UNIVERSITY OF GONDAR
QUALITY ASSURANCE AND AUDIT DIRECTORATE

CURRICULUM POLICY AND GUIDELINES
OF UNIVERSITY OF GONDAR

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Curriculum Policy and Guidelines - Particulars

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<tr>
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<td>Implementation and monitoring</td>
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<tr>
<td>Description</td>
<td>This policy specifies the university’s curriculum philosophy and the general principles that guide the university’s curriculum practices in all courses and programs regardless of colleges/faculties/schools/departments</td>
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The Directorate of Quality Assurance and Audit has prepared this Curriculum Policy and Guidelines. We acknowledge our indebtedness to Dr. Sisay Haile, Mr. Samahgn Mengistu, Mr. Markos Tezera, Mr. Mekuriaw Mengistnew and Mr. Dessalegn Geto, who were the members of the committee that prepared the earlier Curriculum Guideline which helped us to prepare the new one.

We would also like to extend our heartfelt appreciations to the Office of the Academic Vice President for the administrative support without which we could not bring the curriculum policy and guidelines into its present form.
Preface

Education is believed to be the key means through which citizens could be liberated from poverty and backwardness. Cognizant to this, higher learning institutions (HLI) in Ethiopia have flourished from just two universities before 24 years to 34 public universities, and to over a hundred private colleges, university colleges and universities. In spite of this massive expansion, it is noticed that quality has been threatened and highly compromised in all its levels ranging from input and process to output, outcome and impact.

The term quality has been defined in quite different ways and that it varies from context to context. Some define it as the state of zero error, others conceive it in terms of customer satisfaction and still a few others understand it as fitness for purpose. While the first two definitions are generally considered to be applicable in the industries, quality as fitness for purpose is recommended to be used in education institutions.

In response to the above mentioned challenges, the Ethiopian Ministry of Education (MoE) has given provisions for HLIs to have quality assurance and audit units under their structures. The University of Gondar is one of the “first generation” universities that has been given this opportunity to start with and work on through this unit to addressing quality issues since 2003/2004 EC.

In order to maintain and improve the quality of education and to ensure consistency in the curriculum preparation, submission and approval practices of different departments, the University of Gondar has prepared this curriculum policy and guidelines. It is, therefore, expected that it would help the betterment of the quality and operation of the academic programs particularly in the teaching-learning process.

Finally, I deeply appreciate and would like to say ‘thank you’ to those who participated and contributed, especially the members of the Curriculum Policy and Guidelines Committee, to the success of this great venture.

Yemataw Wondie, (PhD) Associate Professor
Director, Quality Assurance and Audit Directorate
### Acronyms

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<th>Description</th>
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<tr>
<td>AUC</td>
<td>Academic Unit Council</td>
</tr>
<tr>
<td>AVP</td>
<td>Academic Vice President</td>
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<tr>
<td>BSc</td>
<td>Bachelor of Science</td>
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<tr>
<td>BA</td>
<td>Bachelor of Arts</td>
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<tr>
<td>CGPA</td>
<td>Cumulative Grade Point Average</td>
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<td>DC</td>
<td>Department Council</td>
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<td>DCC</td>
<td>Department Curriculum Committee</td>
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<td>ECTS</td>
<td>European Credit Transfer System</td>
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<tr>
<td>GPHC &amp; TC</td>
<td>Gondar Public Health College and Training Center</td>
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<td>HLI</td>
<td>Higher Learning Institutions</td>
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<td>Knowledge, Skill and Attitude</td>
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<tr>
<td>PHC &amp; TC</td>
<td>Public Health College and Training Center</td>
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<tr>
<td>PhD</td>
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PART ONE
CURRICULUM POLICY

1. Title

This document shall be cited as:
“Curriculum Policy and Guidelines of the University of Gondar”

2. Scope of the Policy and Guidelines

The present Curriculum Policy and Guidelines will be implemented by all departments for all the programs under the University of Gondar. The document is divided into two parts; the first one is Curriculum Policy and the second is Guidelines for developing standard curriculum. The scope of the Curriculum Policy and Guidelines is delimited to the premises of the University of Gondar.

