List points why prac should be kerediter for 3 hours prac.
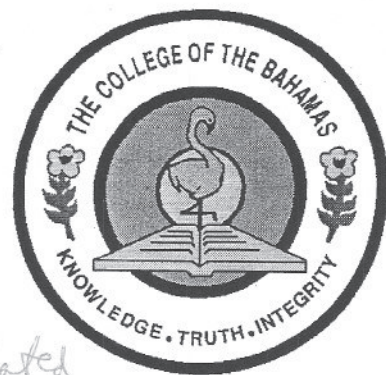a) Page 4 in last para P.R.G.
b) My review of this colleges
 — shows 3 hour standard
c) 4 hour couldn not be accomodated in the labs

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d) You can't accomplish enough in 2 hours at the more advanced level.
e) The material cann't be standardised.
f) What is their rationale?
g) Instructions must be given to us in writing. Policies must be submitted in writing.

Programme
Review Guide

Table of Contents

PREFACE

The decision to compile a document on course and programme development emerged out of College of The Bahamas (COB) Academic Board Sessions where it was indicated that faculty favoured an institutional guiding document on programme and course design to complement prior training workshops on same.

This concise document is meant to serve as a <u>guideline</u> for course writing and programme review and development within the COB context generally, although more immediately it should guide the Programme Review Exercises to be engaged beginning this Summer Session 2003. Because the document is just that, a guideline, there is obviously room for flexibility. The Office of Academic Affairs welcomes feedback aimed at improving the utility of this document, with the hope that sustained dialogue will facilitate the ongoing efforts of the COB course and programme developer in the crafting of a product of quality within an institution of quality.

Office of Academic Affairs
The College of The Bahamas
February 2003

INTRODUCTION

This concise document provides operational guidelines and sample formats with respect to course and programme development and review at The College of The Bahamas (COB). Insightful contributions and concepts from several literary sources are injected throughout. Further, the reference point for all sections is The College's Vision/Mission Statement. (See Appendix A, p. 24)

Section 1—**Establishing a Programme Profile**—provides a summary form to capture the current status of the programme being assessed. Its purpose is to focus the Curriculum Council at the School/Department level on the context within which the COB programme is being administered. This profile might also be utilised, in a modified format, to focus the deliberations of crafters of new programmes.

Section 2—**Clarifying the Programme Goals: Interfacing with The College's Mission and Vision**—focuses on goal-setting and stated intentions by posing fundamental questions related to the intention of courses/programmes and their interface with the mission and vision of The College.

Section 3—**Examining the Programme Structure**—delves into course and programme design, beginning with an examination of how the programme is organised, and moving to the selection of content, organization of the course itself, and the sequencing of the courses themselves within a programme. Pertinent COB Forms and documents are referenced.

Section 4—**Putting it all together**—encourages respective Schools/Departments to reflect on the broader issues arising out of the findings revealed through the investigations based on guidelines provided in Sections 1-3. A framework for capturing the recommendations include *logistics, or the adequacy of resources and facilities, faculty and staff performance, including overloading and the need for training; organisational considerations; relevance of the programme to educational and training needs; and student admissions, matriculation, graduation and general performance trends.*

Section 5—**Action Plan**—agitates for an action plan in an effort to bring formal closure to the review process. The document sought should be in the form of a written action plan following the recommendations coming out of the School and Department-based deliberations. The plan should detail what actions will be taken, who is responsible for implementing each action, and the timeframe within which the actions will be conducted.

BACKGROUND: THE CURRICULUM DEVELOPMENT VENTURE

Essentially, this document encapsulates the classic Tyler Rationale (1949) with respect to the course/programme development venture. The Rationale drives the curriculum development process through a focus on fundamental phases, from 'Purpose' to 'Evaluation.' Key questions posed at each step direct our attention to the following:

Purpose
What educational purpose should we seek to attain?
Learning experiences
What should we do to manipulate the environment to evoke the kind of results desired?
Organisation
How should we organise the learning experiences?
Evaluation
Why should we evaluate and what are the means of evaluating?

Before proceeding, it is important to comment generally about this whole business of curriculum development. Indeed, the premise upon which much of the work of curriculum development has proceeded in many contexts, ours included, is that the process can be codified and streamlined, that we can identify a series of sequenced steps in the process, including specifying the objectives, selecting the learning experiences, organising these learning experiences according to appropriate principles, and evaluating the extent to which objectives are met. However, while this approach serves its purpose of providing an approach/technique that is methodical and defensible against most critics, it assumes that knowledge is organised comfortably into neat subject-matter areas, that this knowledge is taught; and that the sequential mastery of cognitive information is what the business of education must be about. Most educators would acknowledge that it is not as simple as all that.

In fact, the activities entailed in curriculum development involve taking a value stance, deciding on needs to be met, and setting objectives, planning sets of intended opportunities for engagement through selecting, organising, and ordering subject matter to be employed, determining and ordering processes to be utilized, clarifying value components, and making decisions about time, space, material resources, and human resources to be provided (Lewis & Miel, 1972).

For the purposes of this guide, the curriculum development process or review will focus on two basic levels—the course and the programme.

At the course level the major focus in the review process is on:
1. determining the overlap and duplication of the proposed course(s) with others; and

2. ensuring that it has merit as a contribution to and representation of the expanding knowledge base.

It is not unusual, for the role of a course in the curriculum at the inception to be determined through a review by colleagues, first within the faculty of the home department. Subsequent reviews may be conducted at the school, college, or institutional level. Change is easier at a single course level, perhaps because underlying issues of philosophy and purpose, coherence and integration, development and outcomes are not immediately challenged. It becomes more complex, however as we move into a consideration of the interconnectedness of courses as they relate to a specific programme or number of programmes. The discussion of programmes, therefore, must focus on determining the degree requirements, prerequisites, sequencing and introductory, middle and upper level content; and issues of philosophy and purpose, coherence and integration, development and outcomes.

Conceptually then, when we look at the undergraduate curriculum we are examining:
1. the formal academic experience of students pursuing baccalaureate and less than baccalaureate degrees Formalized into courses or programs of study including workshops, seminars, colloquia, lecture series, laboratory work, internships, and fields experiences (Ratcliff, 1997)
2. A universe of courses, each with its own purpose and environment (Levine, 1978; Ratcliff, 1990; Veysey, 1965); and
3. The educational plan of an institution, school, college, or department, or to a program or course (Ratcliff, 1997)

By way of a very quick historical sketch, a few interesting points about the credit system ought to be noted. The literature records that North American institutions implemented the credit system in the late 1800's as they added more and more courses and programmes to the classical curriculum and it became increasingly difficult for them to assure comparable quality across diverse courses of study. These institutions also wanted to provide a way to compare academic programmes and to measure quality in one form. Therefore, the Carnegie Unit (Carnegie Foundation for the Advancement of Teaching) was developed in 1908. Originally devised to measure secondary school students' achievement, one credit referred to a course meeting 5 days each week for a year of secondary school. Various academic groups in the US recommended that a certain number of Carnegie credits be required for admission to colleges and university.

The credit system then is primarily constructed on the basis of the number of hours of classroom experience (although there are other ways that credits may be earned—through examination, life and career experiences etc.). A laboratory session normally requires 2-3 times the contact hours assigned a lecture session. The Associate Degree requires about 60 semester hours or 90 quarter hours; and the Bachelor Degree requires about 120 semester hours or 180 quarter hours (Spurr, 1970 and Levine, 1978). Colleges and universities then adopted this quantitative course accounting by listing each course with a number that reflected the number of hours students were expected to spend in class (Levine, 1978).

A year is typically 9 months, comprising terms—usually quarters or semesters. The *Quarter System* comprises three 10-week terms (with the fourth quarter as an optional summer term). The *Semester System* comprises two 15-week terms—variants include the 4-1-4 calendar in which there is a 1-month course between two semesters and the trimester system. Other Models include the *Block System*—one month at a time on a course; *Open-entrance Term System* and the *Variable-length Term System* (Levine, 1978).

The components of the undergraduate programme, specifically liberal arts programmes, are generally broken down in the following manner:
1. General or liberal studies which are set institution-wide across faculties;
2. Major and minor specialisations as prescribed by the department or programme offering the specialization, although these may be governed by curricular prescriptions of a professional field, guidelines extended by the disciplinary association, licensure requirements or professional board examinations; and
3. Elective studies which are either left to student discretion or prescribed range of electives set by departmental major or minor (Levine, 1978; Toombs, Fairweather, Amey and Chen 1989)

At COB, the current breakdown of credits for each of these components is as follows:
1. GENERAL EDUCATION/STUDIES (Total = 36-39 credits)
    a. Lower Level = 18-30 credits
    b. Upper Level = 9-12 credits

    Bachelor's programme?
    1st two year, 2nd two years?

2. MAJOR (Total = 60-80 credits)
    a. Lower Level = 24-34 creditsUpper Level = 36-56 credits

3. ELECTIVES (Total = 18-21 credits)
    a. Lower Level = 9-21 credits
    b. Upper Level = 9-12 credits

The OVERALL PROGRAMME comprises a total of 120-130 credits, with the lower level range being 60-75 credits and the upper level 60-75 credits.

