



SOUTH EASTERN KENYA UNIVERSITY

**CURRICULUM DEVELOPMENT POLICY**

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**JUNE, 2018**

### **Vision**

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

### **Mission**

To provide quality education 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 SEKU is undertaken in line with the requirements of CUE, Universities Act. No. 42 of 2012 and the Universities regulations, 2014. This policy provides a framework of ensuring that Curriculum development and review in SEKU follows the stipulated framework and takes into consideration the changing industrial and societal needs.

I call upon all the members of the academic staff, particularly Directors of Institutes, Deans of schools and Chairmen of Departments to fully familiarize themselves with this policy.

**DR. REUBEN CHIRCHIR**

**CHAIRMAN OF COUNCIL**

## **PREFACE BY THE VICE-CHANCELLOR**

SEKU was granted its Charter on 1<sup>st</sup> March, 2013. The University's main objective and functions as outlined in its 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 SEKU meets the required standards.

I implore all the members of the academic staff in the university, particularly Deans of Schools, Directors of Institutes and Chairmen of Departments to fully familiarize themselves with the provisions of this policy and ensure that it is implemented to the latter.

**PROF. GEOFFREY M. MULUVI**

**VICE CHANCELLOR**

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## **1. INTRODUCTION**

This policy provides guidelines to ensure 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 including the following:

- (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;
- (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 recognizes that different departments at the University have distinctive foci, stakeholders and unique challenges to address in their curricula as well as their curriculum development processes, hence is broad to provide scope 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 Mission and Vision as well 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 the experiences and expectations to ensure that the curricula start where they are with regard to their entry behavior. The curricula shall contribute to 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 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/research papers
- (c) Online resources such as journals
- (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/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 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/Department shall identify the need for a relevant program.
- (2) The relevant School/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 SEKU Mission.
  - (c) Develop a draft program 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) The draft program developed shall be tabled in a full school board meeting for review and approval.
- (5) After the school board meeting, the draft program shall be submitted to an external reviewer, 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 mission and vision 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 program 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 of the Programme/Justification**

There shall be a justification for the program, 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 of the Program/ Programme Objectives**

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

### **(7) Learning Outcomes of the Programme**

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

### **(8) Delivery Mode**

The program 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 Requirements/Entry Requirements**

The program 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**

The program 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 programs of SEKU.

**(11) Number of credit hours**

The number of credit hours shall be as per the Rules and Regulations governing the conduct of programs of SEKU.

**(12) Student Assessment**

The program 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/Project**

The program 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 will apply.

**(14) Credit Transfers**

Candidates from other universities recognized 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 Bachelors or equivalent level. The transfer of credits shall not be more than one third (1/3) of the total prescribed credits.

**(15) Examination Regulations**

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

**(16) Graduation Requirements**

The program 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 program.

### **(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 cause conveyed in writing to the Academic Registrar, and may resume within a period not exceeding two (2) years after duly notifying the Academic Registrar. During the entire period of intermission the student shall be required to keep his/her registration current by paying the prescribed registration charges as may be 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**

The Policy shall be implemented by the respective schools/departments.

## **7. REVIEW**

The policy shall be reviewed from time to time, where necessary