



THE UNIVERSITY OF THE WEST INDIES
PROPOSAL FOR NEW/REVISED UNDERGRADUATE PROGRAMMES

[NB. Please ensure compliance with all relevant University/BUS Policies before submitting this proposal. Relevant policies can be found at:
<http://uwi.edu/undergraduatestudies/default.aspx>]

Campus:

(If jointly offered with another campus or institution, please specify)

Programme Title:

Proposed Award:

Academic Unit(s)/Department(s) to offer programme:

Duration of Study:

Projected Start Date:

Total Credit Load:

Projected Enrolment	Year 1	Year 2	Year 3	Other Year(s)
Full-Time Students				
Part-Time Students				

Will the programme(s) lead to certification or licensure?

Yes ☐

No ☐

If Yes: By what group?

Will special accreditation be sought?

Yes ☐

No ☐

If Yes: By what group?

Will the programme or any constituent courses be offered off-campus?

Yes ☐

No ☐

If Yes, please state the location:

Delivery Mode: How will the programme be offered?

Face to Face ☐

Blended ☐

Online ☐

NB: If the programme is to be offered in Blended or online mode, please complete the Checklist in Appendix 1 and submit with programme proposal

Admission Requirements

‘In addition to fulfilling general requirements for admission to the Faculty[/ies] of ..., applicants must have ... ‘[provide details of specific qualifications or experience required]

OR:

‘No requirements beyond the general requirements for admission into the Faculty[/ies] of ... are applicable.’

Matriculation/Advanced Standing

If not a full degree programme (eg, a Certificate, is it intended to provide matriculation and/or advanced standing into a UWI degree programme? Yes ☐ No ☐

If yes, please specify the arrangement sought.

Transition

Is this programme(s) replacing an existing programme(s)? Yes ☐ No ☐

If yes, how will the students in the existing programme(s) be affected?

Programme(s) Description

[Adjust & expand the following as useful] ‘The Bachelor of Arts/Education/Science [adjust as applicable] in [NAME OF PROGRAMME] is designed to It offers This programme is structured so that during the first year students are exposed to introductory courses. In the second year In the final year ...’

Programme(s) Rationale

Explain the need(s) which this programme will fulfill. If it replaces an existing programme, explain why the replacement was deemed necessary.

Evidence/Assessment of Market Demand

Provide a justification of the need and demand for the programme here.

[NB: Please refer to BUS.P. 21 (2016/2017)]

Programme(s) Objectives

‘The overall objectives of this programme(s) are to produce graduates who:

- 1.
- 2.

[expand this section as necessary]

Programme(s) Outcomes

On successful completion, the graduates of the B.A./Ed./Sc. [adjust as applicable] NAME will be able to:

- 1.
- 2.

[expand this section as necessary – for example, by referring to evidence of Curriculum Mapping]

Programme Structure and Content

[adjust as applicable] ‘The B.A./Ed./Sc. in ...[insert Programme Name]... consists of the following courses. New courses are identified as **NEW** in the table below.

[all courses required for graduation are to be listed, including core courses; Foundation courses, free electives]

YEAR 1: Semester I	Credits	YEAR 1: Semester II	Credits
[provide course code + name for required courses; add NEW to indicate new courses]			
Total Credits		Total Credits	
YEAR 2: Semester I	Credits	YEAR 2: Semester II	Credits
Total Credits		Total Credits	
YEAR 3: Semester I	Credits	YEAR 3: Semester II	Credits
Total Credits		Total Credits	
PROGRAMME CREDITS	TOTAL		

[Where the proposed programme replaces an existing programme, include also a comparative table which lists the courses in the old programme in one column, and those in the new programme in another, with annotations to explain differences.]

Academic Quality Assurance

‘The academic quality of the proposed programme will be monitored through periodic quality assurance reviews, the five-yearly curriculum review cycle, staff/student liaison committee meetings, Faculty Examiners’ meetings, and the UWI student evaluation of teaching instrument.’
[Add if other mechanisms are in place, for instance through accrediting bodies.]

Regional Collaboration/ Consultation

Show evidence of responses from colleagues at Cave Hill, Mona, St. Augustine and Open Campus here and explain how the feedback was taken into account.

NB. The policy of BUS is that if no feedback is received within six (6) weeks, the programme may be sent forward for approval.

Resources

State what additional resources (if any) are required to deliver this programme.

Staffing

Will the courses of this programme be delivered by existing teaching staff within the DEPARTMENT (NAME)? Yes ☐ No ☐

If no, state, what arrangements will be made for additional staff?

Budget

[Append a full budget, with the assistance of the Budget Department in the Bursary. Include projected enrollment, costs and revenue for five years.]

Contact Person [ie Academic Staff Member / Coordinator]

Name: _____ Telephone: (____) _____

Email: _____

Faculty/Department: _____

Date of Recommendation by Faculty Board: _____

Signature: Dean(s): _____

Signature of Department Head(s): _____

Checked and endorsed by:

- | | | | |
|---|--------------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Campus Bursary | <input type="checkbox"/> CETL | <input type="checkbox"/> Library | <input type="checkbox"/> Bookshop |
| <input type="checkbox"/> OOL | <input type="checkbox"/> Other _____ | | |

NB. Attach supporting documents as appendix e.g. CETL. Library, checklist for online/blended delivery (if required).

