SOUTH EASTERN KENYA UNIVERSITY

CURRICULUM DEVELOPMENT POLICY

2018

Vision

To be a globally competitive centre of excellence in teaching, research and innovation and service.

Mission

Toprovide qualityeducation through teaching, research, extension, innovation and entrepreneurship with emphasis on dryland agriculture natural resources and environmental management

Core Values

Professionalism
Innovation
Integrity
Freedom of Thought
Teamwork
Respect for and conservation of the   environment

Philosophy

Transforming lives through teaching, research, innovation and community service

ABBREVIATION AND ACRONYMS

CUE: Commission for University Education

SEKU: South Eastern Kenya University

DEFINITION OF TERMS

Accountability: Acknowledgment and assumption of responsibility for actions

Curriculum: Syllabus, subject content, learning outcomes, resources, manner of teaching and assessment.

Pedagogy: Method and practice of teaching, especially as an academic subject or theoretical concept

Programme: Planned series of events

FOREWORD BY THE CHAIRMAN OF COUNCIL

Curriculum development is a fundamental and vital activity in the academic sphere. The University Council is committed to ensuring that the curriculum development and review in South Eastern Kenya University is undertaken in line with the requirements of the Commission for University Education,The Universities Act. No. 42 of 2012 and the Universities Regulations, 2014. This policy provides a framework for ensuring that curriculum development and review in the University follows the stipulated framework and takes into consideration the changing industrial and societal needs.

I call upon all the members of the academic staffto fully familiarise themselves with this policy.

DR. REUBEN CHIRCHIR
CHAIRMAN OF COUNCIL

PREFACE BY THE VICE-CHANCELLOR

South Eastern Kenya University was granted its Charter on 1st March, 2013. The University's main objective and functions as outlined in the Charter is to play a leading role in the development and expansion of the opportunities for higher education and research in agriculture, forestry, mining, energy, water and environmental sciences with a special focus on arid and semi-arid lands.It is, therefore, imperative to ensure that the academic programmes formulated are aligned to this objective. This policy provides a framework that will ensure curriculum development and review in the University meets the required standards.

I implore all the members of the academic staff in the university, to fully familiarize themselves with the provisions of this policy and ensure that it is implemented to the letter.

PROF. GEOFFREY M. MULUVI
VICE   CHANCELLOR

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1. INTRODUCTION

This policy provides guidelines for ensuring that academic programmes in the University are based on an approved framework and are underpinned by critical reflection and careful planning. Curriculum development or revision may be required for reasons such as:

(a) changing academic, industry, and/or community needs;

(b) changes in pedagogy or industrial methodology;

(c) changing needs of students;

(d) changing national or professional association standards; and

(e) new directions and initiatives from government.

2. POLICY STATEMENT

Curriculum development and review shall be undertaken by faculty members through their respective Departments. Programmes shall be developed by faculty or, where external expertise is required, by non-faculty practitioners or academic specialists hired by a faculty selection committee and working under the authority of faculty. The approval process shall follow the approved University Process.

3. PRINCIPLES GUIDING CURRICULUM DEVELOPMENT

The policy recognises that different departments at the University have distinctive foci, stakeholders and challenges to address in their curricula as well as in their curriculum development processes. It is therefore important to provide a broad scope to cater for the distinctive character of all departments.

The guiding principles are as follows:

(1) Responsiveness

Any programme being developed shall demonstrate awareness of market expectations. The programmes' qualifications and curricula ought to respond to the needs and challenges faced by our students and the target market. The curricula shall also respond the University vision, mission and the national goals.

(2) Student centered

The student is the centre of the entire learning process. Students are, therefore, invaluable stakeholders in the development of curricula. Curriculum development should take cognizance of their experiences and expectations to ensure that the curricula start where they are with regard to their entry behaviour. The curricula shall contribute to the fulfillment of their educational goals, whether for personal fulfillment or preparation for employment.

(3) Accountability

The academic department in which a particular curriculum is designed, developed, revised and taught shall be accountable to the Senate for adherence of this policy and the processes prescribed. Under no circumstances will the responsibility for the development of a curriculum and accreditation be ceded to any external stakeholder.

(4) Curriculum Resources

In developing a curriculum, the teaching and learning resources for each course unit of a programme shall be included. These shall include but not limited to:

(a) prescribed textbooks,
(b) prescribed articles or research papers,
(c) online resources such as journals, and
(d) human capital.

(5) Consultation

Extensive consultations shall be conducted by the curriculum developers. This consultation shall involve both internal and external and external stakeholders with the focus being on the needs of the learners and the targeted market and industry.

