

# THE CHINESE UNIVERSITY OF HONG KONG

## Guide for Programme Planning

This programme planning guide is to be used for an initial offering of a programme and upon major revisions. This guide indicates the aspects of teaching and learning which need to be incorporated in a programme plan. The procedure for approval of programmes and the related additional planning information are also included.

### **(I) Aspects of teaching and learning**

#### **Learning outcomes**

The capabilities, fundamental knowledge and skills students will be expected to have developed during the programme need to be clearly specified. The desired capabilities should be contextualised into the discipline/ profession of the programme. For professional programmes these include the capabilities required by a graduate to function in the profession.

At the programme level, learning outcomes include graduate capabilities, e.g.

- Critical thinking
- Creative thinking
- Self-managed learning
- Adaptability
- Problem solving
- Communication skills
- Interpersonal skills & groupwork
- Computer literacy

#### **Content**

Programme-level curriculum planning is partially an aggregation of course-level processes. An important additional consideration is showing how the content in the courses fits together to form a coherent curriculum.

#### **Learning activities**

Learning activities can be reported by aggregating the information for each course. A table for reporting is shown at Annex 1.

#### **Assessment**

Assessment can also be reported by aggregating the information for each course, using the table on Annex 2.

#### **Feedback for evaluation**

Sources of feedback need to be recorded in a curriculum outline. At the planning stage this section on sources of feedback is a listing of the ways in which feedback will be gathered, as a plan for the evaluation of the programme. The table below lists potential sources of feedback applicable at programme level.

Qualitative feedback from student panels/ forums/ internet forums	mandatory	
Student Experience Questionnaire	mandatory	administered every other year
Course questionnaire	mandatory	overview of feedback on courses
Tailored questionnaire	optional	
Visiting/ external examiner reports	mandatory	
Reports from professional accreditation	applicable to professional programmes	
Graduate surveys	optional	
Programme reflection and action plan (including evidence from assessment)	mandatory	
Other		

## **(II) Procedure and schedule for approval**

### **Procedure**

The following procedures should be observed when introducing a new Major or Minor Programme at the undergraduate level or a new postgraduate programme or instituting revisions to an existing programme.

- I. Proposals for introducing a new programme should be submitted to the following bodies for endorsement and approval:
  1. The Department/Programme Board concerned;
  2. If applicable, the Faculty Board concerned;
  3. If applicable, the Senate Committee on General Education;
  4. If applicable, the Graduate Council;
  5. The Senate Academic Planning Committee; and
  6. The Senate.
- II. Proposals for new programmes should contain the following information, and for undergraduate programmes, should be in the Programme Proposal Warehouse (PPW) format (<https://spus.per.cuhk.edu.hk/PPW/Common/XXUSLogin.aspx>) for consideration of the Senate:
  1. Justification for introducing a new programme
  2. Curriculum design and basic philosophy

#### **Preparation of Study Scheme**

- (a) A study scheme should give the minimum total number of units of courses to be required in the curricular component concerned (e.g. Major Programme) which may be further broken down by sub-division, concentration, area, stream or specialization as the case may be.
- (b) The required and elective courses should be listed clearly. Whether a course is specified as “required” or “elective” may be dependent on the sub-division, concentration, area or stream within the same programme etc.
- (c) A study scheme of Major Programme should give details on the course sequences (i.e. the

recommended course pattern) which serve as guidelines for students to select courses.

- (d) Exemptions from the programme requirements, where applicable and feasible, should be spelt out in the study scheme with details on the course(s) or equivalent qualification(s) and the standard required.
- (e) Major courses shall encompass all courses offered by a Major Programme and taken in accordance with the study scheme of the Major Programme. If a Department/Programme offering unit wishes to include in the Major GPA calculation course(s) not offered by the Major Programme, a special proposal should be made to the Undergraduate Examinations Board (applicable to revision only).
- (f) Reduction of the Major requirements may be allowed for students with double Minors. The minimum Major Programme load for students with double Minors should be 51 units of courses (applicable to the 3-year curriculum only).