3. Definitions

3.1. Curriculum is a scope (breadth of learning) and sequence (the order) of learning activities that is arranged in a logical order for a defined audience.

3.2. Academic Program is a purposeful and structured set of courses that leads to a qualification.

3.3. Course is a set of learning experiences designed around specific topics or discipline.

3.4. Credit is a standard quantifying the volume of learning required for a program in terms of the notional study hours required for the average student to master a particular learning outcome.

3.5. Assessment is a systematic evaluation of a student’s ability to demonstrate the achievement of the learning goals intended in a curriculum.

3.6. Qualification is a formal recognition and certification of learning achievement awarded by an accredited institution.

3.7. Certificate is an official document awarded by an accredited provider to a student on the successful completion of any academic program of study.
4. Mission, Vision, Motto and Values of the University of Gondar

4.1. Mission of the University of Gondar

Our mission is to contribute to the sustainable socio-economic development of the country by producing vibrant, compassionate and responsible citizens through societal needs-tailored curricula; conducting problem solving research; and strengthening community engagement, and technology transfer.

4.2. Vision of the University of Gondar

Our vision is to be the leading societal problem-solving university in the country by 2020.

4.3. Motto of the University of Gondar

We are committed to serve our country!

4.4. Values of the University of Gondar

**Quality in all:** Strong commitment to high standards in all aspects of its educational activities, research, community engagements, support services and supporters, to enhance its programs competency in an efficient way by using feedback from its participants.

**Customer first:** We put the good of customers first and seek to develop responsible citizens committed to the common good.

**Solidarity and Teamwork:** Enhancing unity and forming cohesive teams determine our future success. Thus, we value solidarity and encourage team work in our process.

**Sustainability:** Promotes diversity in its policies and practices to prepare its learners to live and work successfully in an increasingly diverse society.

**Invention and Innovation:** Creativity and innovation as hallmark of our efforts, we are in a higher education industry where creativity and adaption to its changing environment and responds to the needs of the community.

**Care for Staff:** Our success is based on attracting, hiring, developing and retaining best employees.
**Faithful to ethics:** We comply with legal, social and professional ethics and norms which are crucial for our development; we rely on practices of accountability, transparency, fairness, honesty, and objectivity in dealing with its constituencies.
5. Introduction

5.1. General Background

The University of Gondar (UoG) was officially established with its current status and autonomy in 2004. In 1954 the university was initially, established as a Public Health College and Training Centre (PHC & TC) now known as the College of Medicine and Health Sciences. Located in the historical town of Gondar it is the oldest medical training institution in the country. The establishment of the PHC & TC was dictated by the pressing and enormous health problems that existed in the forties and early fifties. The aim of the Public Health and Training Centre was training of teams of middle-level health personnel. This was the start of the philosophy of team approach and community based teaching of health professionals. Until 1960, the Ministry of Health ran the college. In 1961, the college joined the then Haile Selassie I University, now known as Addis Ababa University, by the act of internal decree known as "Charter of Haile Sellassie I University”. In 1978, announcements were made for the establishment of a Medical Faculty in the Gondar College of Public Health and Training Centre by bilateral agreement reached between the Karl Marx University of Germany and Addis Ababa University. It was a landmark in the long history of the College as it was a major transformation that resulted in the practical establishment of medical education. In the academic year 1980/81, the name Gondar College of Medical Sciences was given to the Gondar Public Health College and Training Center (GPHC & TC). Training was initially given by German medical experts. The event created an opportunity for the successive training of Ethiopians in Germany for substitute the German specialists to whom the college’s success was fully attributed. The college detached from Addis Ababa University and became autonomous in 1992.

In 2001, the first new faculty, the Faculty of Management Sciences and Economics (recently renamed as the Faculty of Business and Economics) was opened. In the spring of 2003, the name of the college was changed to Gondar University College. It was at this time that two new faculties, the Faculty of Applied Natural Sciences (now the Faculty of Natural and Computational Sciences) and the Faculty of Social Sciences and the
Humanities, were added. The Faculty of Veterinary Medicine and the then Faculty of Law (now the School of Law) were opened in 2003 and 2005, respectively. Furthermore, one new faculty namely, the Faculty of Agriculture and two schools, the School of Technology and School of Education were opened in 2009 and enroll students in September, 2010.