There are, in turn, two levels of undergraduate degrees—the associate degree and the bachelor degree. The Associate Degree is the characteristic of the community colleges (institutional type of US origin) and is normally two years in duration. The Associate of Arts or Science is structured in a manner to enable matriculation to the baccalaureate at four-year institutions, while the Associate of Applied Arts or Science are normally structured for direct entry into the workforce. The Bachelor Degree has a great diversity in offerings in a variety of programme areas. The most common is the four-year although there are three-year baccalaureates and two-year programmes or credit by examination. The most typical are the Bachelor of Science and the Bachelor of Arts (Cohen & Brawer, 1989).

There are two major schools of thought when we move to a discussion of elected versus prescribed courses. The first, the German or Humboldtian Philosophy, suggests that students enrol in an institution of higher learning prepared to take responsibility for their learning, and are not admitted unless they have the appropriate prior education to make sound educational choices and decide upon direction of their advanced studies. The second, Liberal Arts Philosophy, advocates that students enter for intellectual, personal and social development; faculty have the expertise to and should provide direct guidance to students in that development, certain subjects in the curriculum provide essential knowledge, skills and abilities toward those aims (Ratcliff, 1997). The latter is that to which COB has subscribed in its current mode of operation.

With this as a given then, perhaps it would be useful to highlight a few fundamental assumptions and challenges as they pertain to liberal arts programmes as these have specific relevance as we engage our review of programmes. More specifically, it should be noted that the liberal arts curriculum:

1. Promotes the establishment of prescribed curricula in general and liberal studies;
2. Builds upon prerequisite courses in the major and minor sequences; and
3. Has limitations on the range and timing of electives.

It is important, therefore, that we are very clear about how we apply credit to each of the categories/components of the programme in question—general education, major/minor and elective studies. In addition, programme outlines and attendant literature generated by respective departments and schools need to clearly note rules and regulations, lists, prerequisites and course sequences. All of this, of course, is placed within the larger context of The College of The Bahamas' Mission and Visions Statements and the goals of each course and programme thereby derived. It is to the specifics in this regard that we now turn.

It may be useful, however, for members of the Curriculum Councils to spend some time reviewing the visual depiction of the process to be engaged, captured through a comprehensive diagram and individual steps (I-VI) in Appendix, (p. 24).

ESTABLISHING A PROGRAMME PROFILE

THE COLLEGE OF THE BAHAMAS
PROGRAMME PROFILE FORM

1. **Information on the Academic Programme**

   1.1 Name of the Programme (include specialisation)

   _____

   1.2 Faculty

   _____

      1.2.1. School

   _____

      1.2.2. Department

   _____

   1.3 Head of Department/Programme Coordinator of the Programme

      Name: _____

      Telephone: _____

      Fax: _____ E-mail: _____

   1.4 Year the programme was begun: _____ and revision dates _____

   1.5 Has the programme been evaluated previously? If so, please attach a copy of the report.

   OBSERVATIONS (Is the programme appropriately situated within the Faculty/School/ Department structure?)

   _____

   _____

   _____

2. **Institutional Framework**

   2.1. Primary objectives of the programme and the type of professionals it is designed to educate.

   _____

   2.2. Indicate nature of involvement of alumni in programme development/policy formulation.

   _____

   2.3. Indicate nature of involvement of stakeholders/partners in programme development/policy formulation.

   _____

   _____

OBSERVATIONS (To what extent does the institutional framework enhance or obstruct the success of the programme?)

_____

_____

_____

_____

3. Curriculum & Faculty Profiles

3.1 Indicate the following, as per the current status of the programme:

3.1.1   No. of credits by General Education/Major/Electives & total:

Component	Number of Credits	Total
General Education		
Major Area		
Electives		
Total		

3.1.2   Distribution of hours (depicted as raw numbers and %) by:

- LECTURE _____

- LABS _____

- TUTORIALS _____

- SEMINARS _____

- FIELD PLACEMENT _____

- RESEARCH _____

3.1.3.   Duration of the Programme: _____

3.2.   List of courses offered by the programme and the faculty who teach them.

NAME OF COURSE	HOURS PER WEEK (LEC/LAB/TUT/SEM)	FALL OR SPRING COURSE	FACULTY	DATE(S) COURSE(S) REVISED

NAME OF COURSE	HOURS PER WEEK (LEC/LAB/TUT/SEM)	FALL OR SPRING COURSE	FACULTY	DATE(S) COURSE(S) REVISED

3.3. Faculty

    3.3.1. Number of faculty, according to academic degree or equivalency and teaching time.

HIGHEST DEGREE	NO. OF FACULTY*								TOTAL
	PERMANENT				PART-TIME				
	1	2	3	Subtotal	1	2	3	Subtotal	
Bachelor's Degree									
Master's									
Doctoral									
Postdoctoral									
Specialist									

    * 1: 12-14 hours/week   2: up to 18 hours/week   3: more than 18 hours/week

3.4. Information on Faculty *(Please attach outlines that include the following categories—3.4.1.-3.4.7. Separated form for photocopying attached.)*

    3.4.1. Name _____

    3.4.2. Type of affiliation: PERMANENT _____ PART-TIME _____

    3.4.3. Highest degree_____

    3.4.4. Years teaching in the programme _____

    3.4.5. Institution and country where the degree was earned.

    _____

3.4.6. Year of graduation

_____

3.4.7. Principal field of research.

_____

3.4.8. Title of ongoing research projects.

_____

4. Students and Alumni

4.1. Student Acceptance trends for the programme

4.1.1. No. accepted

	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-2001	2001-2002	2002-2003
Accepted								

4.2. Criteria for student selection and admission to the programme

_____

4.3. Criteria for evaluating students during their training

_____

4.4. Student registration

Registration Year	No. of Students Registered	No. of Students who completed their curricular activities	No. of Students who graduated
1995-96			
1996-97			
1997-98			
1998-99			
1999-2000			
2000-2001			
2001-2002			
2002-2003			

4.5. Current status of students

4.5.1. No. Taking courses

Fall Semester 042002	
Spring Semester 012003	
Summer Session 022003	
Summer Session 032003	

4.6. Give the academic profile of programme alumni and their current job situation

_____

4.7. Indicate the mechanisms, if any, used to encourage high school students and others to pursue the programme in question.

_____

_____

5. Financial Support Information

5.1. Indicate whether or not students receive financial assistance for:

ITEM	YES	NO
5.1.1. Tuition		
5.1.2. Travel		
5.1.3. Others (specify)		

5.2. Name and number of major equipment/resources required to sustain efforts of the programme in the immediate future. Indicate equipment currently available for use by the programme.

Name of Equipment/Resources	# Required	# Currently Available

5.3. Source of funding for corrective and preventive equipment maintenance (COB, outside contracts, etc.).

_____

_____

6. Library and Instructional Media Services/Resources

6.1. Available bibliographic resources

6.1.2. Number of current subscriptions to specialised journals (and other instructional media) of interest to the programme *(Please list.)*:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

6.1.3. Computer support structure (number of computers and their characteristics, instructors, network links, etc.).

_____

_____

_____

7. In your opinion which are the main strengths, weaknesses, opportunities and threats of your programme?

_____

_____

_____

_____

_____

_____

_____

_____

_____

CLARIFYING THE PROGRAMME GOALS: INTERFACING WITH THE COLLEGE'S MISSION AND VISION

At the macro level the undergraduate curriculum of an institution represents the philosophy and educational aims of that institution. It is in effect its academic policy. The educational programme of the institution reflects the norms, values, and behaviour of the organisational culture. Indeed, when you see curriculum as a set of intentions you begin to look at it a bit differently. A primary criterion of the effectiveness of that curriculum is the extent to which it accomplishes its stated intentions. In this light, Miel (1946) provides an interesting springboard for the beginning focus or refinement of a curriculum review process:

> "When you see curriculum as a set of intentions, then curriculum planning makes sense as an activity . . . once you know your intentions, you can begin to think about the process of developing them into the curriculum."

QUESTIONS

Indeed, there are specific kinds of questions that come to mind when we begin to look at curriculum development in this way: Are the intentions of the programme/course clearly stated?

2. Are the educational aspects clear and specific enough? .
3. Are the intentions of the programme/course complete?
4. Are the desired end results stated in useful terms in regard to knowledge, skills, attitudes and values? Are these aspects used to guide course construction and examination approaches?
5. Is there reasonable consensus/acceptance of intentions across the staff/faculty?
6. Are these intentions used to guide major decisions (about resources, selection of staff, curricula)?
7. Do the intentions of the programmes/courses complement, extend and flow naturally from the institution's mission? Is the achievement of the intentions regularly monitored and used as corrective actions in the programme to adjust curriculum, teaching, service aspects and resource allocation? (Adapted from Kells, 1995)

HOW CLEAR ARE YOUR ANSWERS TO THESE QUESTIONS, GIVEN EXISTING AND/OR PROPOSED COURSES AND/OR PROGRAMME OUTLINES?

