


The Catholic University of Eastern Africa

TITLE	AUTHOR
PROCEDURE FOR DEVELOPING NEW ACADEMIC PROGRAMMES (CUEA/DVC ACD/ACP/01)	DIRECTOR OF ACADEMIC PROGRAMMES DEVELOPMENT
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0. CONTENTS AND RECORD OF CHANGES

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0.2 RECORD OF CHANGES

No.	Date <i>(dd-mm-yy)</i>	Details of Changes		Authorization <i>Title</i>
		<i>Page</i>	<i>Clause/subclause</i>	
1	19-05-2011	3,4,5	6.1-6.2,6.3,6.4,6.5,6.6	CAPD
2	19-05-2011	2	0.2	CAPD
3	07-02-2012		4.0,6.2,6.3	DAPD
4	15-06-2012	3,5,15	6.2 and 7.0-reference and inclusion of Needs Assessment Questionnaire.	DAPD
5	16 April 2013	3,4	4.0 and 6.3 change CHE to CUE	DAPD

0.3 Distribution / Circulation

This Standard Operating Procedure is available at relevant functions for authorized users.

1.0 Purpose

This procedure is to ensure effective development of quality academic programmes at CUEA.

2.0 Scope


This procedure applies to the development of all new academic programmes by faculties, institutes, schools, centres and constituent colleges of CUEA.

3.0 References

This procedure makes reference to the following documents:

- 3.1 ISO 9001:2008 standard
- 3.2 University Policy on Curriculum Development: Programme Development Policies and Procedures

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- 3.3 Commission for Higher Education guidelines for designing curriculum for university academic programme (March 2009)
- 3.4 Quality Management Manual

4.0 Terms and definitions

- 4.1 CUEA – The Catholic University of Eastern Africa
- 4.2 CUE – Commission for University Education
- 4.3 Senate – policy making organ of the University
- 4.4 Week – is equivalent to 5 working days
- 4.5 DAPD - Director of Academic Programmes Development


5.0 Principal Responsibilities

The Director of Academic Programmes Development has the mandate to implement and continuously monitor this procedure to ensure that it remains adequate for its intended purpose and is effectively applied.

6.0 Method

- 6.1 The DAPD shall receive from the HoD communication on need for development of a new programme
- 6.2 The DAPD in coordination with the relevant HoD shall ensure that a needs assessment is effectively done using *CUEA/DVC ACD/ACP-NAQ/01/fm 01* and a report compiled.
- 6.3 The DAPD shall receive a draft proposal of the new programme from the relevant faculty/department/institutes/schools/centres/constituent colleges and evaluate it within 4 weeks.
 - 6.3.1 If the proposal does not meet the CUE requirements, the DAPD shall within a week advise the faculty/ department/institute/school/centre/constituent college to make the necessary revisions.
 - 6.3.2 If the proposal meets the CUE requirements, the DAPD shall within a week communicate to the relevant faculty/department/institute/school/centre/constituent college.
- 6.4 The DAPD shall receive a copy of the proposed programme approved by the Senate from the relevant faculty/department/ institute/school/centre/constituent college together with


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an excerpt of the relevant senate minutes. The DAPD shall within 2 days write to the DVC Academic requesting for payment to be made to CUE for programme evaluation.

- 6.5 The DAPD shall within a week produce 10 bound copies of the proposed programme and submit them to CUE with a cover letter from the DVC Academic and a cheque of the requisite amount.
- 6.6 The DAPD shall receive an evaluation report on the proposed programme from CUE through the DVC Academic. The DAPD shall within 2 days submit evaluation report to the relevant faculty/department/institute/school/centre/constituent college for action.
- 6.7 The DAPD shall receive a revised copy of the proposed programme from the relevant faculty/department/institute/school/centre/constituent college. He or she shall within 4 weeks evaluate it to ensure that it adequately responds to the recommendations by CUE.
- 6.7.1 If the DAPD is not satisfied, he/she shall within a week return the proposed programme to the relevant faculty/department/institute/school/centre/constituent college, recommending specific revisions.
- 6.7.2 If the DAPD is satisfied that the faculty/department/institute/school/centre/constituent college has incorporated all the recommendations required by CUE, he/she shall within one week produce 10 bound copies of the proposed programme and re-submit the same to CUE
- 6.8 The DAPD shall coordinate with CUE for the site inspection of academic resources.
- 6.8.1 If CUE is not satisfied with the Academic Resources, the DAPD shall communicate the recommendations for improvement to the relevant faculty/department/institute/school/centre/constituent college.
- 6.8.2 If CUE is satisfied that the Academic Resources are appropriate and adequate, the university shall receive a formal approval on the proposed programme and the DVC Academic shall duly inform the DAPD and the relevant faculty/department/institute/school/centre/constituent college for operationalization of the programme.