Currently, the University owns 65 undergraduate degree and 81 postgraduate programs. In addition, Extension, Distance and Summer Degree Programs are offered by most of the schools, faculties and the college. Recently the university has launched two PhD programs.

The academic organs of the university are located in different campuses. The College of Medicine and Health Sciences (formerly PHC and TC) which is the mother-institution of the university, is located in what we call now GCMHS Campus. The main office of the University, the College of Business and Economics, the College of Natural and Computational Sciences, and the Faculty of Veterinary Medicine are found in Atse Tewodros Campus. The Faculty of Agriculture is found in Meles Zenawi Campus. Besides, the College of Social Sciences and Humanities, the School of Education and the School of Law are also located in Maraki Campus and the Faculty of Technology is situated at Atse Fasil Campus.

All these functional units have the academic and the administrative wings called Academic and Administration Staff. Both the Academic and the Administrative wings are dependent to each other and, at the same time, they operate as a team toward a common goal (i.e. teaching-learning, research and community services). Therefore, each segment should appreciate the contributions of all the other parties to achieve good results. So, this concept of common interest requires that each group cooperates as fully as possible with others.

Hence, the University of Gondar produced this curriculum policy and guidelines for undergraduate and postgraduate programs, so that the respective departments shall make
use of this document as a basis in developing their curriculums. All the rules and regulations stated in the document are neither violating the Senate Legislation nor the Proclamations of Higher Education Institutions. Moreover, all the parties are subject to the National Law of Ethiopia.

Therefore, users are expected to exercise and implement all the rules stated in the document without any reservation. This Policy and Guidelines is prepared to give general guidelines to departments which open new programs and for those departments which would like to revise their curriculum.

5.2 The Need for Curriculum Policy and Guidelines
Since its initial establishment in 1954, the University of Gondar has been expanding educational programs keeping Quality Education, Problem-solving Researches and Community Service as pillars of its mission. As the number of undergraduate and postgraduate programs increased considerably, Quality Assurance and Audit Directorate of the University decided to develop curriculum policy and guidelines for developing standard curriculum and thereby to maintain consistency and commonality in the design of programs of study.

6. The Rationale
Today, the issue of curriculum development has gained more attention as it is one way through which the nation brings about development in communities, and prosperity of the country at large. Curriculum is a plan for learning environments, curriculum development, as a process, continually strives to find newer, better, efficient and more effective means of improving the quality and relevance of education. An appropriate curriculum development policy and guidelines in line with the national educational policy will be of considerable help in bringing about uniformity to various curriculums prepared by different departments in educational institutions.

Every higher education institution needs curriculum policy and guidelines to cater to quality education. Departments under the UoG were following curriculum guidelines
which lack consistency across the respective colleges/faculties/schools. The university rose to the occasion and decided to develop curriculum policy and guidelines in order to maintain the quality of the curriculum developed by various departments. Moreover, for the reason of accountability and transparency, each department shall be guided by a standard curriculum to cope with the dynamic nature of curriculum development. Of course, these are the immediate reasons for the preparation of the present curriculum policy and guidelines.

7. Objectives of the Policy and Guidelines

7.1. General Objective

The general objective of the Curriculum Policy and Guidelines is to develop consistent approach towards the curriculum preparation, submission and approval practices of different departments under the University of Gondar and, thereby, to raise the quality of the curriculum and hence to provide quality education.

7.2. Specific objectives

1. To determine the educational or professional context in which an academic program is to be developed and delivered as well as its relevance to the changing needs of the country.

2. To establish uniformity of procedures while opening new academic programs or to revise existing programs by identifying ideas, feasibility and constraints.

3. To resolve the aims and broad learning outcomes of an academic program by defining the needs of the learners in line with the requirements of professional bodies.

4. To decide the broad structure and framework of an academic program, its main areas of teaching and learning as well as its sequence of main topics and key assessments.

