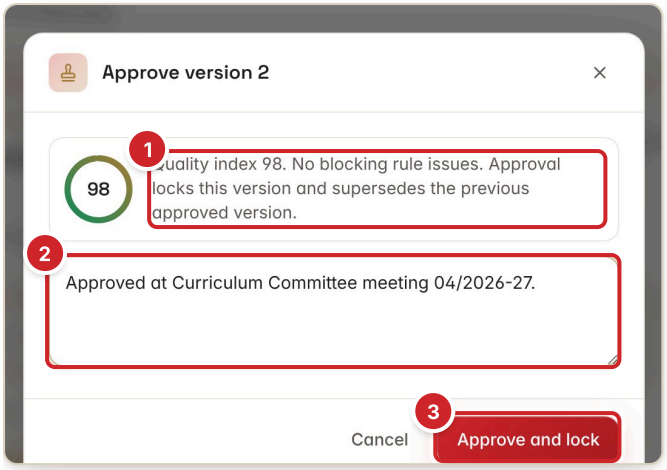
2 **Approved and applied**: changes the coordinator accepted, with before and after.

3 **Addressed manually** with the coordinator's description, and **rejected** recommendations with the justification.



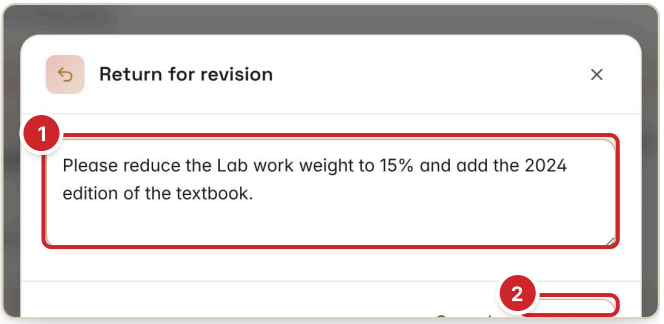
History tab: every version with status, dates, approver and change note.

B4 · Approve or return



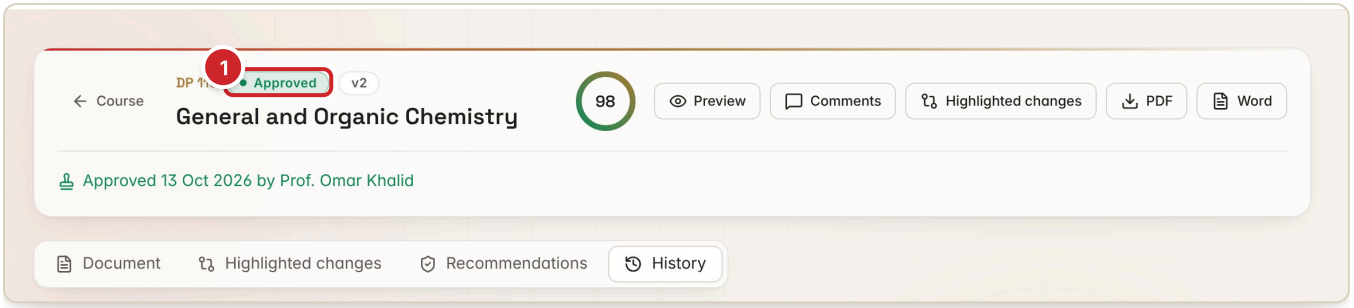
Approve

1. The quality index and whether any blocking issues remain.
2. Optional note, e.g. the committee meeting reference.
3. **Approve and lock**: this version becomes the official syllabus; the previous approved version becomes *Superseded*.



Return for revision

1. Explain what must change (required). The coordinator sees it at the top of the syllabus.
2. **Return**: the syllabus is unlocked for the coordinator.