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7.0 Appendices

- 7.1 Appendix A: University Policy on Curriculum Development: Programme Development Policies and Procedures
- 7.2 Appendix B: Commission for Higher Education Guidelines for Designing Curriculum for university academic programme
- 7.3 Appendix C: Needs Assessment Questionnaire

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Appendix A: University Policy on Curriculum Development

PROGRAMME DEVELOPMENT POLICIES AND PROCEDURES

Introduction

Definition of Terms


Programme development is the process of planning new academic programmes or reviewing and revising existing programmes.

This document contains the policies and procedure for the development of academic programmes at The Catholic University of Eastern Africa.

Policies

1. The development of academic programmes is one of the main responsibilities of a head of department. Heads of department should conduct needs assessments to identify student and societal needs periodically and mount new programmes, validate or revise existing programmes.
2. Academic departments shall review existing programmes every four years so as to adjust the programmes to the changing needs of the students, the Church and the society. Programmes experiencing declining enrolment should be revised or may be discontinued.
3. Academic programmes must be developed using objective and systematic procedures (conceptualization, planning, development of instructional materials, implementation and evaluation).
4. Programme development is teamwork and must involve members of the department.
5. It is the policy of the Catholic University to involve key stakeholders in programme development.
6. Academic programmes should be consistent with the teachings of the Church.

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Purpose

The purpose of the programme development policy is to set out the university policy and procedures to guide academic staff in developing new programmes or revising existing ones.

Objectives

The programme development policy seeks to:-


1. Promote systematic development of academic programmes
2. Enhance the quality of academic programmes

Procedures

PART A: DEVELOPMENT OF A NEW ACADEMIC PROGRAMME

1. All proposals for the development of an academic programme shall be presented to the Head of Department of the relevant subject and a copy sent to the Director of Academic Programmes Development Department.
2. The Head of Department shall present the proposal to the Departmental Academic Board with a representation from the Academic Programmes Development Department which, if satisfied that the proposal is feasible, shall establish a team that shall include the Director of Academic Programmes Development to conduct a needs assessment.
3. Based on the results of the needs assessment, the Departmental Academic Board shall decide whether to develop a new programme or reject the proposal.
4. If the Department Academic Board decides to develop a new programme it shall present the report to the Faculty Academic Board with a representation from the Academic Programmes Development Department; and Senate for approval.
5. The department shall conduct a needs assessment study and use data from it to design a new programme. At this stage, the programme development team shall consult and work cooperatively with key stakeholders including experts in the discipline and curriculum development and employers. The programme development team shall present the proposed programme to the Departmental Academic Board.

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6. If the Departmental Academic Board is satisfied with the programme, the Head of Department shall forward the proposed programme to the Academic Programmes Development Department for evaluation.
7. After the Academic Programmes Development Department has evaluated the programme, the Director of Academic Programmes Development shall give feedback to the Head of Department.
8. The Head of Department shall present the proposed programme to the Faculty Academic Board for adoption.
9. If the Faculty Academic Board is satisfied with the programme, the Dean of the Faculty shall submit the programme to the DVC Academics for submission to the Senate Finance Committee for assessment of financial issues and Senate for approval.
10. The Senate shall evaluate the programme and either approve, modify or reject the programme.
11. The DVC Academics shall submit the approved programme to the University Council and Commission for University Education for evaluation and final approval.
12. The approved programme shall be advertised and launched by the University.

PART B: REVIEW OF AN EXISTING ACADEMIC PROGRAMME

1. All proposals for the revision of an academic programme must be presented to the head of department of the relevant subject.
2. The Head of Department shall present the proposal to the departmental academic board with a representation from Academic Programmes Development Department; and if satisfied that the proposal is feasible, it shall establish a team to conduct a tracer study.
3. The Academic Department in collaboration with Research Department, shall conduct a tracer study to know satisfaction of students, alumni, staff, employers and parents.
4. A report on the tracer study shall be presented to the Departmental Academic Board.
5. Based on the results of the tracer study, the Departmental Academic Board shall decide whether to review or revise an existing programme or reject the proposal.

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6. A team of experts from the Department shall be appointed to review the programme taking into cognizance the recommendations of the tracer study.
7. A revised programme shall be submitted to the Programme Development Committee for scrutiny and adoption.
8. A revised programme shall be presented to the Departmental Academic Board, Academic Programmes Development Committee, Faculty Academic Board and Senate for approval.
9. The department shall implement the revised programme.
10. If the proposed revisions constitute more than 30% of new material (3/4 of new courses or change of title of programme), the proposal shall be submitted to CUE for approval in which case the procedure for developing new programme shall apply.

Policy Implementation

Heads of Academic Units/Departments, Centres, Faculties and Division) bear the primary responsibility for implementing this policy.