In clarifying course and programme goals, the following aspects ought to be considered:

1. **Value**—Do they represent high expectations for students and reflect important learning and conceptual understanding, curriculum standards, and frameworks?
2. **Clarity**—Are they clearly stated as student learning and permit sound assessment?
3. **Suitability for diverse students**—Do they reflect needs of all students in the prospective learning community?
4. **Balance**—Do they represent opportunities for different types of learning—for example, thinking as well as knowledge—and coordination or integration within and/or across disciplines? (Adapted from Danielson, 1996)

EXAMINING THE PROGRAMME STRUCTURE

A. *"Organising the Curriculum"*

Given agreed-upon responses to questions of 'stated intentions,' we then turn to the question of how best the curriculum (including such things as teaching plans and schemes, learning materials, equipment and plant, the professional expertise of the teaching force, and the requirements of assessment and examinations bodies) might be best organised.

More specifically, there are particular concepts that are used to describe various aspects related to organisation of curricula—Scope; Continuity; Sequence and Integration (Buchmann & Floden, 1992).

QUESTIONS

Scope
1. Is there a clear outline of the courses in the programme to be taken by a student?
2. Is the outline of courses, as well as individual courses themselves, coherent and logical in terms of its breadth or horizontal organization?

Continuity
3. Is the outline of courses, as well as individual courses themselves, coherent and logical in terms of its vertical organization? That is, does it seek to assure that students revisit themes and/or skills across the sequence?

Sequence
4. Is the outline of courses, as well as individual courses themselves coherent and logical in terms of its vertical organization, not only in terms of building on what preceded it, but also seeking to deepen the understanding of the concept (e.g., chronological, thematic, part-to-whole, whole-to-part approaches)?

Integration
5. Is the outline of courses, as well as individual courses themselves, organized in a manner intended to bring concepts, skills and values into close relationship so that they reinforce each other?At a micro level, do the learning activities, instructional materials and resources, instructional groups, programme, course, unit and lesson structures allow for "many kinds of connectedness, associations of ideas and feelings, intimations of resemblance, conflicts and tensions, previsagements and imaginative leaps" (Buchmann & Floden, 1992)?

B. *"Selecting the Content"*

In engaging the process of developing curricula, we must also consider other factors that impact on the selection [and ultimately the organisation] of curriculum content.

QUESTIONS
1. Have you considered the nature of society in which students are to live? What about the social, political and economic pressures, internal and external, factors?
2. What about the nature of the students themselves, including the way they learn? (Students' out-of-class experiences are powerful determinants of what, how and how well

they learn. No one form of undergraduate curriculum serves the needs of all students—the recognition that individuals may possess multiple intelligences points attention to multiple ways of knowing and learning with profound and practical implications for undergraduate curricula.

3. What about the nature of the knowledge itself? (Disciplines provide a conceptual framework for understanding what knowledge is and how it is acquired.)
   a. Have you considered the logical structure of relationships between concepts, propositions, common paradigms, and organising principles? What about themes, canons, and narratives to join different streams of research in the field and as a means of providing meaningful conceptualisations and frameworks for future analysis (Shulman, 1987)?

C. *The College of The Bahamas Course Outline*

Course Title and Number
1. –Is it a core course that introduces approaches, content, skills etc.?
2. Is it a middle-level course, for practicing and developing the skills and modes of expression introduced in the introductory course?
3. Is it a culminating course to be used to foster and demonstrate a reasonable level of sophistication in using the field's approaches to solve problems and in connecting these approaches with alternative possibilities and perspectives?

Number of Credits
1. –How many hours of classroom experience are required?
2. Is it a laboratory session or regular lecture session?

Course Description
1. Are the course intentions clearly articulated?
2. Does it establish the intellectual capacities, the ways of thinking and reasoning, and the core conceptual knowledge to be developed through the course?

Course Objectives
1. Are the expectations 'uniformed' within your disciplinary area; as well as across areas in your department/school?
2. Do the expectations provide details for more general, abstract intentions/goals/philosophy of the department/school/institution?
3. Do the expectations specify what thinking and performing capabilities students should master and what knowledge they should possess?
4. Are the demands placed on the students sufficiently explicit and comprehensible so they can plan their studies around them?

Course Content
1. Is there a clear design to the programme/course structure and curriculum plan that flows from the stated intentions/goals?
2. Is the content relevant, current, demanding, flexibly arranged or duplicated?
3. Is the sum of the parts more than, equal to or less than the whole?

Course Assessment (See Appendix C, p. 23)
1. Is the assessment an activity that serves for both improvement and accountability?
2. Does it help the Department in question focus on teaching and learning, asking meaningful questions about what students know and what they can do with that knowledge?
3. Does it permit for the interpretation of data, turning it into useful information and allowing for the consideration of concrete changes that may improve results?
4. Does it provided an avenue through which evidence and interpretations might be used to follow through with change?*Reading List/Textbooks/Learning Resources etc.*

D. **"Programme Development—Sequencing of Courses"** **(See Appendix D, 24)**
At this point, some broad guidelines for programme development will be sketched (Adapted from Gaff, Ratcliff et al, 1996). These guidelines are broad enough to inform development from a course to a series of courses, programmes and even a network of programmes within and across levels. But, more specifically, the following guidelines focus on the nature of introductory, middle and upper level courses—conceptually in terms of their 'intent.'

Guideline 1—Intellectual Capacities
Establish clarity about the intellectual capacities, the ways of thinking and reasoning, and the core conceptual knowledge to be developed through the programme
Question: Are you clear about these intellectual capacities?

Guideline 2—Core Course(s)
Develop a core course or course sequence that introduces these approaches in a purposeful way to students, recognising that each field has multiple methods, not one alone.
Question: Have you identified this course(s), considered and incorporated multiple methods in their introduction?

Guideline 3—Middle-level Course(s)
Provide, in middle-level courses, for practicing and developing at least some of the intellectual skills and modes of expression introduced in the introductory course in connection with current and prospective students' particular interests/needs.
Question: Have you ensured that opportunities for practicing and developing the skills and modes of expression introduced in earlier courses have been provided?

Guideline 4—Culminating Project(s/Studies
Design culminating projects/studies that foster and demonstrate a reasonable level of sophistication in using the field's approaches to solve problems and in connecting these approaches with alternative possibilities and perspectives.

Guideline 5—Involvement with a Community of Peers and Mentors
Involve students with a community of peers and mentors who provide feedback on each student's work & alternative ways of addressing comparable issues

Question: As regards Guidelines 3 and 4, have you ensured that there are opportunities for the learner to demonstrate the ability to apply approaches introduced through an earlier course of sequence of courses?

E.   *"Developing Courses and Programmes"*
  1. What happens to students when they move from introductory to more advanced courses within a discipline?
  2. What kind of development takes place?
  3. Do students simply acquire more information?
  4. Is it a different kind of information?
  5. Do they use more sophisticated kind of reasoning to raise appropriate questions about more complex information?
  6. Are the strategies for communicating about their knowledge more involved?
  7. How do they go about purposefully connecting those experiences?
  8. How should their ways of thinking be different in more advanced courses?
  9. What are the intellectual skills, rooted in the context of the discipline that makes for our own effective inquiry, interpretation, or decision-making?
  10. What interpersonal skills are essential for work in the field?
  11. What particular kinds of communicative skills are essential?
  12. Is there a clear design to the programme/course structure and curriculum plan that flows from the stated intentions?
  13. Is the content relevant, current, demanding, flexibly arranged or duplicated? Is the sum of the parts more than, equal to or less than the whole? Are the demands placed on the students sufficiently explicit and comprehensible so they can plan their studies around them?

contradictory.
— many of the proposed objectives cannot be explicitly stated in this way.

PUTTING IT ALL TOGETHER: RECOMMENDATIONS FOR MODIFICATION

Schools/Departments are encouraged to reflect on the broader issues arising out of the findings revealed through the investigations based on guidelines provided in Sections 1-3. Recommendations should then be articulated in both general and specific terms using the following broad categories:

A.   *Logistics, or the adequacy of resources and facilities*
Focus on Organisational & Budgetary Procedures
- How many majors can you School/Department realistically support?
- Do the organisational and budgetary procedures of the institution facilitate and enhance interdisciplinary programmes and other forms of interaction and collaboration?
- Do programmes have secure budgetary lines in hard money, thereby integrating them into the life of the campus?
- Is there sufficient flexibility to allow shifting groupings of faculty and courses as topics and projects change? Are there incentives to encourage this?

B.   *Faculty and Staff performance, including overloading and the need for training*
Focus on Faculty Effectiveness and Development
- How effective are the faculty?
- If faculty are borrowed from other departments, are there problems of availability and rotation?
- Whether borrowed or not, is their interdisciplinary teaching (and research) adequately evaluated and rewarded?
- What faculty resources (full-time, part-time, etc.) would better promote both effectiveness and efficiency in basic skills instruction?
- What basic skills can be integrated into all courses in the programme and thus strengthen the effectiveness of basic skills learning as well as eliminate faculty resources devoted only to basic skills instruction?
- Are there non-instructional investments that will lead to greater curricular productivity as measured by student success?
- Is there an adequate system of faculty development?
- Are there adequate resources available on campus for curriculum development and learning in pertinent fields?

