



Nisibis Assyrian Theological College
Australian University College of Divinity
Guidelines for Teaching 2026

Dear colleagues,

Thank you for your diligence in preparing your teaching materials for this coming semester. To ensure a quality learning experience for our students and compliance with the standards of our university, I prepared a few guidelines, to which we all should adhere. Therefore, please use the following checklist in order to finalise your course unit booklets (CUBs). These guidelines refer to matters of teaching, marking, and communication. Do contact me, should you have any questions.

Faithfully yours, in Christ,

Doru, q./p.

Professor Doru Costache, protopresbyter

Academic Dean

Preparing Your CUB

- Consult the official course unit outline (CUO), to ensure that your course unit booklet (CUB) includes the exact wording in regard to *curriculum objectives* and *learning outcomes* (which differ for graduate and undergraduate students). If you feel the need to make more clear the focus of your unit on the Church of the East, you can add a note to that effect *under* the curriculum objectives, but without changing the text of the latter.
- The content of your unit listed in the CUO might not entirely illustrate your teaching intentions for the coming semester. If that is the case, your CUB still has to include the official content, after which you can add a note along these lines: “This semester, we shall address the topics specified in the weekly schedule (see below).”
- Include a weekly schedule (Week 1 to Week 12) into your CUB, announcing the topics and indicating the weekly readings. If you teach simultaneously graduate and undergraduate students, while the weekly topics should be identical, please make sure that the readings differ. The undergraduate readings should be more accessible, while the graduate ones should illustrate a higher level of difficulty. Please make sure that the readings are not only primary sources.
- Where students from other time zones are enrolled in the units you teach, they are not expected to attend live lectures; however, your CUBs should indicate that such students are expected to watch the video recordings and comment on them using the “Posts” section of the respective weekly Teams channels. To incentivise them to do so, please point out that this is a *compulsory*, non-assessable task, in satisfaction of attendance requirements. Alternatively, you can consider the weekly comments an assessment task for all students, for which they will receive one mark at the end of the semester.
- Make sure that your CUB does not include more than four assessment tasks. Allow for a variety of tasks (e.g., not only essays). If you teach both graduate and undergraduate students, even if the tasks follow the same pattern (and weigh the same value), make sure that the graduate assignments illustrate a higher level of difficulty. All tasks should include assessment criteria, with the major tasks including detailed criteria, so that students know your expectations.
- For live tutorial presentations or exams, if you have students from other time zones, please make sure that you meet them at suitable time, not wishing the normal hours.
- Make sure that the total word count for the assessment tasks matches the student level, as follows:
 - Undergraduate programmes (levels 6-7): 5,000 words or equivalent (e.g., class participation, presentations)

- Graduate programmes (levels 8-9): 6,000 words or equivalent (e.g., class participation, presentations)
- Please send your CUB to the Academic Dean at least two weeks before the beginning of the semester

Online Platform

- Use the Teams channels designated for storing learning materials, teaching, and interaction with the students.
- Before the semester begins
 - Upload a brief “welcome” message (audio/video/written) to the general channel of your unit explaining what the unit is about and how you envisage working with your students
 - Upload the CUBs to the general channel of your unit
 - Paste the respective topics and readings from the CUB to the weekly channels, as well as the scheduled Teams video meeting—in the “Posts” sections. You can use the same “Posts” sections to share links to relevant videos or other written materials.
 - Upload the actual readings (PDF) to the weekly channels, in the “Files” sections. You can add there supplementary readings as the semester progresses, as you see fit.
- All weekly sessions must be recorded, with the recordings made available on the respective weekly channels (in principle, the recordings will go automatically to the “Files” section of the weekly channels). This will allow students who miss a session to retrieve it; the recordings can be also used for the completion of assessment tasks.
- Encourage the students to use the “Posts” sections of each weekly channel for brainstorming, discussion, and feedback.

Marking and Reporting

- For lengthier written pieces (reports, essays), make sure you give feedback both while you read (commenting on the consistency of various parts, highlighting contributions and weaknesses) and at the end. The final feedback of an essay should be about 100 words or more.
- Please be gentle and pastoral in your feedback. For example, instead of saying “you failed to say this or that,” you should say, “an area where you could improve is...”
- The marks are out of 100%, regardless of the weight of the respective assessments. Make sure that you communicate the marks/grades and the feedback to students no later than ten days after the completion of the respective assessment tasks.
- Make sure that the final marks/grades (whole numbers, not decimals) are compiled and sent to the Registrar no later than ten days after the close of the semester (e.g., within or immediately after Week 13, which is a non-teaching week). The Registrar will transform the marks out of 100% in accordance with the weight of the respective assessments.

Communication

- Please use your Nisibis email account/Teams for all college matters, including interaction with your students and colleagues.