5. To allocate the detailed development of each topic or course area in terms of defining objectives and learning outcomes to individuals or teams, so that appropriate teaching, learning and assessment methods, utilizing relevant and available learning resources can be implemented.
8. Curriculum Policy

8.1 Major Curriculum Principles

8.1.1 Curriculum Philosophy

The University of Gondar has the responsibility to produce highly competent and qualified human resources and, thereby, to accelerate the development of the country. In order to expand and strengthen its valued responsibilities, the university adheres to fundamental principles like strengthening the capacities of all the programs, maintaining the quality of the programs, ensuring the relevance of programs and audits and their contribution to the society/country.

8.1.2 Basic Standards of Curriculum Policy

As the university gives the highest priority for maintaining the quality of education, every curriculum shall follow the basic standards of quality, equity, access and relevance. Besides commitment of departments to implement the policy and guidelines, in this document honesty, transparency, impartiality and strong sense of serving the country are basic ingredients of this policy and guidelines.

8.2 Major Curriculum Issues

The following points are deemed essential for efficient and effective implementation of this curriculum policy and guidelines:

8.2.1 Different concerned bodies of the university shall perform their duties and responsibilities with high degree of commitment.

8.3 Policy Statements

1. Ensure quality education through standard curriculum development.
2. Guide all departments in developing standard curriculum.
3. Bring transparency and accountability by removing inconsistency and anomalies in curriculum development.

9. Policy and Guidelines Implementation

The following tasks are deemed essential to successfully implement the curriculum policy:

1. The higher body of the university shall provide directives on the curriculum policy and guidelines.
2. The Directorate of Quality Assurance and Audit shall assure the appropriateness of the curricula, scrutinizing whether or not it is prepared in accordance with the curriculum policy and guidelines of the university. In general, the directorate shall assure for proper follow up, supervision and guidance.

3. The deans of the academic units shall coordinate, support and supervise the preparation of the curricula.

4. While developing curriculum, respective departments shall strictly follow the curriculum policy and guidelines of the university.

5. The curriculum policy and guidelines shall be published so that the academic staff and other stakeholders can have easier access to it.

6. For the implementation of this policy and guidelines the necessary resources shall be provided by the university.

10. Procedure for Draft Curriculum Submission

10.1 Department Curriculum Committee

Department Curriculum Committee (DCC) shall discuss and prepare a draft curriculum, after making need assessments through preliminary studies and surveys, and submit it to the Department Council for further investigation.

10.2 Department Council

The Department Council shall discuss the Draft Curriculum. After amendments, it shall be forwarded to the academic unit council of the respective college/faculty/school.

10.3 Academic Unit Council

The academic unit council of the respective college / faculty / school shall arrange curriculum workshops and curriculum assessment seminars where the draft curriculum shall be presented for discussion and criticism. The opinions and suggestions of reviewers (external and internal) and subject experts in workshops/seminars shall be taken into consideration or as important inputs that enrich the effectiveness of the curriculum. While conducting the workshop, respective ministry(s) and other key stakeholders shall be emanated. After
making appropriate amendments, the Academic Unit Council shall submit the draft curriculum to the Quality Assurance and Audit Directorate for further decisions.

10.4 Quality Assurance and Audit Directorate

The Directorate has the responsibility to comment on the draft curriculum before national workshop is conducted. If the QAAD is satisfied with the requirements stipulated in the curriculum policy and guidelines, it shall forward the draft curriculum to the Office of the Academic Vice President. However, if QAAD is not satisfied with the minimum requirements for a curriculum, the draft curriculum shall be returned to the respective department for further analysis and amendments, and resubmission.

10.5 Office of the Academic Vice President

The Quality Assurance and Audit Directorate shall make appropriate amendments in the draft curriculum and forward it to the Office of the Academic Vice President where financial commitment and other constraints shall be assessed. If the draft curriculum satisfies all the requirements, it will be submitted to the senate of the university and, if not, the office will send it back to the QAAD for further refinement.