(6) Reviewing Processes

The reviewing process shall be part of the curriculum plan in order to accommodate new ideas, knowledge and to avoid rigidity. Such changes shall be informed by the prevailing developments in the world of learning and movements in a particular discipline. Reviewing shall be conducted from time to time.

4. CURRICULUM DESIGN PROCESS

(1) The relevant School or Department shall identify the need for a programme.

(2) The relevant School or Department shall form a curriculum development team with the chairperson being a senior member of academic staff in the school/department.

(3) The curriculum development team shall:

    (a) demonstrate the need for the programme through broad consultation with the academic community, professionals, employers and other stakeholders,

    (b) link the study programme to the University's mission, and

    (c) develop a draft programme which will define the overall aim, objectives, learning outcomes and the academic content that will result in the achievement of the aims and objectives.

(4) A draft programme developed shall be tabled in a full school board meeting for review and approval.

(5) After the school board meeting, the draft programme shall be submitted to an external reviewer, being a person of the rank of senior lecturer and above.

(6) After the feedback of the external reviewer has been considered by the school, the draft program shall be submitted to the Deans Committee for review and consideration.

(7) After the feedback of the deans committee has been considered, the draft program shall be submitted to the Senate for consideration and approval

5. CURRICULUM STRUCTURE

(1) Vision and Mission

The University vision and mission statements shall be stated.

(2) Introduction

There shall be a brief introduction giving background information about the proposed programme.

(3) Title of the programme

The title of the programme shall be stated as concisely as possible, indicating the level and type of qualification to be awarded at graduation (e.g. Master of Economics).

(4) Philosophy of the programme

There shall be a concise description of the underlying philosophy of the programme. The philosophy of the programme shall be consistent with the mission and educational philosophy of the University.

(5) Rationale or justification of the programme

Their shall be a justification for the programme, based on results obtained from analysis of the surrounding educational environment and educational market of the higher education landscape in Kenya and the region or internationally; as well as on feedback obtained from wide consultation with current students, alumni, academics, practitioners, professional bodies and potential employers.

(6) Aims and objectives of the programme

The general and specific objectives or aims and of the programme must be stated.

(7) Learning outcomes of the programme

The programme should state the specific knowledge, skills and attitudes that students are expected to have learned and acquired by the end of the programme.

(8) Mode of delivery

The programme shall state the mode of delivery which may include on-campus face to face approach, e-learning, distance or resource based learning, blended learning, etc.

(9) Admission or requirements

The programme shall include a description of the target group for the programme and a clear statement of the admission criteria for the programme

(10) Structure and duration of the programme

The programme shall state the minimum and maximum duration required for a student to qualify for the award. This shall be consistent with the rules and regulations governing the conduct of programme of SEKU.

(11) Number of credit hours

The number of credit hours shall be as per the rules and regulations governing the conduct of programmes of SEKU.

(12) Student assessment

The programme shall state the mode of assessment of the students and this shall be consistent with the Rules and Regulations governing the conduct of examinations of SEKU.

(13) Thesis or project

The programme shall state whether it will be examined by project or thesis. In each of the cases, the rules governing the examinations of projects or thesis of SEKU shall apply.

(14) Credit transfers

Candidates from other universities recognised by the SEKU Senate may be considered for credit transfer based on course unit content equivalence, subject to the condition that the candidate shall have passed in similar course units at bachelor's or equivalent level. The transfer of credits shall not be more than one third of the total prescribed credits.

(15) Examination regulations

The rules governing the examinations of projects or thesis of SEKU shall apply.

(16) Graduation requirements

The programme must state the minimum requirements that must be met by the students in order to be conferred the relevant qualification certificate.

(17) Qualification classification

Information regarding the classification criteria of the qualification shall be stated in the programme.

(18) Award of qualification

The name of the qualification to be awarded upon meeting the graduation requirements shall be stated.

(19) Study intermissions

A student may intermit studies at any time, for good course conveyed in writing to the Registrar, Academic and Student Affairs and may resume within a period not exceeding two (2) years after

duly notifying the Registrar, Academic and Student Affairs. During the entire period of intermission the student shall be required to keep his/her registration current by paying the prescribed registration charges as determined by the Senate

(20) Course outline

The course units to be covered in the programme shall be stated in a table format indicating the level, unit code, unit title, practical hours (where applicable) and theory hours.

(21) Course unit descriptions

A concise but exhaustive course unit description shall be presented for all the course units in the programme. Each course unit description shall have the following format:

a) Learning outcomes;
b) Unit content;
c) Pre-requisites;
d) Delivery;
e) Resources required.

6. IMPLEMENTATION

This Policy shall be implemented by all respective schools and departments.

7. REVIEW

This policy shall be reviewed from time to time, where necessary.