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Appendix B: Commission for Higher Education Guidelines for Designing Curriculum for University Academic Programme

SCOPE

These guidelines are applicable to both proposed and existing universities wishing to launch new academic programmes.

The guidelines indicate the basic information that should be included in a curriculum for academic programme.

These Guidelines should be used together with the *Curriculum Standards*.

1.0 GENERAL INFORMATION

1.1 Vision and Mission of the Institution

1.2 Philosophy of the Institution

Institutional beliefs, values and tenets generated from the Vision and Mission

NB: Vision, Mission and philosophy should be as stated in the Proposal or Charter

1.3 University Admission Requirements

1.3.1 Minimum university entrance requirements;

1.3.2 Other admission requirements (where applicable);

1.3.3 Procedure of application for admission to the University.

1.4 Academic Resources

1.4.1 Facilities and Equipment

A brief description of facilities and equipment that will support the proposed programme (s); these should include:


- a). Lecture rooms
- b). Library
- c). Information and Communication Technology
- d). Laboratories
- e). Workshops/Studios
- f). Tuition farms/Fields

NB: It should be indicated whether or not the facilities and equipment will be shared with other programmes that are on offer

1.4.2 Academic Staff

A brief description of the:

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- a). Teaching staff
- b). Technical/Support Staff

1.5 Programmes Offered by the Institution

- a). List of all programmes offered
- b). Duration of each programme indicating total lecture hours required for graduation
- c). Definition of:
 - i) Credit hours
 - ii) Lecture hours
 - iii) Contact hours
 - iv) Course units
- d). Academic organization of the programmes reflecting academic quarters/trimesters/semesters

2.0 The Curriculum

In these Guidelines, “Curriculum” means an organized programme of study for a given degree, diploma or certificate award incorporating all matters detailed below.

2.1 Title of the Proposed Programme

2.2 Philosophy of the Programme

The underlying philosophy of the programme should be consistent with the Department, Faculty/School and Institutional Philosophy

2.3 Rationale of the Programme

The rationale of the programme should include:

- 2.3.1 Needs assessment/market survey/situational analysis; and
- 2.3.2 Justification of the need for the programme

2.4 Goal of the Programme


The goal refers to the general purpose of the programme

2.5 Expected Learning Outcomes of the Programme

The expected learning outcomes of the programme should:

- 2.5.1 Include specific knowledge, skills, areas of professional development and attitudes that students are expected to have acquired and mastered by the end of the programme; and
- 2.5.2 Be SMART (Specific, Measurable, Achievable, Realistic and Time-Bound) and learner-centered.

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2.6 Mode of delivery of the Programme

This could include open learning, distance learning and face to face learning

2.7 Academic Regulations for the Proposed Programme

2.7.1 Admission Requirements for the Proposed Programme

2.7.2 Course Requirements

- a). This should include all requirements of the course such as:
student class attendance, attachment, practicum/internship, community service
- b). Obligations of the lecturer which should entail aspects of course delivery and facilitation

2.7.3 Student Assessment Policy/Criteria

This should include:

- a). Continuous Assessment Tests (CATs)
- b). End-Trimester/Quarter/Semester Examinations
- c). Practicals; and
- d). Other Modes of Assessments

2.7.4 Grading System

The system should indicate Marks and Letter grades

2.7.5 Examination Regulations

This should also include examination malpractices, internal and external examiners

2.7.6 Moderation of Examinations

This should include the process of moderation and the role of internal and external examiners.

2.7.7 Graduation Requirements


2.7.8 Classification of Degrees

2.7.9 Regulations for Thesis/Dissertation/Project (where applicable)

2.8 Course Evaluation

Course evaluation should include all aspects of the course: the course content, instructional process, infrastructure and equipment for the delivery, instructional and reference materials and assessments.

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2.9 Management and Administration of the Programme

This should include aspects of the programme placement/housing, academic leadership and internal quality assurance mechanisms.

2.10 Courses/Units Offered for the Programme

The courses/units offered should include:

2.10.1 A list of core courses, elective courses and other courses to be taken by the students by quarter/trimester/semester per subject/discipline. For each course/unit include:

- a). Course codes, which should reveal the specialization, level and year of study and should be unique to every course;
- b). Course titles;
- c). Credit hours, lecture hours, contact hours and units;
- d). Minimum lecturer workload for the course, which should include preparation time for teaching and practical, actual teaching time, setting, administering and marking of continuous assessments and trimester/semester examinations; and
- e). Minimum student workload for the course, which should include attending lectures, seminars, independent/private study, assignments, practicals, preparation for and sitting for continuous assessments and trimester/semester examinations

2.10.2 Total credit hours, lecture hours and course units required for graduation. This should be in conformity with the Commission's *Curriculum Standards*.