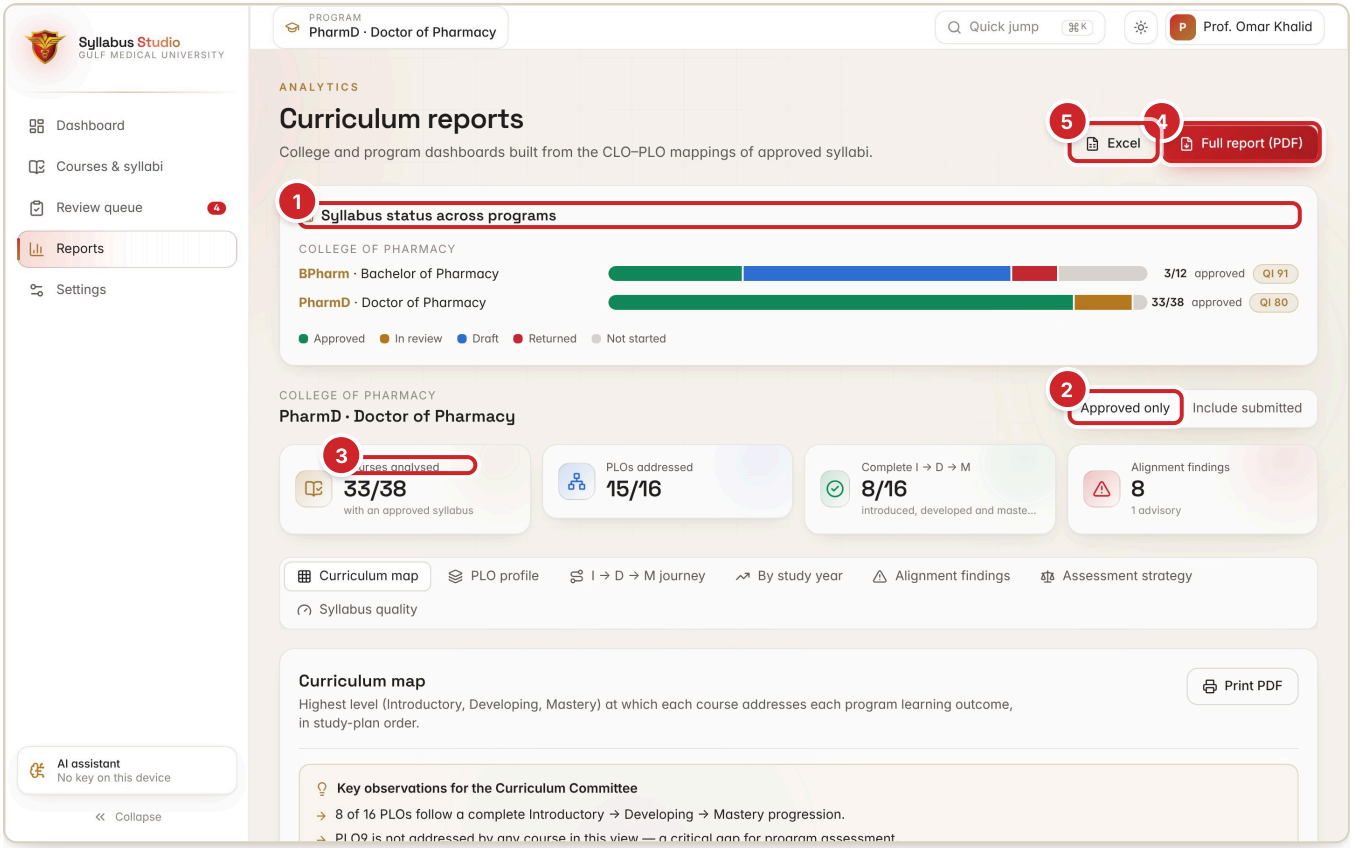


After approval: status Approved, with date and approver.

GOOD TO KNOW Before deciding you can use **COMMENTS** in the syllabus header to ask the coordinator questions. Both of you see the same thread, by section, and can mark points as resolved.

B5 · Curriculum reports

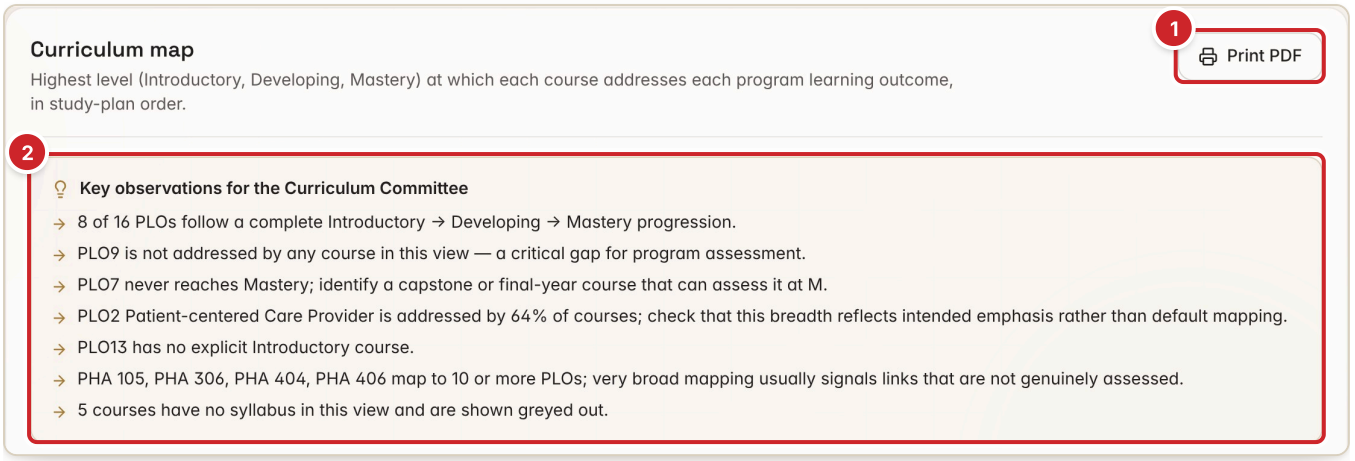
Reports turn the CLO–PLO mappings of all approved syllabi into program-level evidence for curriculum review and accreditation.