10.6 Senate of the University

The draft curriculum shall be included in the agenda of the senate meeting of the university. The senate shall take the decision to approve or reject the curriculum, and sanction its implementation, if approved.

11. Duties and Responsibilities of the Academic Organs

11.1 The Department Council and the Department Curriculum Committee

1. The Department Council (DC) is responsible to constitute the Department Curriculum Committee.
2. The DC shall elect at least five staff members, but not exceeding seven, with a rank of lecturer or above and constitute the Department Curriculum Committee (DCC) with the Head of the Department as the Chairperson.
3. One of the members in the DCC shall be selected to serve as its Secretary.
4. The term of service of elected members of the DCC shall be determined by the DC, provided that if the members are eligible, they can be reelection for developing further curriculums.
5. Once a draft curriculum is presented by the Department Curriculum Committee, the DC shall discuss and make amendments, and forward it to the Academic Unit Council.

11.2 The Department Curriculum Committee

The DCC shall be responsible to:
1. Make need assessments through surveys.
2. Develop the draft curriculum.
3. Present the draft curriculum to the Department Council.
4. Arrange internal curriculum workshops in collaboration with the DC.
5. Conduct national workshop.
6. Act in accordance with the inputs of the workshop.

11.3 The Academic Unit Council

The Academic Unit Council of the respective college/faculty/school, with the Dean as its Chairperson, shall be responsible to:
1. Make amendments to the draft curriculum after further discussions and studies.
2. Convince the Academic Vice President for further procedure.
3. Arrange curriculum workshops and curriculum assessment seminars.
4. Incorporate the opinions and suggestions of reviewers and subject experts in workshops/seminars.
5. Attach support letter(s) received from MoE and other key stakeholders.
6. Forward the draft curriculum to the Quality Assurance and Audit Directorate.

11.4 Quality Assurance and Audit Directorate

The Quality Assurance and Audit Directorate shall be responsible to:
1. Scrutinize the draft curriculum to see whether it follows the minimum
requirements stipulated in the curriculum policy and guidelines.
2. Forward the draft curriculum to the Academic Vice President, if fully satisfied
3. Return the draft curriculum with appropriate and clear comments to the lower bodies, if it is not satisfied with it.

11.5. The Academic Vice President
The Office of the Academic Vice President shall be responsible to:
1. Scrutinize the draft curriculum forwarded by the QAAD.
2. Assess the financial commitment and other constraints.
3. Forward the draft curriculum to senate for approval, if satisfied with the basic requirements.
4. Return the draft curriculum to the QAAD if the AVP Office is not satisfied.

11.6 Senate of the University
The senate of the university shall be responsible to:
1. Give final approval to the curriculum or keep it pending if the situation demands.
2. Give directives for the proper implementation of the approved curriculum.
3. Endorse programs forwarded from MoE and give directives for the implementation of the new program by the respective academic unit.

12. Revision of Curriculum
In cases where there is a necessity for making minor amendments or the revising of a curriculum, the concerned Department and the College / Faculty / School Academic Council shall take decision and forward it to the Quality Assurance and Audit Directorate for approval.
1. The changes to be made shall be emphasized by giving informative heading describing the precise nature of the change, such as a change in title, change in course description, course code or credit hours, etc.
2. Date of the department approval and other details of the current course, like course number, title, weekly hours, credits etc. shall be given.
3. A rationale for each change shall also be presented.
4. Once it is accepted by the Department Council, information shall be given to responsible offices including the Registrar, Quality Assurance and Audit Director, the Vice President (Academic), etc.

5. In order to withdraw an inactive course, it is essential to provide full information for the course and a new course template shall be provided for restoring a course that has been already withdrawn.

6. By considering the general directions from MoE, the modular curricula shall be made every five years.

13. Amendment to Curriculum Policy and Guidelines

All colleges/Faculties/Schools under UoG shall abide by this curriculum policy and guidelines. The curriculum policy and guidelines is subject to revision as and when the need arises, and with the approval of the senate. In addition, every five years, regular review of it shall be made.
PART TWO
CURRICULUM GUIDELINES

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   16.9. Teaching Materials
   16.10. Bibliography
   16.11. Course Syllabus
17. Assessment Strategies
Details of the Curriculum Guidelines

1. Cover Page

The cover page of the curriculum shall include the following items: The name of the university must be given at the top and it is followed by the logo of the university. The name of the faculty /college /school must be given, followed by the name of the program and the year of launching the program and the place.