2.11 Duration and Structure of the Programme

This should include the number of academic years, credit/lecture/contact hours and a table indicating the schedule of courses/course units per semester/trimester/quarter.

2.12 Course Outline

2.12.1 Title of the course;

This should include code and credit hours/lecture hours/course units

NB: Prerequisites should be indicated where applicable


2.12.2 Purpose of the course;

2.12.3 Expected Learning Outcomes of the Course;

The expected learning outcomes of the course should:

- a). Include statements on knowledge, skills and attitude that the student would be expected to acquire, and the tasks he/she would be expected to perform or accomplish after taking the particular course; and

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b). Be SMART (Specific, Measurable, Achievable, Realistic and Time-Bound) and learner-centered.

2.12.4 Course Content;

Course content should indicate all possible topics to be covered in the course.

2.12.5 Mode of Delivery;

This could include lectures, discovery learning, problem-based learning, experiential learning, group-based learning, independent studies and e-learning.

2.12.6 Instructional Materials and/or Equipment;

2.12.7 Course Assessment;

2.12.8 Core Reading Materials for the Course

The materials should include textbooks, journals and e-materials

2.12.9 Recommended Reading Materials;

The materials should include textbooks, journals and e-materials

3.0 Appendices

3.1 Appendix 1: Facilities

Checklist of facilities should include the number, capacity and usage (specific to department/shared) of conference halls, lecture rooms and theatres, lecturers' offices, laboratories, workshops, studios, farm and field facilities and internet access points.

3.2 Appendix II: Equipment and Teaching Materials

Checklist of equipment and teaching materials should include type, number, capacity and usage (specific to department/shared) of desktop computers (PCs), laptops/notebooks, projectors, computer software, laboratory equipment and special equipment.

3.3 Appendix III: Core-Texts and Journals


List of core-texts and journals, which should encompass subject areas, number of titles and volumes for both print and electronic materials

3.4 Appendix IV: Academics Staff

a). List of teaching staff and their experience in University teaching, professional experience, publications and patents and academic qualifications, showing dates and where they obtained their qualifications:

i) Bachelors Degree

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- ii) Masters Degree
- iii) Doctoral Degree
- b). List of teaching staff specifying their academic ranks, listed according to departments/disciplines/subjects and showing full-time and part-time staff and lecturer's average workload per academic year indicating the leader of each subject/discipline; and
- c). List of relevant academic support/technical staff listed according to departments/disciplines/subjects and showing qualifications and years of working experience.

3.5 Appendix V: University Policy on Curriculum Development


Note:

Academic programmes submitted to the Commission for Higher Education must be accompanied by evidence of approval by the relevant body within the institution. Such bodies include Senate/Academic Board in established Universities and Interim Technical Committees for proposed institutions.

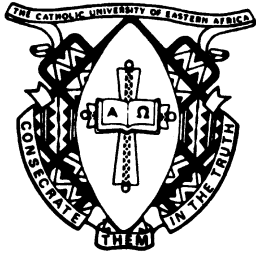
Disclaimer:

The Commission for Higher Education reserves the right to amend the content of these guidelines without notice. Institutions should obtain the latest edition from the Commission

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Appendix C: Needs Assessment Questionnaire



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

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Needs Assessment Questionnaire

Dear Respondent,


This needs assessment questionnaire is designed to assist our institution to determine the marketability of the programmes to be introduced and the extent to which it meets the user demands. We are developing a new programme in We request your completion of this questionnaire to help us learn more about your needs and preferences and whether the programme we are developing meet your expectation and job market demands. The information you and others provide will also assist us in designing the curriculum. Your answers will be handled in the strictest confidence.

Biographical Information

(Tick as appropriate)

- Name:
- Gender: female male
- Nationality.....
- Age Group: under 18 18-25 26-35 36-55 56-65 over 65
- Profession: student teacher manager Other.....
- Education: high school college graduate school
- What best describes your current educational goals (indicate your preference)
To obtain a university degree in.....

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To obtain a diploma in

To obtain a certificate in

8. Are there any people in your organisation/locality/school who have expressed desire to pursue higher degree/diploma /certificate education in this area of specialization? Yes No
9. What type of delivery would you prefer?
- a) Face to Face
- b) Distance learning
10. What mode of learning would you prefer? (Tick your preference)
- a) Day
- b) Evening
- c) Weekend

(Questions 11 to 13 to be answered by those in employment)

11. Have you met any challenges when performing your job? Yes No
12. What did you do?
.....
.....
13. Did your employer provide training to enable you to perform your job better?
.....
.....
14. What type of training would you prefer to enable you to perform tasks well?
.....
.....
15. What specific content would you prefer in this course that could attract you or enable you meet your job demands
.....
.....
16. What other feedback would you like to give us on this needs assessment questionnaire?
.....
.....

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