1. **Syllabus status across programs**: approved, in review, draft, returned and not started.
2. Choose **Approved only** or **Include submitted**.
3. Key figures: courses analysed, PLOs addressed, PLOs with a complete I → D → M progression, alignment findings.
4. **Full report (PDF)**: all seven reports with a cover page and contents.
5. **Excel**: curriculum map, PLO profile and findings as a workbook.

Reading the reports (1/5)

Each report sits on its own tab. Every report opens with **Key observations for the Curriculum Committee**, plain-language findings generated from the data, and has its own **Print PDF** button.



1. **Print PDF**: a branded A4 report with the college and program identity, data basis, date and an endorsement block for signatures.
2. **Key observations**: gaps, PLOs that never reach Mastery, very broad mappings and other points worth discussing.

Curriculum map

Each cell shows the highest level the course reaches for the PLO. Courses are in study-plan order; greyed rows have no syllabus in this view.

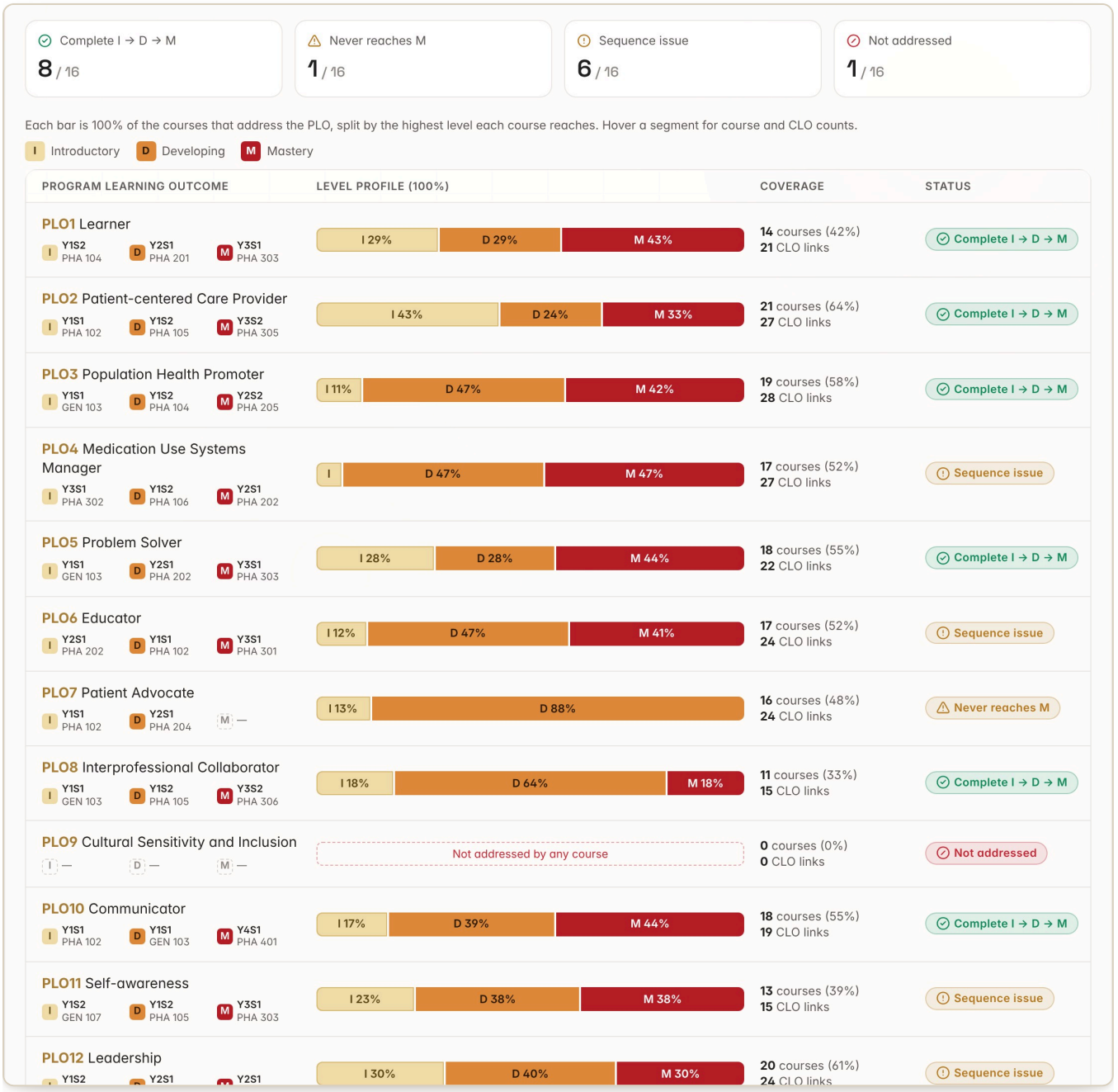
I Introductory D Developing M Mastery

COURSE	PLO1 Learner	PLO2 Patient-centered Care Provider	PLO3 Population Health Promoter	PLO4 Medication Use Systems Manager	PLO5 Problem Solver	PLO6 Educator	PLO7 Patient Advocate	PLO8 Interprofessional Collaborator	PLO9 Cultural Sensitivity and Inclusion	PLO10 Communicator	PLO11 Self-awareness	PLO12 Leadership	PLO13 Innovation and Entrepreneurship	PLO14 Professionalism	PLO15 Evidence-based Practice	PLO16 Research and Scholarship	PLOS
YEAR 1 · SEMESTER 1																	
PHA 101 Fundamentals of General and Organic Chemistry (no syllabus)																	
PHA 102 Human Anatomy and Physiology I		I				D	I			I				I			5
GEN 103 Communication Skills for Health Professionals		I	I		I			I		D					I		6
YEAR 1 · SEMESTER 2																	
PHA 104 Principles of Biochemistry and Molecular Biology	I	I	D		I					I		I			I		7
PHA 105 Human Anatomy and Physiology II	I	D	D		I	D		D			D	I		D	I		10
PHA 106 Introduction to the Profession of Pharmacy	I	I		D				D				I		I			6
GEN 107 Islamic Culture and Ethics in Healthcare	I		I	D						D	I	I			I		7
YEAR 2 · SEMESTER 1																	
PHA 201 Medicinal Chemistry I	D	I		D				D			D	I			M		7
PHA 202 Pharmaceutics I: Dosage Form Design			D	M	D	I				D		M		M	D		8
PHA 203 Microbiology and Immunology (no syllabus)																	
PHA 204 Pathophysiology of Disease	D	I			D		D	D				D		I	I		8
YEAR 2 · SEMESTER 2																	
PHA 205 Principles of Pathophysiology and Drug Action		I	M		I	D				D	I	D					7
PHA 206 Pharmaceutics II: Sterile Products and Compounding		D	D				D	I				D		D	I		7

- Rows are courses in study-plan order, grouped by year and semester; columns are PLOs. Each cell shows the highest level (I, D or M) at which the course addresses the PLO.
- The last column counts the PLOs each course addresses; rows at the end of the table count the courses at I, D and M for every PLO. Greyed rows have no syllabus in this view.

Reading the reports (2/5)