2. Title Page

A title page is to be given specifying as to whom the Curriculum Draft is submitted and for what purpose the curriculum is prepared. A statement like the following may be given: A curriculum draft for (name of the program) under the Department of (name) in the (name of the Faculty / College /School) submitted to the University of Gondar for discussion, amendments and approval.

3. Background

1. An overview of the program shall be given clearly indicating whether it is a new or revised program. It shall also include the history and current position of the program, the main purpose of the program, if it is a revised program, and the finding of the need assessment, if it is a new program. The recommendations of subject experts, suggestions evolved from the workshops and seminars shall also be included. The target group of the program, (PhD, MA, M.Sc., MBA, BA, B.Sc. etc) shall be indicated by pointing out whether it is in the regular, extension, summer or distance program.

2. The alignment of the curriculum with the country’s respective sectoral policy shall be shown. Any other information that might be useful in giving a background to the program like reports of external review of the proposal,
description of the surveys conducted and details of the projected needs and their basis shall be presented.

4. **Rationale**

A rationale is needed for developing a new or revised program in which the academic need for the course shall be concisely explained. It must include a concise explanation of how the course serves the department’s goals for student-learning or how the proposed course’s learning outcomes relate to the department’s mission. The curriculum shall indicate the necessity of the program in the country and also the prevalent trends internationally and regionally. The indicators which are likely to be available through market survey and need assessment shall be presented. The sections of the market/community benefitted from the program, the contribution of the program towards alleviating social problems and/or addressing social issues and meeting the demands of the society shall be highlighted. Other relevant evidences or sources such as references from the national development plans and similar national bulletins shall be indicated in the curriculum to support the proposal for a new program or a change in an existing program.

5. **Philosophy of the Program**

The curriculum shall include the basic concepts underpinning the program, like a particular theory on which the curriculum is based or a conceptual framework explaining the demand of the department for a particular program. The department shall present a genuine reason by pointing out the group or category students the program will produce, how it intends to do it, what the students will do with the knowledge they acquire from the proposed program, whether they will be able to work independently or will be skilled to improve industrial performance, who else other than the target group will get benefit from this program to what extent the program is responding to the needs of the community, to market issues and demands, to the availability of job opportunities, skills requirements, capacity building, etc.
6. Mission of the Program

The major reasons for developing the curriculum shall be included. The core responsibilities of the program shall be emphasized, pointing out the ‘why?’ of the program.

7. Aims of the Program

The curriculum shall indicate the aims of the program. While describing the aims an overarching statement of what the program is supposed to achieve shall be given due emphasis. Goals of the program, for example in terms of training students to create jobs for themselves, making better contributions to the performance of enterprises and/or managing existing enterprises more effectively shall be highlighted in the curriculum.

8. Objectives of the Program

1. It is mandatory to show the necessity of the program by presenting the general and specific objectives of the program. Together with the existing graduate profile, the professional profile of the ‘would be’ qualified graduate shall be given due attention. In the case of an undergraduate program, objectives such as training students to become professionals in their field study, conducting relevant research works in the area of their profession and/or providing community services can be mentioned in the curriculum.

2. While formulating objectives, the curriculum designers shall keep in mind that the objectives are specific, measurable, achievable, and realistic and time dependent. They shall be related to and consistent with the program’s goals. The objectives shall be appropriate or shall match the physical and mental developmental levels of the learners. They shall have brevity and clarity, in other words, they shall be clear and concise and shall not be open to many interpretations. The objectives shall be arranged or grouped logically to ensure their organizational coherence and harmony. There shall be variety and comprehensiveness for the objectives and shall cover cognitive, affective and psychomotor domains.
9. Graduate Profile

1. The basic competencies related to Knowledge, Skills and Attitude (KSA) shall be clearly stated in the curriculum. The requirements expected from the ‘would be’ graduate shall be indicated. A good graduate profile is to help in keeping the balance between what is desirable and what is possible as well as to distinguish between what must be learned and what cannot be learned in the program. It must also help in setting standards against which the competencies of the graduates can be checked or evaluated. It is derived from the professional profile that a student is expected to become after the successful completion of the program. It helps not only in achieving the competencies that the ‘would be’ graduates are expected to have as a result of the program but also in determining the skills and knowledge needed for a beginning professional.

