JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY

CURRICULUM DEVELOPMENT AND MANAGEMENT POLICY

JUNE,2024

JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY

Curriculum Development and Management Policy, 2024

Policy Title:	Curriculum Development and Management Policy
Policy Theme:	To provide a framework for prescribing controlling and directing the process of Curriculum development, implementation, and evaluation in the University.
Policy Contact:	Deputy Vice-Chancellor Academics, Student Affairs and Research
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Signed:	**Prof. Emily Achieng' Akuno, PhD, OGW** **Vice-Chancellor and Secretary to the Council** Sign: ----------- *Akuno* ----------- Date: ----------- 24.01.2025 -----------
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Acronyms and Abbreviations

BCM	Board of Curriculum Management
CUE	Commission for University Education
DVC AA	Deputy Vice-Chancellor, Academic Affairs
IUCEA	Interuniversity Council for East Africa
MSc	Master of Science
PhD	Doctor of Philosophy
SAFs	School of Agricultural and Food Sciences
VC	Vice Chancellor

COLLABORATING INSTITUTIONS
1. The Inter-University Council for East Africa (IUCEA)
2. Commission for University Education (CUE)

LEGAL FRAMEWORK
1. Constitution of Kenya (2010)
2. Universities Act No. 42 of 2012
3. Universities (Amendment) Act No. 48 of 2016
4. CUE Guidelines and Standards, 2014
5. Jaramogi Oginga Odinga University of Science and Technology Charter, 2013
6. Jaramogi Oginga Odinga University of Science and Technology Statutes, 2013
7. Policy Framework for University Education in Kenya, 2012
8. Kenya Vision 2030

DEFINITION OF TERMS

Course Status As part of the curriculum management system, a course shall be identified as either pending (P) awaiting approval for teaching, approved (A) for teaching/scheduling for teaching or withdrawn (W) from the listing of courses for offer.

Instructor Each course shall have a course instructor or lecturer/professor who shall be allocated the course(s) by the designated Head of the Department. The course lecturer manages the delivery and examination processes of the course, including submitting examination results to the Head of the Department and declaring the results to the schools/Faculty Board of Examiners. The course instructor provides information to students concerning the course and is responsible for advising the students on all aspects of the course. The course instructor is expected to be competent in knowledge and experience regarding the subject matter of the course.

Course Loading The department may designate controls on course loading in terms of an approved maximum and minimum per semester, year and for purposes of graduation: JOOUST shall be guided by the prescribed course loading as defined by the Commission for University Education, Professional Regulatory bodies and the disciplines' subject matter.

Pass Mark A pass mark shall be determined for each of the courses prescribed in the curriculum, taking the average sum of continuous assessment marks plus end of semester mark. Candidates who score below this mark shall be deemed to have failed the course and may be appropriately advised according to the prevailing University statutes.

Credit Transfer Credit transfer may be considered for admission into a programme of study subject to fulfilling the university and departmental requirements for such transfer.

1. INTRODUCTION

1.1 Mission

To provide Transformative University Education through integrated quality training, research and community engagement for sustainable development.

1.2 Vision

A beacon of excellence in University Education, Research and Community Engagement

1.3 Core Values

- Customer focus
- Impartiality
- Professionalism
- Responsiveness
- Integrity
- Meritocracy

1.4 Motto

Oasis of Knowledge

1.5 Philosophy

The University is anchored on the philosophy of a holistic approach to the service of humanity and other related areas of scholarship mediated through wisdom, science and technology.

2. The Policy

2.1 Purpose:

This policy outlines the principles and procedures governing the development, review, and implementation of the curriculum within our institution. It aims to ensure the delivery of high-quality education that aligns with our mission, vision, and educational goals.

2.2 Policy Statement

This Policy is generated in the context of the mandated functions of University Education in which the University's role is regarded as an instrumentalist with a concentration of expertise that is applied to social problems; an engine of development through strengthening knowledge and innovation and finally as a self-governing institution that contributes to development through production of high-level skills and knowledge.

2.3 Scope

This policy applies to all academic programs, courses, and instructional materials offered by the institution by outlining the processes and procedures for curriculum development, Management, approval, accreditation, implementation and review.

2.4 Policy Objectives

The development of the University Curriculum shall strive to respond to the following objectives:

i. Fulfillment of the requirements for professional practice adequately prescribed through the content/subject matter and activities that students will experience and be exposed to in relation to the expectations of industry.

ii. Generation and advancement of knowledge through integration of diverse and modern Methods of delivery and interaction with the learning environment.

iii. Modes of assessment to test a combination of higher intellectual knowledge and skills as applicable to society and industry.