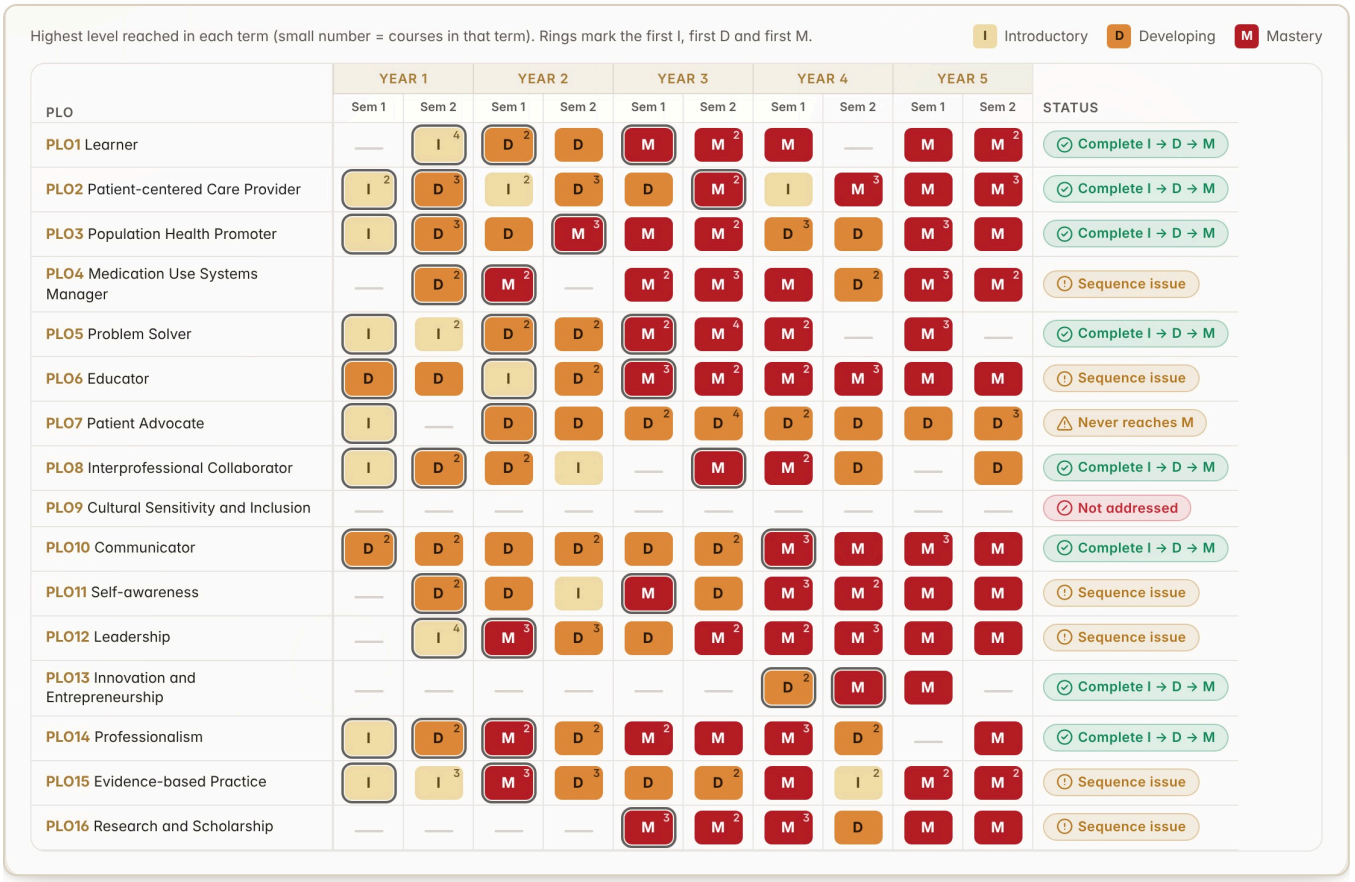
PLO profile



- One bar per PLO, split into I, D and M and adding up to 100% of the courses that address it. Hover a segment for course and CLO counts.
- Under each PLO: the term and course in which I, D and M first appear.
- Coverage: number and share of courses, and CLO links.
- Status: **Complete I → D → M**, **Never reaches M**, **Sequence issue** or **Not addressed**; the counters above the list summarise them.

Reading the reports (3/5)