2. A good graduate profile shall help to estimate the future changes in the profession, in terms of knowledge, skills and attitude, and to cross-check the professional field with and employing organizations. The expected outcomes from the program trainees as in managing activities of their organization effectively, to contributing to national/regional development, undertaking basic research works in the field, planning, organizing and evaluating their activities of the organization and/or to teaching at secondary and tertiary levels shall be mentioned in the graduate profile.

10. Admission Requirements

1. The admission criteria presented in the curriculum shall be in harmony with the academic regulations of the university. The respective faculty/college/school shall clearly indicate the basic requirements or pre-requisites for admission to the course.

2. If entrance examination is taken as an admission requirement, the minimum marks necessary for the admission shall be at least 50%. Details regarding short-listing the applicants shall also be explained in the curriculum.

3. In the case of Postgraduate Programs, pre-requisites shall include related fields of study and academic background of the candidates.
11. Transfers and Withdrawals

The curriculum shall clearly state what shall be done in cases like transfers of students from another university to this university and vice versa, withdrawals of students from a course of study, and waiving of a course with or without substituting it with another course by the department. The procedure in such cases shall be referred to the registrar’s office and will be worked out according to the senate legislation of UoG.

12. Mode of Delivery

Mode of delivery shall be clearly and separately indicated for regular, summer, extension and distance programs and that the breakdown of the given course breakdown shall be in harmony with the modes of delivery. This will also help to assess the overall programming of the teaching-learning process.

13. Duration of the Study

For each program, the duration of the study shall be clearly specified. The total duration of the study shall be given in the number of years, semesters or summers. Of course, a break down needs to be made for each study program.

14. Graduation Requirements

1. The details of graduation requirements are described in the legislation of the university. The curriculum shall give clear criteria about graduation requirements. The graduation requirement shall be in harmony with the directives issued by the registrar of the University of Gondar.

2. The Curriculum shall indicate the CGPA needed for graduation. Candidates with grades like F (Failed), I (Incomplete), NG (No Grade) shall not become eligible for graduation, and it is the duty of the concerned departments and the registrar to verify these before accepting the final list of candidates for graduation.
15. Degree Nomenclature

Nomenclature of the degree to be awarded on successful completion of the programs shall be written both in English and Amharic languages.

16. Course Information

The curriculum shall give detailed information on the course to be offered in the program. It shall outline the specific elements that need to be included in the program proposal.

16.1. Program Structure

The program structure which is derived from the graduate profile is the determination of the kind of training that will be needed. It is the design of the entire program including determination of goals for each course, objectives of instructions and program elements such as course, assignments, attachments, etc. If previously approved courses are included in the program, they shall be attached to the structure.

16.2 List of Courses

A complete list of courses shall be presented using an appropriate template. Major courses, general courses, basic courses and supportive courses shall be presented in sequence. The content and learning experiences shall be put in some sort of order or in succession, based on sound educational principles, for example, in relation with the appropriate time to acquire certain learning. Templates shall be complete for each semester of the program. Core courses shall be included in the table of semester structure and other courses can be included in the table, or listed at the end of the semester core courses or of the program structure.

16.3 Course Breakdown

Templates shall be used for presenting the breakdown of course in the curriculum. A clear course breakdown shall be given so as to clarify the overall teaching-learning process. Separate course breakdown shall be given, according to the mode of delivery, regular, summer, extension and distance programs.
16.4 Course Description

Course description or course synopsis is a brief description of the course content. Each course shall be clearly but briefly described in order to avoid further confusion.