C.   *Organisational Considerations*
- What specific recommendations can be made to eliminate the challenge of course availability that sometimes forces students to take courses in patterns that do not match the intentions of the programme designers?
- How might the structures of majors, based on traditional disciplinary structures, evolve to meet new needs and better uses resources?

- Can efficiency be created by managing course offerings on a two- or three-year cycle to maximise enrolments while still preserving student choice and allowing faculty to teach specialties?
- Might the approval for inclusion in the major of related courses from other departments maximise class size while still meeting curricular goals of relatedness, depth, variety, and student choice?
- How much choice does a student need?
- How much variety in course offerings can a campus afford?
- What kinds of courses should be available to students as electives?
- Given increasingly diverse needs of students, should curriculum be more or less structured?

D. *Relevance of the programme to educational and training needs*
**Focus on Breadth-Depth-Synthesis Triad**
- Is the breadth-depth-synthesis triad fully and adequately addressed?
- Is there sufficient specificity as well as sufficient breadth?
- Is adequate attention paid to integrating elements to ensure adequate synthesis?

E. *Student admissions, matriculation, graduation and general performance trends*
Focus on the Counselling and Information System
- How effective is the counselling and information system?
- Do students understand the goals and structure of the interdisciplinary programme?
- Are they aided in articulating their interdisciplinary experience when they apply for graduate, professional, and career placement?

Action Plan: The Way Forward
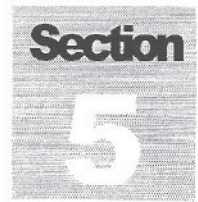
Bring formal closure to the process in the form of a written action plan following the recommendations coming out of the School and Department-based deliberations. The action plan should detail what actions will be taken, who is responsible for implementing each action, and the time frame in which the actions will be carried out.

APPENDICES

APPENDIX A:
VISION AND MISSION STATEMENTS

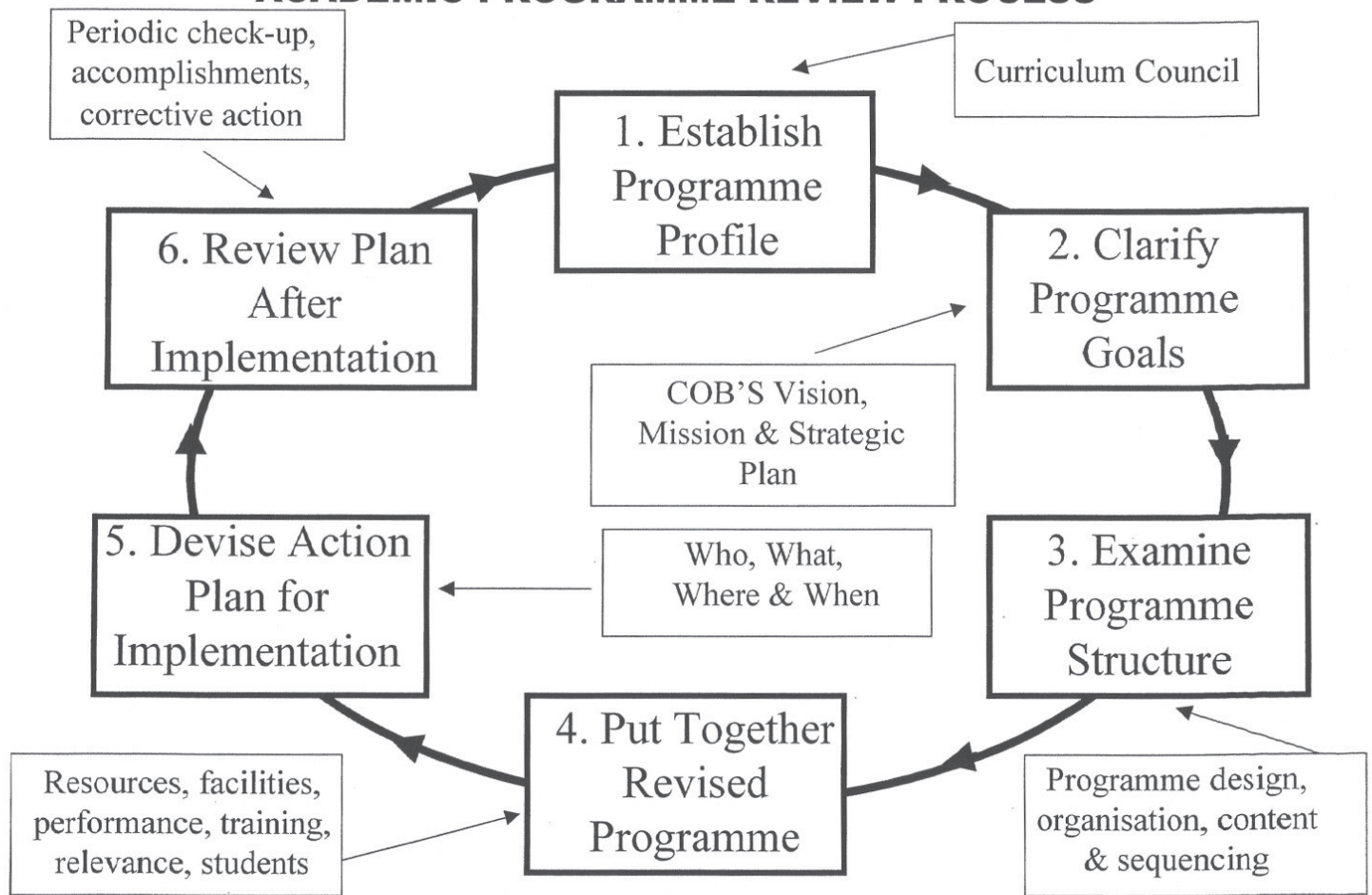### THE COLLEGE OF THE BAHAMAS VISION STATEMENT

The vision is of a university local, regional and international in character and focus that sustains excellence in teaching, research and service in an environment that thrives on quality, innovation and inquiry to meet the evolving needs of its constituents. The university will reflect a commitment to ethical principles and academic integrity, driving the intellectual, cultural, technological, economic and professional growth of The Commonwealth of The Bahamas
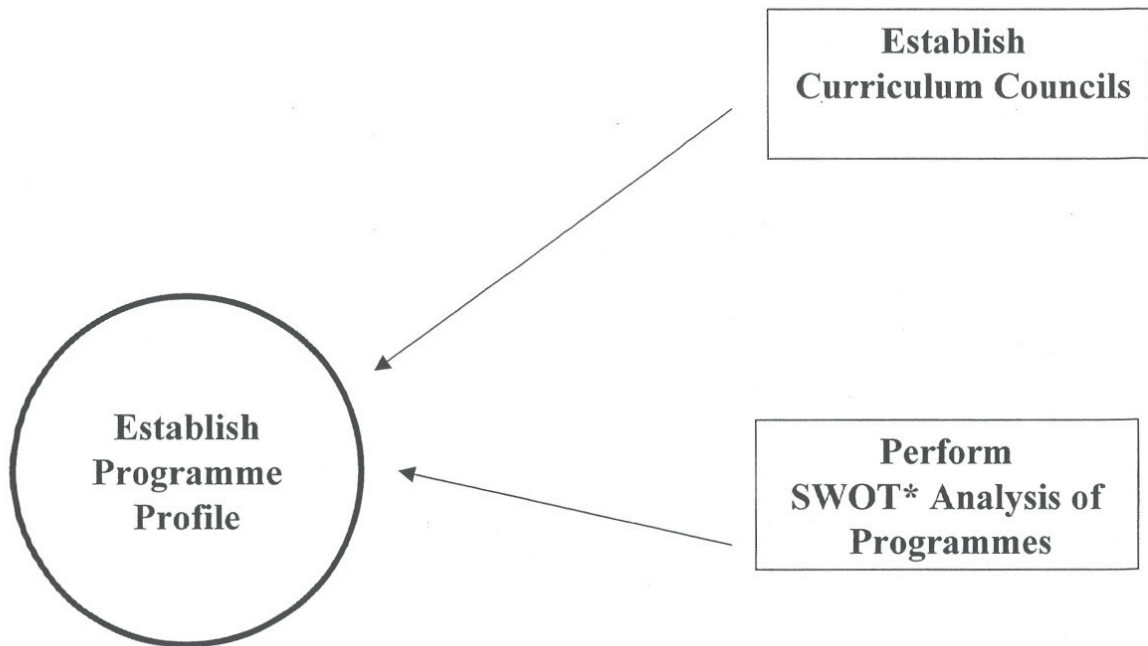
THE COLLEGE OF THE BAHAMAS MISSION STATEMENT

The mission is to foster academic and intellectual leadership in The Commonwealth of The Bahamas through excellence in teaching, research and service for a diverse student population in an ever-changing world