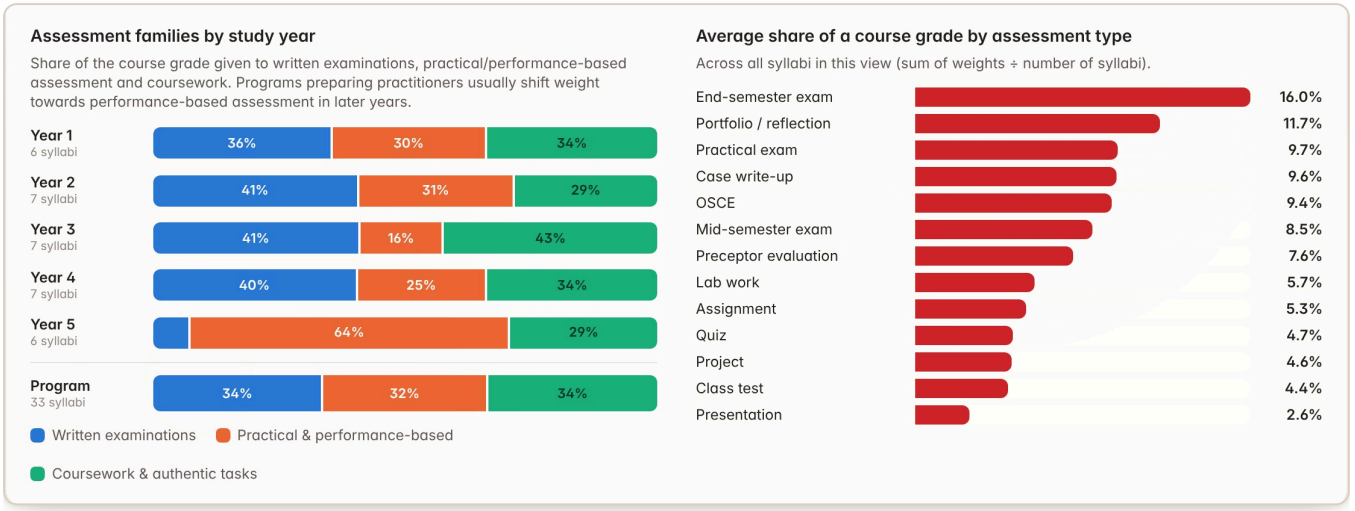
I → D → M journey



PLO	Y1 S1	Y1 S2	Y2 S1	Y2 S2	Y3 S1	Y3 S2	Y4 S1	Y4 S2	Y5 S1	Y5 S2	STATUS
PLO1 Learner	—	I 4	D 2	D	M	M 2	M	—	M	M 2	Complete I → D → M
PLO2 Patient-centered Care Provider	I 2	D 3	I 2	D 3	D	M 2	I	M 3	M	M 3	Complete I → D → M
PLO3 Population Health Promoter	I	D 3	D	M 3	M	M 2	D 3	D	M 3	M	Complete I → D → M
PLO4 Medication Use Systems Manager	—	D 2	M 2	—	M 2	M 3	M	D 2	M 3	M 2	Sequence issue
PLO5 Problem Solver	I	I 2	D 2	D 2	M 2	M 4	M 2	—	M 3	—	Complete I → D → M
PLO6 Educator	D	D	I	D 2	M 3	M 2	M 2	M 3	M	M	Sequence issue
PLO7 Patient Advocate	I	—	D	D	D 2	D 4	D 2	D	D	D 3	Never reaches M
PLO8 Interprofessional Collaborator	I	D 2	D 2	I	—	M	M 2	D	—	D	Complete I → D → M
PLO9 Cultural Sensitivity and Inclusion	—	—	—	—	—	—	—	—	—	—	Not addressed
PLO10 Communicator	D 2	D 2	D	D 2	D	D 2	M 3	M	M 3	M	Complete I → D → M