APPROVAL PROCESS

Response from AQAC:

- ☐ Recommended
- ☐ Recommend completion of specified minor amendment(s)
- ☐ Recommend to resubmit with changes
- ☐ Not recommended

Signature: AQAC Chair

Date acceptance of recommendation by Academic Board:

Date approved by Board for Undergraduate Studies:

Signature: PVC BUS

APPENDIX 1

REVISED CHECKLIST FOR SUBMISSION OF PROPOSALS FOR ONLINE AND BLENDED COURSES AND PROGRAMMES

Introduction:

An increasing number of Online and Blended courses and programmes are being presented for approval to the Board for Undergraduate Studies and the Board for Graduate Studies and Research. However, such programmes have unique features that are not addressed in the standard templates for New and Revised Programmes used by each Board. The following checklist has been developed to ensure that these programmes meet the required standards of development, delivery and student support. It is to be used in conjunction with the standard template for New and Revised Programmes. The completed checklist should be attached to the Programme Proposal for submission to the Board.

1. Programme Development & Delivery:

- ☐ Evidence of consultation with online instructional designer, education technologist or other online experts with respect to the design of the programme/courses for online delivery. A confirmation note from the online specialist, including any recommendation is required. A template for the confirmation note is shown below.
- ☐ For a blended programme, the structure should clearly indicate the online components and the associated delivery method (i.e. synchronous or asynchronous)
- ☐ Where delivery is largely asynchronous, provisions should be made for e-tutor support. Indicate the proposed etutor : student ratio
- ☐ For synchronous delivery (via videoconferencing or webconferencing), state the provisions for students' tutorial support and access to course materials
- ☐ Indicate the tools and methodologies that will be employed to create/facilitate a learning community.

2. DEFINITIONS

Face-to-Face Course: A course in which teaching and learning takes place predominantly in a physical space where instructors and students or learners meet in-person. A face-to-face course is based on course contact hours standards.

Online Course: A course which has been intentionally designed so that all instruction takes place using technology and there are no requirements for face-to-face class meetings. An online course can be delivered synchronously, asynchronously or both.

Synchronous delivery: Teaching and learning which occurs when instructors and students/learners meet online at the same time.

Asynchronous delivery: Teaching and learning which occurs when instructors and students/learners interact with each other and the course material at different times.

Blended course: A course which has been designed to intentionally replace some of the face teaching and learning which takes place in a physical space with teaching and learning in the online environment. In order to qualify as a blended course, at least 1 credit hour (12 contact hours of face-to-face teaching or equivalent) must be replaced with teaching and learning in the online environment.

Online programme: A programme which consists of all online courses.

Blended programme: A programme which consists of any combination of two or more types of courses. This combination might be:

- face-to-face and blended courses
- face-to-face and online courses
- blended and online courses
- face-to-face, blended and online courses.

Emergency Remote Teaching: A temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances¹ (Hodges, Moore, Lockee, Trust & Bond, 2020).

3. Technical Preparedness: Provide evidence to show:

- ☐ availability of reliable technical support for lecturers and students before and during
- ☐ availability of technical services to ensure continued ease of access to curricular materials such as video recordings. Submit confirmation from Campus IT Services of their ability to provide the necessary services, or submit alternative arrangements made/ to be made by Department.

4. Faculty Preparedness for Online Teaching:

Provide evidence of /or plans for training initiatives to develop the competency of faculty to deliver quality online teaching in accordance with established best practices. This includes:

- ☐ training in online pedagogy and
- ☐ training in the use of the chosen technology platform(s).

5. Assessment and Evaluation:

Indicate:

¹ Hodges, C., Moore, S., Lockee, B., Trust, T. & Bond, A. (2020, March 27). *The Difference Between Emergency Remote Teaching and Online Learning*. EDUCAUSE REVIEW. <https://er.educasue.edu/articles/2020/3/thedifference-between-emergency-remote-teaching-and-online-learning>

- ☐ the assessment tools that will be used – class tests, exams, projects, etc. and how they will be administered to remote students
- ☐ arrangements for proctoring of exams in remote locations, where applicable.
- ☐ arrangements for practicum and access to laboratory facilities, where applicable.

6. Student Support:

Indicate:

- ☐ arrangements for the training/orientation of students in the use of the relevant technologies
- ☐ provisions to ensure that remote students have access to and are able to effectively use the library resources
- ☐ provisions for advising students in academic matters.

Template for Confirmation Report

- 1. Programme Name:**
- 2. Delivery Mode (Online or Blended):**
- 3. Name and Job Title of Online Consultant:**

**I certify that consultation on the programme has taken place with
(Department/Lecturer) and that the proposed programme structure, the instructional materials
and delivery systems are aligned with the learning objectives of the programme.**

Recommendations:

**Signed: Online Consultant
Affiliation (Open Campus, CETL, other)**

REVISED: JUNE 2020

APPENDIX II

The University of the West Indies

COURSE/PROGRAMME APPROVAL PROCESS CHECKLIST**Campus:**

Course/Programme Title: _____

AQAC Meeting Date: _____

Department: _____

Faculty: _____

APPROVAL PROCESS	APPROVAL/REVIEW RECEIVED			COMMENTS RECEIVED	ACTION TAKEN	SECRETARIAT VERIFICATION	DATE
	Yes	No	Date Approved/ Review Received				
Stakeholders/ External Review:							
Faculty Curriculum Review							
Committee/ Other							
Intra-Campus Review							
Library							
CETL							
Cross-Campus Reviews:							
Cave Hill							
Mona							
Open Campus							
St. Augustine							
Boards/Committees:							
Faculty Board							
BANNER SAS							
AQAC							

NB: Items listed in no particular order

Verified By: Faculty/Department: _____

Secretariat: _____

Approved By: Academic Board ☐ CF & GPC ☐ BUS ☐ UF & GPC ☐ Accreditation Body ☐

Date: _____