What about the "Strategic Plan"
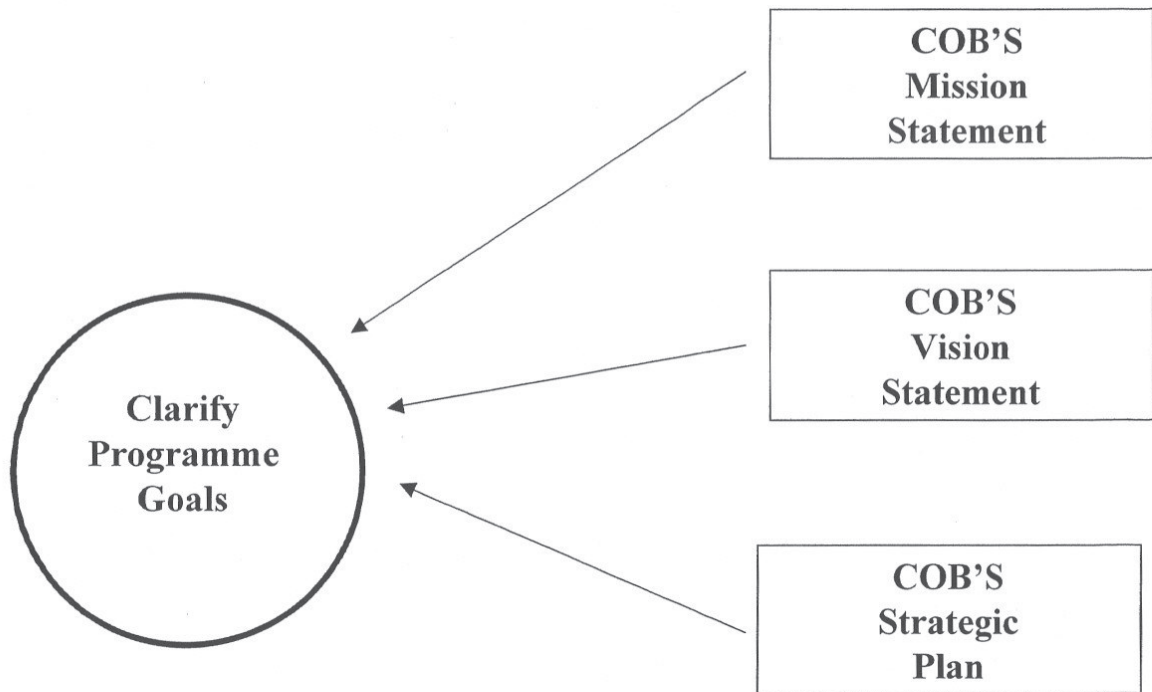
APPENDIX B:
ACADEMIC PROGRAMME REVIEW PROCESS

Periodic check-up, accomplishments, corrective action

Curriculum Council

1. Establish Programme Profile

6. Review Plan After Implementation

2. Clarify Programme Goals

COB'S Vision, Mission & Strategic Plan

5. Devise Action Plan for Implementation

Who, What, Where & When

3. Examine Programme Structure

4. Put Together Revised Programme

Resources, facilities, performance, training, relevance, students

Programme design, organisation, content & sequencing

17

Academic Programme Review Process – Step I

Establish
Curriculum Councils

Establish
Programme
Profile

Perform
SWOT* Analysis of
Programmes
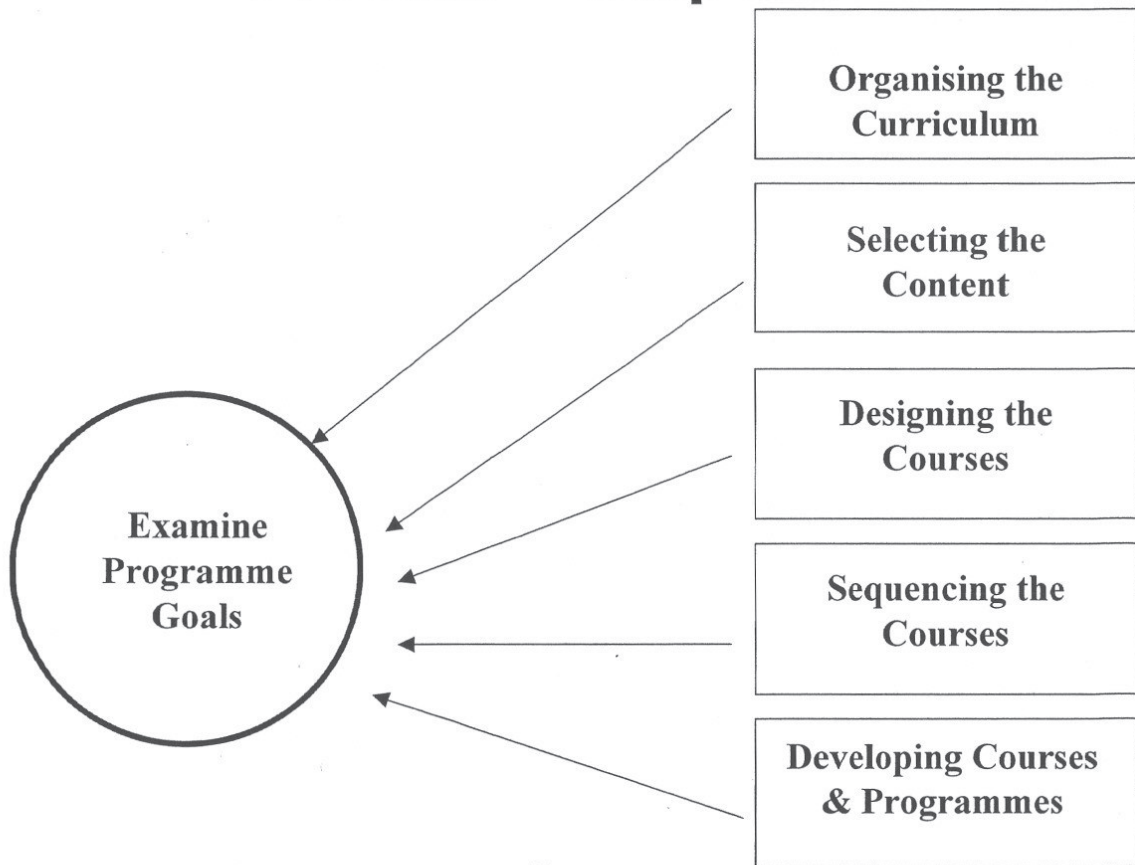
*SWOT: Determine *S*trengths, *W*eaknesses, *O*pportunities and *T*hreats