PLO11 Self-awareness	—	D 2	D	I	M	D	M 3	M 2	M	M	Sequence issue
PLO12 Leadership	—	I 4	M 3	D 3	D	M 2	M 2	M 3	M	M	Sequence issue
PLO13 Innovation and Entrepreneurship	—	—	—	—	—	—	D 2	M	M	—	Complete I → D → M
PLO14 Professionalism	I	D 2	M 2	D 2	M 2	M	M 3	D 2	—	M	Complete I → D → M
PLO15 Evidence-based Practice	I	I 3	M 3	D 3	D	D 2	M	I 2	M 2	M 2	Sequence issue
PLO16 Research and Scholarship	—	—	—	—	M 3	M 2	M 3	D	M	M	Sequence issue

- Each PLO term by term across the study plan; the small number counts the courses in that term.
- Rings mark the first I, first D and first M, so out-of-order progressions stand out.

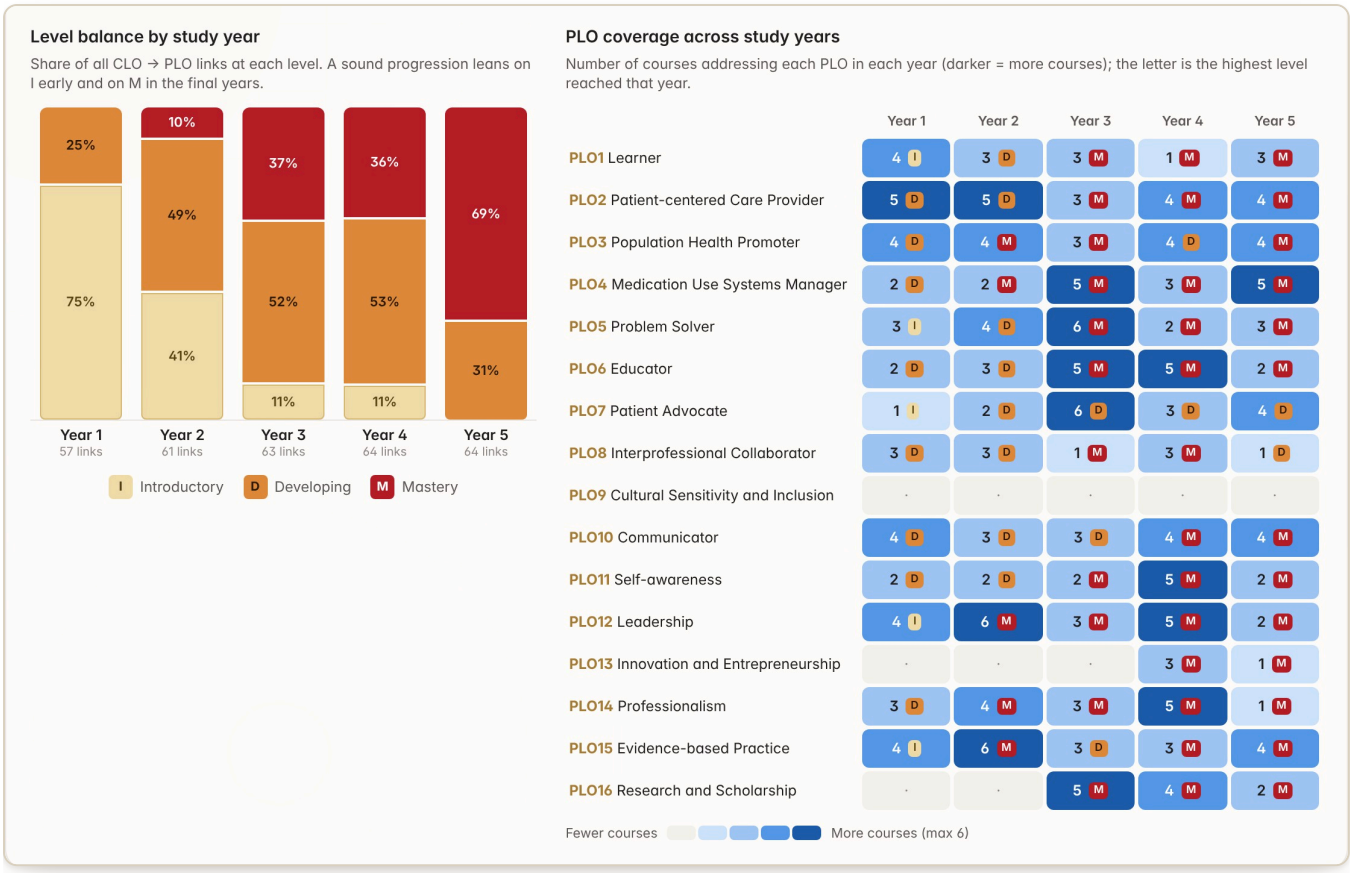
Assessment strategy



- Share of the course grade from written examinations, practical/performance-based assessment and coursework, by study year and for the program.
- Average weight of each assessment type across the syllabi.