2.5 Guiding Principles

The Curriculum development and management Policy shall be guided by the following key principles;

i. **Curriculum Development Process**

Curriculum development shall be a collaborative process involving faculty, administrators, subject matter experts, and relevant stakeholders. The development process will be iterative, evidence-based, and responsive to the evolving needs of learners and the community. Proposed changes or updates to the curriculum must undergo thorough review and approval by the appropriate curriculum committee or governing body.

ii. **Alignment with Educational Goals**

The curriculum shall be designed to align with the institution's mission, vision, educational goals, and relevant accreditation standards. Learning outcomes, assessment strategies, and instructional methods must be clearly defined and consistent with program objectives.

iii. **Inclusivity and Diversity**

The curriculum shall reflect and respect the diversity of learners, cultures, and perspectives. Efforts will be made to incorporate diverse voices, experiences, and examples throughout the curriculum to promote inclusivity and equity.

iv. Continuous Improvement

Regular evaluation and assessment of the curriculum will be conducted to identify areas for improvement. Feedback from students, faculty, alumni, and other stakeholders will be solicited and considered in curriculum revision efforts.

v. Integration of Emerging Trends

The curriculum shall be responsive to emerging trends, advancements in the field, and changes in societal needs. Faculty members are encouraged to integrate innovative teaching methods, technologies, and interdisciplinary approaches into the curriculum.

vi. Resource Allocation

Sufficient resources, including faculty expertise, instructional materials, technology, and facilities, shall be allocated to support effective curriculum delivery. Efforts will be made to ensure equitable access to resources across programs and disciplines.

vii. Compliance and Accountability

The institution shall comply with all relevant regulatory requirements and accreditation standards in curriculum development and delivery. Responsible parties shall be held accountable for adhering to established curriculum policies and procedures.

viii. Communication and Transparency

Clear communication channels will be established to inform stakeholders about curriculum changes, updates, and rationale. Policies, procedures, and curricular requirements shall be readily accessible to students, faculty, staff, and other stakeholders.

ix. Quality and Relevance

Quality and relevance of the curriculum to meet the needs of the learner and the society and develop a productive and sustainable workforce that is equipped with the knowledge and skills of a modern economy.

x. Rights, Culture and National Values

In addition to producing individuals specialized in various areas of expertise, academic programmes will integrate and promote national values, and culture, and the protection of the rights of individuals, indigenous technologies and intellectual Property.

xi. Equity, Non- Discrimination and Increased Access

The University shall develop programmes in cognizance of the existence of social and geographic inequalities in access to University education and to provide access to students regardless of their personal characteristics, backgrounds, or physical challenges.

3. ADMINISTRATION

3.1 CURRICULUM PRESCRIPTIONS AND MANAGEMENT

1. Course Anchor

A course anchor shall be owned by an academic department within an academic School/Faculty/Institute of the University. The academic department has the responsibility for convening the course, including appointing the lecturer and managing the arrangements for the delivery of the course content, examinations and systematic review.

2. Course Code

Each course is given a unique, precise and descriptive course title which conforms to the academic department and school/Faculty in which it is owned. The course shall be identified through an alphanumeric coding system of up to four (4) letters and four (4) numeric digits. The letters will abbreviate the subject title. The numeric digits will connote the level, year of study, semester and schedule in the semester in that order.

3. Course Description

Each course unit shall have a content referred to as a course description. A course description shall comprise the concepts, principles and competencies that define the subject matter of the course. The description shall cover the content and important characteristics of the course to guide teaching/learning students' career guidance and subsequent decisions for facilitating the transfer of credit and other academic purposes. In addition, the course description shall include information on whether it is a prerequisite, compulsory or elective and the practical or fieldwork components.

4. Expected Learning Outcomes

The development, dissemination, and implementation of relevant and effective curricula and expected learning outcomes play a crucial role in enhancing teaching and learning. Curriculum frameworks, including the expected learning outcomes, serve as a guide for the regulation, implementation, and evaluation of curricula. They define what students should learn systematically and intentionally. Expected learning outcomes describe the totality of information, knowledge, understanding, attitudes, values, skills, competencies, or behaviours a learner should master upon completion of the curriculum. Competency-based curricula focus on learners demonstrating mastery of certain interconnected knowledge, skills, and

attitudes. Curriculum frameworks may address cross-cutting competencies such as communication, collaboration, critical thinking, creativity, personalization, inclusive systems, sustainable development and social justice.