18

Academic Programme Review Process – Step II

```
                                        ┌─────────────────┐
                                        │    COB'S         │
                                        │   Mission        │
                                        │  Statement       │
                                        └─────────────────┘

        ╭──────────╮                    ┌─────────────────┐
        │ Clarify  │                    │    COB'S         │
        │Programme │  ◄─────            │   Vision         │
        │  Goals   │                    │  Statement       │
        ╰──────────╯                    └─────────────────┘

                                        ┌─────────────────┐
                                        │    COB'S         │
                                        │  Strategic       │
                                        │    Plan          │
                                        └─────────────────┘
```
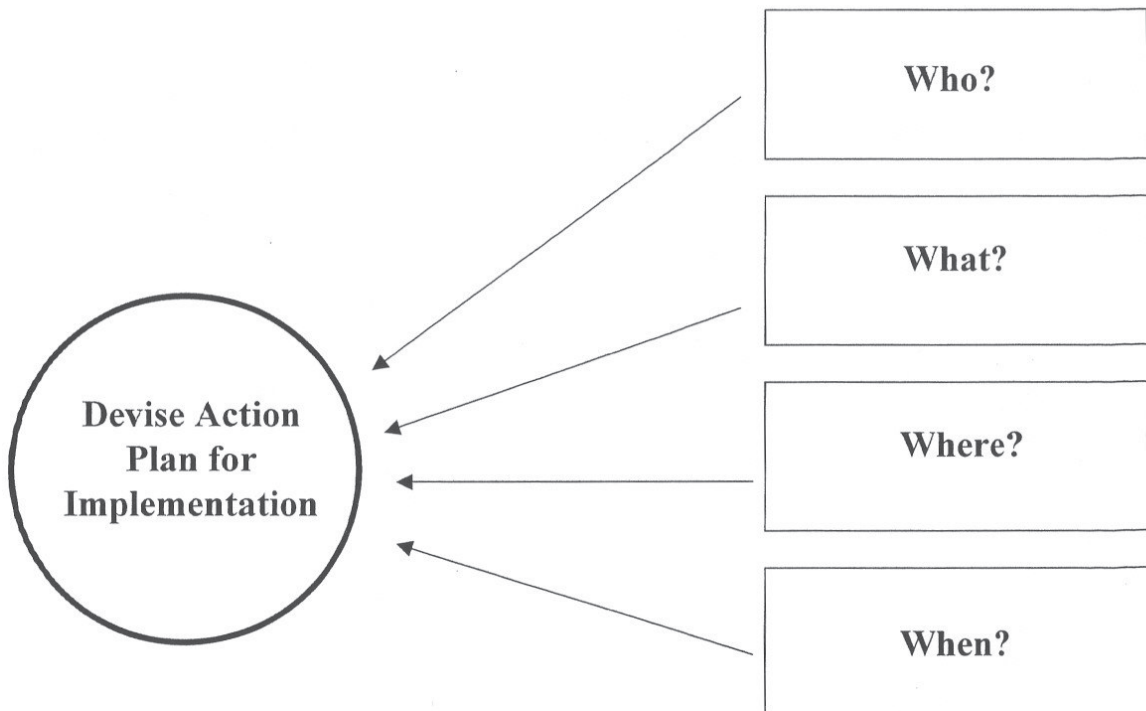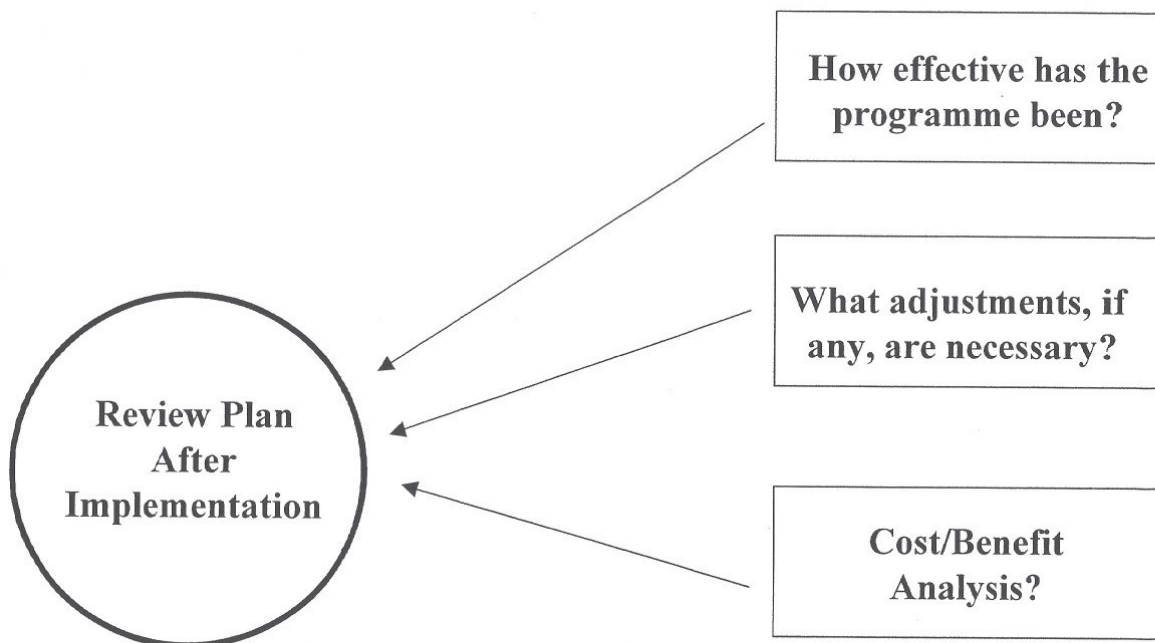
19

Academic Programme Review Process – Step III

Examine Programme Goals

- Organising the Curriculum
- Selecting the Content
- Designing the Courses
- Sequencing the Courses
- Developing Courses & Programmes

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Academic Programme Review Process – Step IV

Construct Programme & Recommend Modification

Determine Resources & Facilities Needed

Faculty & Staff Performance & Development

Organisational Considerations

Programme Relevance

Student Admission, Matriculation & Graduation

21

Academic Programme Review Process – Step V

Devise Action Plan for Implementation

Who?

What?

Where?

When?

Academic Programme Review Process – Step VI

How effective has the programme been?

What adjustments, if any, are necessary?

Cost/Benefit Analysis?

Review Plan After Implementation

APPENDIX C:
COURSE OUTLINE FORMAT

Paper AB 01-___

THE COLLEGE OF THE BAHAMAS

COURSE PROPOSAL FORM

COURSE ABBREVIATION & NUMBER

SCHOOL: _____

DEPARTMENT: _____

COURSE TITLE: _____

COURSE DESCRIPTION FOR CATALOGUE (50 WORDS MAXIMUM):

PURPOSE OF COURSE:

University transfer	( )	External Examination	( )
College Diploma or Certificate	( )	Recreational/General Interest	
College Degree	( )	(non-credit)	( )

PRE-REQUISITE(S): _____

CO-REQUISITE(S): _____

HOURS PER WEEK: Lecture _____ Laboratory _____ Seminar/Tutorial _____

SEMESTER HOUR CREDITS: _____

SEQUENTIAL COURSE(S): _____

OTHER COB COURSES HAVING CONTENT OVERLAP: _____

COURSE DEVELOPED ( )/REVISED ( ) BY:

(1) _____ Date: _____

(2) _____ Date: _____

(3) _____ Date: _____

APPROVALS: Chair of School: _____   Date: _____

Departmental Head: _____   Date: _____

Dean: _____   Date: _____

Academic Board: _____   Date: _____

NOTE:

1. A detailed course description must be attached. This must include course objectives, list of topics covered, prescribed textbooks, reading list, method of evaluation, and external examinations which are prepared for in this course.
2. The course description must be suitable for distribution to students.
3. Only lecturers/instructors approved by The College will be allowed to teach this course.

GUIDELINES FOR COMPLETING THE COURSE PROPOSAL FORM BELOW

THE COLLEGE OF THE BAHAMAS

COURSE PROPOSAL FORM

COURSE ABBREVIATION & NUMBER

The boxes above are for the course abbreviation and number. For example, if the course proposal is for SOS III-Intro Soc, the left box would contain 'SOS' and the right box would contain 'III'. For new courses, Chairpersons should consult the Dean before deciding upon the course number to be assigned.

SCHOOL: *Indicate the name of the School presenting the course.*

DEPARTMENT: *Indicate the name of the Department presenting the course.*

COURSE TITLE: *This should not exceed 40 characters, including spaces, e.g. 'Practical Criticism'.*

COURSE DESCRIPTION FOR CATALOGUE (50 WORDS MAXIMUM):

This should be a summary of what the course is about – one suitable for inclusion in the College's Catalogue. It should not exceed 50 words. Complete sentences are to be used.

PURPOSE OF COURSE:

University transfer	( )	External Examination	( )
College Diploma or Certificate	( )	Recreational/General Interest	
College Degree	( )	(non-credit)	( )

Indicate by putting an 'X' in the appropriate box(es) the purpose for which the course is being offered.

PRE-REQUISITE(S): *Indicate The College of The Bahamas course(s) or external examination(s), if applicable, which students must have completed before being able to enrol in the course under consideration. Sometimes, especially if the course is being offered for recreational/general interest, the pre-requisite may include 'permission of instructor and Chairperson'. If the person wishing to enrol in the course does not have the formal pre-requisite, he would be interviewed by the instructor/chairperson, who would determine if his level of knowledge or experience is sufficient for him to be admitted to the course.*

For courses in special programmes e.g. Public Administration or Social Work, the pre-requisite may also include 'admission to the programme'. Vague expressions such as 'AA Status' and '2nd year standing' should be avoided.

CO-REQUISITE(S): *Indicate course(s) which must be taken during the same semester as the course under consideration. It may be necessary for students to enrol in these courses in order to supplement or enhance the content/knowledge being given in the course under consideration.*

HOURS PER WEEK: Lecture _____ Laboratory _____ Seminar/Tutorial _____

Re: Hours per wk: Indicate the number of times classes will meet per week for lectures, laboratory, seminar/tutorial, respectively.

The number of hours per week should be related to the credit value of the course. A three-credit course would normally meet for three or four hours per week. For the purposes of calculating the credit value:

> *1 lecture (contact) hour = 1 credit*
> *2 laboratory or seminar/tutorial hours = 1 credit*

Note: In deciding on the number of hours for a course, it should be borne in mind that the credit system is predicated on the position that for every class hour, the student is responsible for three hours of private study.

LAB FEE: *Indicate, if applicable, the amount of the course lab fee*

SEMESTER HOUR CREDITS: *Indicate the credit value of the course.*

SEQUENTIAL COURSE(S): *Indicate course(s) that must be taken next in the sequence. If a course is listed as a sequential course, it is assumed that this is a course which will build on knowledge gained in the previous course.*

OTHER COB COURSES HAVING CONTENT OVERLAP: *Indicate those College courses with similar content to the course under consideration. For example, with respect to the course 'Sociology for non majors', 'Introduction to Sociology (SOS III) would probably have overlapping content.*

COURSE DEVELOPED ( )/REVISED ( ) BY:

(1) _____ Date: _____
(2) _____ Date: _____
(3) _____ Date: _____

Get signature(s) of faculty member(s) who developed or revised the course. Put in relevant dates.