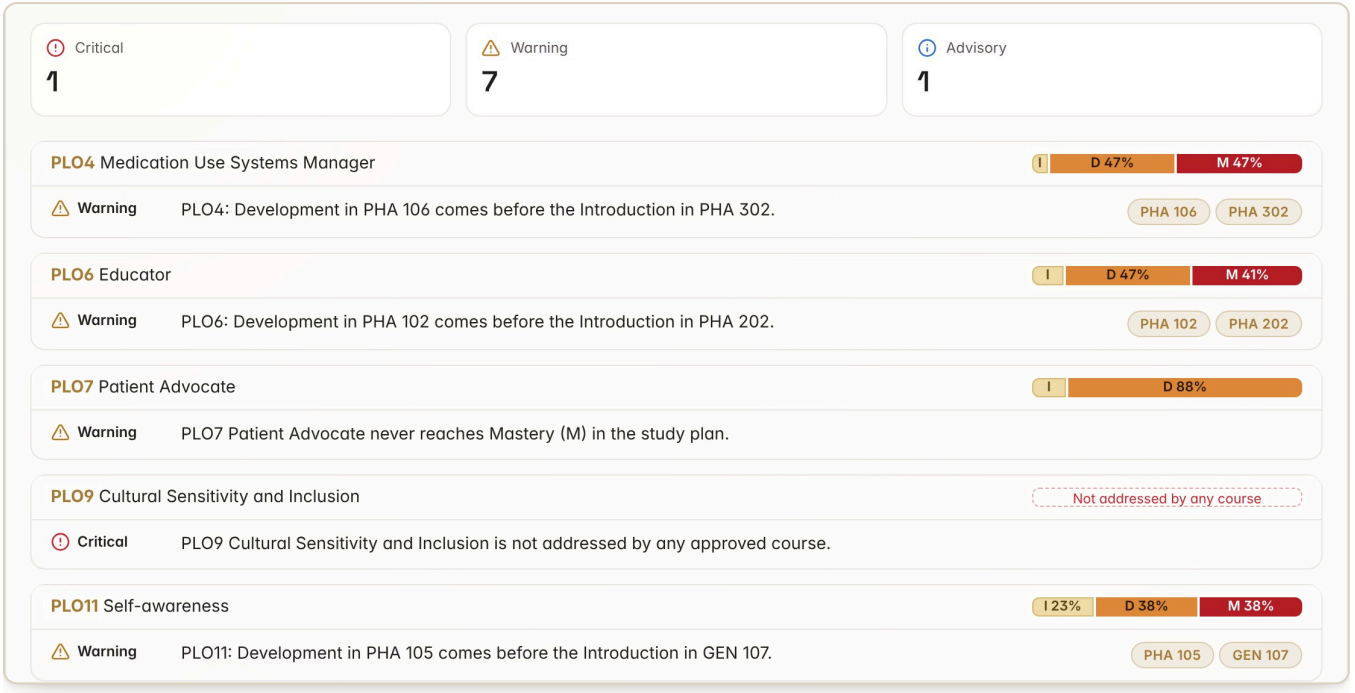
Reading the reports (4/5)

By study year



- Columns: share of I, D and M links in each year; early years should lean on I, final years on M.
- Heat map: number of courses addressing each PLO in each year (darker = more courses), with the highest level reached.

Alignment findings



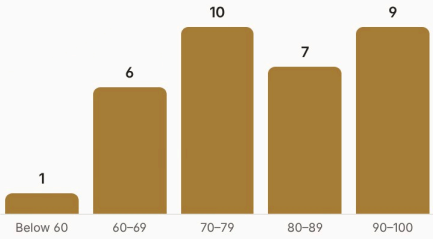
- Critical, warning and advisory findings grouped by PLO, with the PLO's level bar and the courses involved.