5. Course Outline

A course Outline is an interpretation of the course description and provides detailed and systematically scheduled content (concepts, principles and skills) of what is to be covered plus associated activities over the allocated course time in the academic semester/year. A course outline shall have the following key information; course code and title, content/teaching topics. Course aim, learning outcomes, modes of delivery, reading list and examination requirements.

6. Learning mode

As part of managing the curriculum, methods of delivery to be specified in the course description may be any one or combinations of the following:

LEARNING MODE	DEFINITION/DESCRIPTION
Lecture	Learning in this course requires attendance at on-campus face-to-face meetings that are timetabled across the semester. This requires interactions between students and the lecturers to achieve the courses' learning objectives. Course information and learning resources are to be obtained by the students from the course lecturer. Learning in this mode may also require the purchase of textbooks, and the information should be included in the course outline.
Discussion/Fieldwork	Learning in this mode combines on-campus face-to-face meetings that are timetabled across the semester with industry/workplace experiences. This course requires interactions between students, lecturers and industry practitioners to achieve the course's learning objectives. Course information, industry/workplace materials and learning resources are to be obtained by the student from the course lecturer. Learning in this mode may also require the purchase of textbooks which should be reflected in the course outline.
Supervised Research/Practicals	Learning in this course requires interaction between the student/candidate and the supervisor to undertake a supervised research project and/or dissertation. This also includes workshop practicals and laboratory experiments. Course information is to be obtained by the student/candidate from their supervisor in conformity with the course prescription. Workshop and laboratory materials are provided by the institution.
	Learning in this course does not require attendance at the face–to–face meetings or class/lecture attendance on campus. Course information, institutional materials and learning resources are

Open/Distance Learning	posted to students. Students are self-directed with limited interactions with fellow students and the lecturers. Learning in this course may also require the purchase of textbooks which should be reflected in the course outline.
Open, Distance and On-line/E-Learning (ODel)	Learning in this mode does not require face–to–face meetings or class attendance on campus. The majority of instructional materials are delivered via the web, related electronic devices or similar other media. Learning may be largely self-directed but may also involve the use of collaborative features of the university, to interact with fellow students and lecturers. Course information and learning resources may be obtained by the student from the course lecturer or university department. Learning in this course may also require the purchase of textbooks which should be reflected in the course outline.
Mixed Mode	This course has some attendance requirements. Instructional materials are primarily delivered by distance learning or by printed resources posted to students. Course information and learning resources are to be obtained by the student from the course lecturer/department. Learning in this course may also require the purchase of textbooks which should be reflected in the course outline.

3.2 COURSE CODING SYSTEM

1. Overview

The University shall adopt the alphanumeric course coding system in defining and identifying courses offered. The coding system shall be meaningful, transparent, simple, flexible, and understandable to students and lecturers. Each course shall be identifiable through the university course coding system.

2. Principle Elements

The Principal elements of the course coding system are:

a) The course code comprises 8 characters
b) The 8 characters comprise 4 alpha and 4 numeric characters
c) The 4 alpha characters shall represent the discipline or subject title
d) The alpha characters should not end in "I" or "O" to avoid confusion with the numeric "one" or "zero".
e) Previously allocated codes may not be reused.
f) Pre-requisite courses in the same discipline must lower numerical value than the course.

3. Course Level Numeric identifiers

The following course-level numeric identifiers will be used:

1. The 1st digit represents the level of the programme of study
2. The 2nd digit represents the year of study
3. The 3rd digit represents the semester of study in the academic year
4. The 4th digit represents the series of the course in the semester.

4. Course Level Identifiers

Digit 1 shall represent Certificate Level Courses

Digit 2 shall represent Diploma level courses

Digit 3 shall represent the four-year undergraduate degree courses

Digit 4 shall represent the five-year undergraduate degree courses

Digit 5 shall represent the six-year undergraduate degree courses

Digit 6 shall represent the postgraduate diploma /certificate level courses

Digit 7 shall represent the postgraduate master's degree courses

Digit 8 shall represent the postgraduate PhD degree courses

Digit 9 shall represent Post Doctorate Course

5. Illustration;

ECON 3111: Undergraduate degree, year one, semester one and first in the series in Economics

ECON 3122: Undergraduate degree, year one semester, two and second in the series in Economics.