APPROVALS: Chair of School: _____   Date: _____
               Departmental Head: _____   Date: _____
               Dean: _____   Date: _____

               Academic Board: _____   Date: _____

After the course has been discussed with the relevant Academic Dean and within the Department/School, and has received the approval of both parties, the Chairperson will sign the course proposal form and will also obtain the signature of the Dean. These signatures must be given before copies of the course proposal form are made for the Academic Board. The date of the Academic Board approval will be written in at the time that the course is approved by the Board.

NOTE:

1. A detailed **course description**** must be attached. This must include course objectives, list of topics covered, prescribed textbooks, reading list, method of evaluation, and external examinations which are prepared for in this course.
2. The course description must be suitable for distribution to students.
3. Only lecturers/instructors approved by The College will be allowed to teach this course.

**A detailed course description must be attached to the course proposal form and must include the following:

i)   **Page Headings**

Each page of the description must be headed as follows:

THE COLLEGE OF THE BAHAMAS
(SCHOOL)
(DEPARTMENT)

(COURSE ABBREV. & NO. – COURSE TITLE)
____ SEMESTER HOUR CREDIT(S)

ii)   **Course Description**

This should be a summary of what the course is about – one suitable for inclusion in the College's Catalogue. It should not exceed 50 words. Complete sentences are to be used.

iii)   **Specific Objectives**

These may be divided into general and specific objectives. As far as possible and where appropriate, specific objectives should be stated in behavioural terms e.g. **On completion of this course, students will be able to**

1.   *explain …;*
2.   *design…; and*
3.   *apply….*

Note: *If one of the purposes of the course is preparation for external examination, indicate the exam for which the course offers preparation.*

Course objectives should also be related to the content.

iv)   **Course Content**

A mere listing of the topics to be covered is not sufficient. A brief explanation of each should be given with examples, where appropriate. Description of course content should be so written that it is clear what is to be taught.

v)   **Assessment**

For most courses, this includes both course work and a final examination. While the Academic Board has not specified the ratio of course work to final exam, most courses have a 50/50 or 60/40 ration.

The percentage weighting to be given to each item of course work assessment should be specified e.g.

Homework assignment	*15%*
Mid-term exam	*25%*
One term paper	*20%*
Final exam	*40%*
Total	*100%*

If attendance and/or class participation form part of the assessment, the percentage for this should be very small.

vi)   **Required Texts and Supplementary Readings**

1.   Required Texts

Indicate text(s) which students will be required to use for the course. As students are required to purchase these, normally only one or two texts should be required.

Required Texts as well as Supplementary Readings are to be referenced using APA or MLA style e.g.

APA Book
> **Mitchell, T.R, & Larson, J.R., Jr.** (1987). *People in organizations: An introduction to organizational behavior* (3d ed.). New York: McGraw-Hill.

APA Journal
Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45 (2), 10-36.

MLA book
Kaku, Michio. Hyperspace: A Scientific Odyssey through Parallel Universes, Time Warps, and the Tenth Dimension. New York: Oxford UP, 1994.

MLA Journal
Scotto, Peter. "Censorship, Reading, and Interpretation: A Case Study from the Soviet Union." PMLA 109 (1994): 61-70.

Every effort should be made to obtain the most recent publications.

Internet sources should be referenced as URLs.

2.   Supplementary Readings

Students are not required to purchase texts for supplementary reading but these should be available for their use. Consequently, in compiling the reading list, lecturers should consult the librarians. Make use of resources available in the library, particularly the microfiche collection. Place an order with the appropriate librarian for titles you wish to be used in the course but which are not in the library. The importance of preparing the reading list in consultation with the professional librarian can not be over emphasized.

Note: Indicate with an asterisk those items of the reading list that are available in the library.

Please also be aware that it is an Academic Board requirement that a written course outline, method of assessment, text(s)/reading list etc. be prepared for distribution to students at the beginning of the semester/session.

APPENDIX D: TRENDS IN ASSESSMENT

Trends in Assessment Within Courses (Wright 1997)
1. Performance-based
- Given in naturalistic settings approximating what students will be required to do in their civic/professional/personal lives—oral presentations, teaching a class, taking a medical history, making an aesthetic judgment
- Require not only factual knowledge but also skills, and they require the integration of knowledge and skills in complex performances

2. Qualitative & Quantitative Approaches
- Judgments about the quality of an individual's performance made on the basis of a wide variety of evidence, not merely test scores or other numeric data
- Evidence is evaluated narratively and multidimensional for strengths and weaknesses not merely in command of factual information or concepts but in terms of skill levels and qualities such as creativity, risk taking, persistence, meticulousness, ethical or social consciousness, empathy, cultural sensitivity etc. *I don't know how to assess these reliably & objectively.*

3. Local Approaches
- Approaches that respect the particular emphases of local curricula and the strengths and interests of local faculty, as well as the unique missions and special clientele of the institution

4. Embedded Approaches
- Assessments that make use of student work samples and performances generated through regular course work that can be examined not only to assign the student a grade, but also to see what they reveal about the effectiveness of the teaching-learning process
- Encourages assessment activities that make sense in the discipline, given its traditions of inquiry, its traditional subjects, the questions it poses and its definition of knowledge

5. Academic Portfolios
- Collections of student work, organised longitudinally to show the student's development over time
- Vary in selectivity, depending on the purpose they are to serve—often focused to show a particular kind of intellectual development—e.g., writing skills, critical thinking, ability to carry out a variety of library research tasks etc.
- Contents may be determined by the instructor, programme, student, assessment committee, or some combination
- May be discipline-specific, focus on general education, or show integration of major with general education

- Likely to contain written work, but audiotapes, videotapes, graphics etc. are also possible
- Often accompanied by a reflective essay, written by the student, discussing his/her progress over the time span covered by the portfolio and using examples from the portfolio as documentation
- Portfolios can capture the knowledge and skills of an individual student or can be composed of samples from a student population to provide a picture of a course or programme as a whole
- The assessment component of the portfolio lies in the evidence it offers regarding overall programme strengths and weaknesses, as well as the stimulation that the evidence provides for change

6. Capstones and Senior Projects
- Course that comes at the conclusion of a programme of study
- Encourages students to synthesise what they have learned in their major (as well as synthesise that knowledge in major with skills and knowledge developed in general education coursework) and
  perhaps to fill in some gaps apply what they have learned in some kind of project appropriate to the discipline or professional programme in which they have majored
- Nature of the project, usually determined by faculty in the department or programme, can range from the traditional (scholarly paper); to the less conventional (history research project requiring use of primary sources at a local museum); to team projects that mimic the students' future workplace etc.
- The impact of the capstone, both as a learning experience for students and as an assessment opportunity for faculty, can be increased if products are displayed publicly for students and faculty in the campus community, external judges and the like
- The capstone also allows faculty an opportunity to engage in dialogue with each other about strengths and weaknesses of graduating class, the programme, their pedagogy etc. with a view to improving their efforts

7. Cornerstone Course
- Provides foundation for later work
- Reinforces intellectual skills and knowledge beginning with that which students should have brought from high school and prepares them for college-level work
- Projects, performances, and other work samples produced in a cornerstone course allow for assessment of where students are as they begin college and assists faculty (academic support services etc.) in determining what areas of knowledge/skill will require particular attention—it also provides a benchmark against which to measure future intellectual growth
- Follows and reinforces learning in a course sequence aimed at specific educational goals in general education, major and minor

- Encourages students to synthesise and permits assessment of learning across disciplines horizontally (breadth) and at the end of single-discipline course sequences (depth)

8. Performance Assessment
- Creation of activities that are either real performances or realistic simulations—an assessment centre approach modeled after business
- Provide opportunities for practice and feedback for the student, and for faculty to see how effectively they are preparing students on both theoretical and applied levels
- Provide opportunity for students to demonstrate their ability to integrate knowledge, skills and values taught by a course, while simultaneously reinforcing learning
- Focusing on a complex, integrated performance as an outcome also offers a way for faculty to test the relevance of the curriculum
- Tasks include activates such as oral presentations, live interviews, debates, music or dance recitals, catering an event, repairing a malfunctioning automobile, carrying out in-basket exercises in accounting or office management etc.—all activities that require students to call upon their knowledge of the field, on-the-spot critical thinking, problem solving, creativity, ability to function under pressure, and other skills or personal attributes that are essential in the workplace
- These assessments require considerable investment in the design of tasks and scoring format and definition of standards, careful training of all those who will be involved in scoring the performance—but through this all, faculty are forced to move from an intuitive sense of "I know a good performance when I see it" to greater specificity

9. Student Self-Assessment
- Flows directly from performance assessment and ideally is closely integrated with it
- Provides an opportunity for students to assess their own performance, to reflect on the learning process and to become fully conscious of the changes and growth they have undergone
- Assessments may or may not be tied to specific criteria and then matched against the assessments of faculty, fellow students, potential employers, or other external examiners
- May include questionnaires, simple checklists of accomplishments and facts learned, conferences or interviews performances, various kinds of self-reports—brief written descriptions, journal entries, learning narratives, elaborate reflective essays
- Writing may accompany a portfolio or capstone project, assigned as a part of a course, serve as a graduation requirement in itself

- The task might even be designed as a separate course devoted entirely to students' self-assessment of learning in the rest of their coursework (Waluconis, 1993—Seattle Central Community College)

10. Classroom Assessment
- Emerged from two insights—that students are the best source of feedback to an instructor about whether they are learning what the instructor is trying to teach; and, regular use of feedback could improve both teaching and learning—a learner-centered, teacher-directed approach designed to improve student learning
- As with movements such as Total Quality Management (TQM) and Continuous Quality Improvement (CQI) Classroom Assessment is intended to be continuous monitoring of and responsiveness to the needs of the students

Assessment as a Focus

'Assessment-focused' tasks are used not only to provide a grade, but also to provide information on the success of the course or programme for instructors and departments. Faculty are compelled to define more specific criteria for what to expect from students, emphasising that it matters less what students know than what they can do with what they know. Faculty are encouraged to move away from total reliance on paper-and-pencil tests and toward authentic or performance-based tests in naturalistic settings.