Reading the reports (5/5)

Syllabus quality

Mean	Median	80 or above
80	78	16/33

Distribution of the quality index



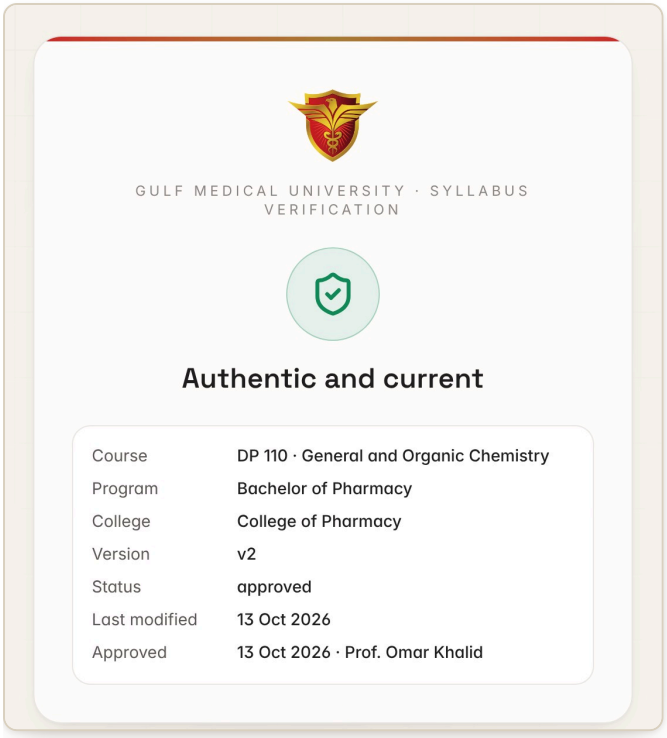
The quality index comes from the automated rule checks at submission (recommendations addressed or rejected with a reason do not count against it).

COURSE	YEAR	VERSION	STATUS	QUALITY INDEX
PHA 206 Pharmaceutics II: Sterile Products and Compounding	2	v1	Approved	59
PHA 505 Advanced Pharmacy Practice Experience: Hospital and Health-System	5	v1	Approved	60
PHA 207 Pharmacy Calculations	2	v1	Approved	61
PHA 407 Public Health and Pharmacoepidemiology	4	v1	Approved	61
PHA 205 Principles of Pathophysiology and Drug Action	2	v1	Approved	62
PHA 106 Introduction to the Profession of Pharmacy	1	v1	Approved	64
PHA 307 Pharmacy Law, Ethics and Regulatory Affairs	3	v1	Approved	67
PHA 201 Medicinal Chemistry I	2	v1	Approved	70
GEN 103 Communication Skills for Health Professionals	1	v1	Approved	73
PHA 302 Biopharmaceutics and Pharmacokinetics	3	v1	Approved	73
PHA 504 Advanced Pharmacy Practice Experience: Ambulatory Care	5	v1	Approved	73
PHA 308 Introductory Pharmacy Practice Experience II (Hospital)	3	v1	Approved	74
PHA 406 Pharmacy Management and Entrepreneurship	4	v1	Approved	74
PHA 503 Research Project II	5	v1	Approved	74
PHA 303 Pharmacotherapy I: Cardiovascular and Renal	3	v1	Approved	77
PHA 204 Pathophysiology of Disease	2	v1	Approved	78

- Mean and median quality index and the number of syllabi scoring 80 or above.
- Distribution of scores, then every syllabus lowest first, so the committee can prioritise revisions.

TIP Use **FULL REPORT (PDF)** on the Reports page to print all seven reports in one document with a cover page and contents, for example for a program review or an accreditation self-study.

B6 · Verifying a printed syllabus



Approved syllabi carry a QR code on the first page (the College Administrator can switch it off per program). Scanning it opens a public page that confirms:

- the course, program and college;
- the version and its status;
- the approval date and approver;
- whether it is still the **current** approved version, or a newer one has replaced it.

> **GOOD TO KNOW** Printed copies are uncontrolled; the online record is authoritative.

Quick reference

Course Coordinator

1. Courses & syllabi → open the course
2. Build from scratch, upload, or roll over the approved version
3. Work through steps 1–9; the builder saves automatically
4. Step 10: fix every *must be fixed* item
5. Decide each recommendation: approve and apply, addressed manually, or reject
6. Preview; check *Highlighted changes* (v2+)
7. Write the change note and Submit
8. If returned: read the note, edit, submit again

Curriculum Committee Chair

1. Review queue → open the oldest submission
2. Highlighted changes: what is new (v2+)
3. Document: read or download the syllabus
4. Recommendations: open checks and the coordinator's decisions
5. Comments for questions
6. Approve and lock, or Return with a clear note
7. Reports → Full report (PDF) for committee meetings

Glossary

I Introductory · D Developing · M Mastery	Level at which a CLO contributes to a PLO, set in the Mapping studio. A sound program introduces each PLO early, develops it, and assesses it at Mastery in later years.
Quality index	0–100 score from the automated checks of completeness and alignment. Addressed or rejected recommendations do not count against it.
Must be fixed	Missing essentials that block submission and cannot be rejected.
Approved and applied	The suggested change was accepted and made automatically.
Addressed manually	The coordinator made the change (or it is already handled) and described it.
Rejected	The coordinator kept the original with a justification for the approver.
Highlighted changes	Before/after comparison of a version with the previous approved version (v2 onwards).
Superseded	A formerly approved version replaced by a newer approved one.

GOOD TO KNOW Questions or access problems: contact your College Administrator. Feedback on the Studio is welcome through the Curriculum Committee.