3.3 Management of University Courses

1. The University shall establish a Curriculum Management Committee, appointed by the VC to coordinate curriculum prescriptions from academic departments and schools. The Committee shall have membership of the rank of at least senior lecturer drawn from Schools. The Coordinator of, the Centre for Academic Development and Career Service will chair this committee.
2. The process of curriculum development and evaluation shall be conceived and initiated by academic staff in the departments and processed through the school Boards, Curriculum Management Committee, Deans Committee and the Senate.
3. All curricula shall be approved by the University Senate before submission to CUE for accreditation for implementation.

4. The process of curriculum development shall involve stakeholders and the input of professional regulatory associations shall be mandatory for programmes where it is a requirement.

5. All curricula shall follow the format prescribed by CUE. In addition, the content shall be determined by the specific essentials that define the concepts and principles of the discipline, philosophy and development needs of the country, the purpose and functions of university education and all other parameters that define the expectations of the employer and the society.

6. Academic staff in the department or associate departments and schools shall be involved in implementing curriculum using relevant, recognized and approved delivery methods.

7. The process of delivery shall include the development of a course outline for each course following the format given by CUE and the University. The course outline shall be endorsed by the Chair of the Department and the School/Faculty Dean at the beginning of each semester it is to be offered. Further, the implementation shall entail attendance of all prescribed lecture hours and assessing students' understanding of the course through continuous assessment tests and semester examinations.

8. The university curriculum shall be prescribed in the university catalogue, which shall be organized based on academic departments and schools. The catalogue shall be a publication of JOOUST and shall be reviewed and updated every four years.

9. All Curricula will undergo a process of review every four years or complete cycles of implementation as the case may be. The results of the review process shall be presented through the Curriculum Management Committee in the Senate for approval for implementation. Where review is less than 30%, CUE shall be informed for noting, nonetheless where changes to the curriculum exceed 30% CUE shall carry out fresh accreditation to the curriculum.

3.4 Management of Examinations

1. All courses on offer in a given semester shall be examined through continuous assessment tests and assignments and semester examinations.

2. All examinations shall be scheduled by the Coordinator, University Timetabling and Examinations.

3. Candidates shall write their responses on prescribed examination answer booklets for all official examinations.

4. The examination timetable shall be adhered to fully, and where any change is needed, it shall be with the authority of the VC or DVC (ASAR).

5. Each course lecturer shall be responsible for setting, presentation of students for examinations, marking, the accuracy of examination results and full disclosure of all candidates examined in the specific course.

6. Examination results shall be processed and passed by the Departmental Boards, School/Faculty Board of Examiners to the Deans Committee for approval by the Senate.

7. Examination results shall be approved for release to the students by the Senate.

3.5 Instructional Resources

1. Each academic programme must indicate the requisite instructional materials and delivery methods. These should also be stated in detail on the course outline.
2. Reference materials/reading sources must be indicated on the course outline and should be less than ten (10) years of publication unless otherwise approved by the Head of Department and School Dean.
3. A copy of the approved course outlines will be forwarded to the Library ahead of the start of the semester for purposes of acquisition of the essential reading resources and references.
4. An inventory of teaching materials and equipment shall be kept and maintained by the respective Departments and Schools in which the course is offered, with a copy of the records kept in the University Finance/Procurement Office.
5. Teaching and research workshops and laboratories will be managed by the rank of Chief Technologist.
6. Where applicable, teaching and research equipment will be serviced periodically as defined by the suppliers' contract or otherwise prescribed in the maintenance schedule.

3.6 Quality Assurance

1. All programmes will be designed and implemented in line with the CUE guidelines and standards.
2. Stakeholders and professional experts in respective areas of specialization shall be involved in and contribute to the development of programmes, whilst ensuring that international best practices are adhered to for benchmarking.
3. Programmes will be presented through Departmental Boards, Schools, Deans Committee and the Curriculum Management Committee before presentation to the Senate.
4. All these will serve as internal quality assurance mechanisms for the accuracy of content (knowledge and skills) and delivery approaches.
5. To ensure the programmes respond to curriculum dynamics, programme reviews will be undertaken every four years or at the end of a programme cycle.
6. This policy will be reviewed from time to time as determined by the Senate.

3.7 Implementation

The effective implementation of this policy shall be vested in the office of the Deputy Vice-Chancellor (ASAR).

4.0 Review

The policy shall be reviewed every 4 years, as the need arises or as advised by the University Council.