APPENDIX E: SEQUENCING OF COURSES

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100 & *Some* 200-LEVEL
- Establish clarity about the intellectual capacities, the ways of thinking and reasoning, and the core conceptual knowledge to be developed through the programme
- Develop a core course or course sequence that introduces these approaches in a purposeful way to students, recognising that each field has multiple methods, not one alone

Categories in the Cognitive Domain: Knowledge
- <u>Definition</u>: Student recalls or recognises information, ideas and principles in the approximate form in which they were learned
- <u>Sample Verbs</u>: write, list, label, name, state, define

Categories in the Cognitive Domain: Comprehension
- <u>Definition</u>: Student translates, comprehends, or interprets information based on prior learning
- <u>Sample Verbs</u>: explain, summarise, paraphrase, describe, illustrate

---

200 & *Some* 300-LEVEL
- Provide, in middle-level courses, for practising and developing at least some of the intellectual skills and modes of expression introduced in the introductory course in connection with current and prospective students' particular interests/needs

Categories in the Cognitive Domain: Application
- <u>Definition</u>: Student selects, transfers and uses data and principles to complete a problem or task with a minimum of direction
- <u>Sample Verbs</u>: use, compute, solve, demonstrate, apply, construct

---

300 & 400-LEVEL
- Design culminating projects/studies that foster and demonstrate a reasonable level of sophistication in using the field's approaches to solve problems and in connecting these approaches with alternative possibilities and perspectives
- Involve students with a community of peers and mentors who provide feedback on each student's work & alternative ways of addressing comparable issues

Categories in the Cognitive Domain: Analysis
- <u>Definition</u>: Student distinguishes, classifies and relates the assumptions, hypotheses, evidence, or structure of a statement or question
- <u>Sample Verbs</u>: analyse, categorise, compare, contrast, separate

Categories in the Cognitive Domain: Synthesis
- <u>Definition</u>: Student originates, integrates and combines ideas into a product, plan or proposal that is new to him/her.
- <u>Sample Verbs</u>: create, design, hypothesise, invent, develop

Categories in the Cognitive Domain: Evaluation
- <u>Definition</u>: Student appraises, assesses, or critiques on a basis of specific standards and criteria.
- <u>Sample Verbs</u>: judge, recommend, critique, justify

APPENDIX F: STUDENT ADVISEMENT FORM/CONTRACT OF STUDY

THE COLLEGE OF THE BAHAMAS

SCHOOL OF _____

STUDENT ADVISEMENT FORM/CONTRACT OF STUDY

PROGRAMME: _____ MAJOR: _____

All students are required to keep a copy of this advisement form, which is to be presented for advisement.

Name of Student: _____	Date of Entry: _____
Address: _____	Student No: _____
Placement Scores: MATH _____ ENG: _____	Telephone: _____ (home)
	_____(work)
BGCSEs: _____	
PROGRAMME ADVISOR: _____	

Course Status	Course Abbr /No	Course Name	Cr.	Sem.	Grade	Advisor's Initials
DEFICIENCIES						

Course Status	Course Abbr/No	Course Name	Cr.	Prerequisites – P Co-requisites - C	Sem	Gr.	Advisor's Initials
YEAR I	SEMESTER I						
LIBR	LIBR 013	Library Orientation	0	Adm. to programme			
COUN	COUN 001	Student Development Seminar	0	Adm. to programme			
ENG	ENG 119	College English Skills I	3	ENG 017/BGCSE 'C' – P			
MATH	MATH		3	MATH 048/BGCSE 'C' – P			
MAJOR			3				
MAJOR							
GEN ED			3				
YEAR I	SEMESTER II						
ENG	ENG 120	College English Skills II	3	ENG 119 - P			
MAJOR							
MAJOR							
GEN ED			3				
GEN ED			3				
SUMMER	SEMESTER						
YEAR II	SEMESTER I						
MAJOR							
MAJOR							
ELECTIVE							
ELECTIVE							
GEN ED			3				
YEAR II	SEMESTER II						
MAJOR							
MAJOR							
ELECTIVE							
GEN ED			3				
GEN ED			3				
	Total Number of Credits						

Adv. Form 1

Course Status	Course Abbrev. & No.	Course Name	Credits	Prerequisites – P Co-requisites – C	Sem.	Grade	Advisor's Initials
YEAR III	**SEMESTER I**						
MAJOR							
MAJOR							
ELECTIVE							
ELECTIVE							
GEN. ED.							
YEAR III	**SEMESTER II**						
MAJOR							
MAJOR							
ELECTIVE							
ELECTIVE							
GEN. ED.							
YEAR IV	**SEMESTER I**						
MAJOR							
MAJOR							
GEN. ED.							
GEN. ED.							
YEAR IV	**SEMESTER II**						
MAJOR							
MAJOR							
GEN. ED.							
GEN. ED.							

NOTE 1 - To satisfy graduation requirements the student must
   (a)   complete the programme with a minimum cumulative GPA of _____
   (b)   complete all major courses with a minimum cumulative GPA of _____
   (c)   pass all courses in the programme

DISTRIBUTION OF COURSES IN THE PROGRAMME

	GENERAL EDUCATION COURSES(___ credits)			MAJOR COURSES(__credits)		
	Course Abbr/No	COURSE TITLE	Credit/Grade	Course Abbr/No	COURSE TITLE	Credit/Grade
			3/			3/
			3/			3/
			3/			3/
			3/			3/

Adv. Form 2

FOR GRADUATION EVALUATION PURPOSES ONLY

Student's signature: _____ Date: _____

Advisor's signature: _____ Date: _____

Chairperson's signature: _____ Date: _____

FOR STUDENT AFFAIRS USE ONLY

Graduation Semester: _____
Credits taken at 100 level: _____
Credits taken at 200 level: _____
Credits taken at 300 level: _____
Credits taken at 400 level: _____
GPA in major field: _____ Cumulative GPA: _____

Signatures of:
Records Assistant/ Graduation: _____ Date: _____
Director, Records: _____ Date: _____
Vice President, Student Affairs: _____ Date: _____

Adv. Form 3

APPENDIX G: STEPS IN THE ACADEMIC BOARD PAPER APPROVAL PROCESS

1. The annual Academic Board Meeting Schedule (with deadlines) is to be referred to in order to ascertain which date a Paper(s) might be presented.

2. Papers (course/programmes/miscellaneous requests) are to be discussed and approved at the School level before presentation via Chair to Dean for vetting. *The format below is to be used in the design of new courses.* Schools are in possession of a diskette containing an advisement form template guide.

3. Dean-vetted Papers are to be forwarded to the Academic Affairs Assistant (AAA) for a format check, then are sent back to the Schools for any necessary amendments.

4. The amended copy is to be returned (electronically, if you wish) to the AAA for a final check as well as the issue of a Paper number.

5. Schools are to return one signed, printed copy **as well as** an electronic or diskette version of each Board Paper to the AAA.

6. The AAA will electronically dispatch Papers to Board members on a specific date (see Meeting Schedule). Those experiencing difficulty downloading Papers are to inform the AAA by the Friday morning prior to Board Meeting.

7. The Board meets and the Papers are discussed. Where applicable, Board Papers are to be amended as directed by the Board. Final versions (one signed, printed copy **as well as** an electronic or diskette version) are to be forwarded to the Academic Affairs Assistant by the specified deadline.

8. In cases where diskettes are sent to the AAA, she will copy the data then return the diskette to the School.

9. The AAA will send a printed copy of the final version to the Council Secretary for forwarding to the Academic Affairs Sub-committee and Council. Printed final versions (stamped and signed by the VP, Academic Affairs) will also be sent to the relevant School/Department for filing purposes.

10. New courses/programmes will **not** be entered into the AS400 Registration System until **both** print and electronic/diskette final versions are submitted to the AAA and, in the case of new programmes, not until the Academic Affairs Sub-committee and Council have ratified same.

NB: **No approved Board Paper is to be altered without the Board's consent!**

Office of Academic Affairs
February 2003

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