16.5 Course Objectives

The objectives of each course shall be indicated clearly. They shall be specific, measurable, achievable, realistic, and time bounded. The learning outcome of the course to be achieved by the learner up on successful completion of the course shall be presented in terms of cognitive, affective and psychomotor domains.

16.6 Course Contents

The curriculum shall present clear course content, indicating all chapters or units, with the sub-topics in them. The organization of the content shall show how they are divided according to weekly performance, or how many units of each chapter will be covered in a week, or weeks.

16.7 Course Profile

The course profile shall be developed as a reference document for preparing modules in the course. The title of the course shall reflect the course description and it must be brief and clear. Each course shall be given a course code as its identification with a prefix of four letters followed by four digits. The first four letters shall normally be the same for all core courses of the program and the digits shall indicate the level, the first digit indicating the year, the second two digits indicating the number of the course and the fourth the semester. Credit value for each course shall be indicated, showing the number of credits assigned to a course in relation to the work done. A course with a workload entailing 3 lecture hours or lecture hour equivalents per week throughout a semester shall have a credit value of 3. Usually for undergraduate courses, European Credit Transfer System (ECTS) is used. For postgraduate programs conventional approach shall be used.
16.8 Teaching Methods for Each Course

Appropriate teaching methods for each course need to be indicated in the curriculum. The types of teaching and learning strategies that the program plans to employ shall be described. Various methods of teaching such as lecture, discussion, demonstration, case study, etc, preparing well-organized theoretical sources, selecting various texts for exercises and examples, creating different working groups, giving independent assignments, presentation of assignment papers, projects, research findings and so on shall be stated in the curriculum.

16.9 Teaching Materials

Appropriate and relevant teaching materials and other resources and availability of other sources shall be indicated in the curriculum.

16.10 Bibliography

A list of available books, journals, periodicals, etc shall be given for each program, and the students’ means of access to such books shall be indicated.

16.11 Course Syllabus

A course syllabus which includes the general area of study shall be prepared, based on the need assessment of the program.

17. Assessment Strategies

1. The curriculum shall clearly indicate assessment strategies to be followed for the program. It shall indicate the type of assessment and as to whether assessment of learning or assessment for learning is to be used.

2. The curriculum shall present the types of assessment methods as well as teaching and learning strategies that the program may employ such as formative assessment and evaluation, summative assessment and evaluation, tests, examinations, observations, quizzes and oral questions, individual work assignments, pair work and group works, projects, presentations, verbal examinations and peer assessment.
3. Values for assignments, tests, quizzes and examinations as well as the percentage needed for a pass in each course shall be specified. Moreover, grading policy of the university shall be applied.

18. Resources

The curriculum shall clearly project the inputs, both actually available and what are needed for the accomplishment of the program. It shall provide a table of the support personnel including the teaching staff and technical staff.

18.1 Staff Profile

The list of both the Teaching Staff and Technical Staff shall be indicated in the curriculum. An accepted template can be used for this purpose. Accordingly, the names, academic qualifications, professional rank, years of teaching experience, fields of specialization, etc. shall be presented systematically. For postgraduate Programs, the list of eligible and currently available staff with their academic details shall be given.

18.2 Infrastructure

Facilities that are currently available shall be described. Classrooms and furniture, laboratories including language labs and IT labs, clinical areas, (if needed), offices, libraries, computers, internet facilities and other audio-visual teaching aids shall be indicated in the curriculum.

19. Quality Assurance Mechanisms

The curriculum shall indicate the mechanisms to be employed to assure the quality of the program, before and after graduation. It shall explain how the program plans to improve and assure its quality through ways such as regular course and program review, evaluation of course and teaching, internal and external examinations and through staff development.
20. Appendices

Every curriculum must follow support letters from related professional organizations or sectors. Minutes of the related meetings held at department and academic council levels, survey reports, curriculum workshop minutes, seminar recommendations, need assessments, opinions and suggestions of the subject experts and so on are needed to be attached as appendices to the curriculum.
References


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Senate legislation (2013), University of Gondar.

Five years strategic plan of the university of Gondar (2015/2016-219/2020)