### 3. List of courses and course descriptions

#### Preparation of Course Catalogue (Please refer to Guide for Course Planning for details)

A Course Catalogue, either from CUSIS or GECPI for the case of General Education courses, should contain the following details:

- (a) Course details – course units, grading basis, attributes (if applicable), course description, course component, instructor contact hours, offering and enrolment requirements;
- (b) Learning outcomes – a list of outcomes, bearing in mind that students need to develop both an understanding of fundamental concepts and graduate capabilities, should be provided. While all courses may contribute generally to ‘understanding discipline concepts’ or ‘developing critical thinking’, it is most useful if the description of the learning outcomes focuses on the main contribution of the course to the programme as a whole;
- (c) Learning activities and assessment – the types of learning activities and assessment should be indicated;
- (d) Course syllabus – the major concepts and topics to be covered by the course should be provided;
- (e) Feedback for evaluation – a plan for the evaluation of the course is needed. The sources of feedback information which will be collected should be listed; and
- (f) Recommended reading list/reference – a reading list or a set of references should be provided.

### 4. Justification for requirement of additional staff (if any)

### 5. Justification for requirement of additional equipment and facilities (if any) for both instruction and research - library holdings, teaching aids, laboratory equipment, research facilities, etc.

### 6. Coordination and collaboration with related fields (where applicable)

### 7. Implementation schedule – to take effect from a certain academic term/year or from a certain year of intake as the case may be

III. Proposals for revising both the existing undergraduate and postgraduate programmes of study (within the framework approved by the Senate), including the addition and deletion of individual courses, should be submitted by the Department/Programme Board to the Faculty Board concerned for approval, if applicable. # Major revisions to programmes of study should be submitted (in PPW format for undergraduate programmes) for Senate approval after endorsement of the Faculty Board.

## Schedule

### I. Proposals on New Programmes

- September Department/Programme Boards to submit to Faculty Boards, if applicable, proposals on new programmes to be introduced in one year's time.
- October/November Faculty/Programme Boards/Senate Committee/Graduate Council to submit new programme proposals to the Senate APC.
- December – March New programme proposals as endorsed by the Senate APC submitted to the Senate for consideration.
- April/May Departments/Programme offering units to provide applicants with general information concerning the newly approved programmes.
- July/August Departments/Programme offering units to determine the courses to be offered in the following academic year for the new programmes, and to review teaching assignments in relation to the existing and new programmes.

### II. Proposals on Revisions of Existing Programmes and Introduction of New Courses

- January Department/Programme Boards to submit proposals for introducing new courses, and/or revising existing programmes for consideration by the Faculty Boards, if applicable, so that they may be implemented in the following academic year.
- New Student-orientated Teaching and General Education courses of Colleges should first be submitted to College Assemblies of Fellows for consideration in early December.
- Beginning of February Faculty Boards to approve the introduction of new courses (except General Education courses) and revisions to existing programmes.
- Faculty Boards and College Assemblies of Fellows to submit proposed General Education courses that they have endorsed to the Senate Committee on General Education.
- Early March Senate Committee on General Education to approve the introduction of new General Education courses and revisions to the General Education programme.
- Mid-March Details on approved new courses and revisions to existing programmes to be finalized for inclusion in the Student Handbooks for the following academic year.

- # Proposals on addition and revision of courses under the International Asian Studies Programme should be submitted to the relevant Faculty Board(s) for approval depending on the subject of the courses. If the course will be co-listed as a General Education course, the course proposal should also be submitted to the Senate Committee on General Education for approval.

## Learning Activities

The number of hours of time allocated to each type of learning activity. Data is entered by course and can then be aggregated to give programme level data. Types of activity should be customised to suit the nature of teaching in a department.

	Compulsory/ optional	Lecture (hr) in/out class	Interactive tutorial (hr) in/out class	Lab (hr) in/out class	Discussion of case (hr) in/out class	Field trip (hr) in/out class	Clinic (hr) in/out class	Projects (hr) in/out class	Web-enhanced learning (hr) in/out class	Other (hr) in/out class
Course 1										
Course 2										
Course 3										
Course N										
<b>Total for programme</b>										
<b>Total (as % of programme)</b>										

### Explanatory Notes

- “in/out” class refers to “instructor contact hours” and “workload hours” in CUSIS.
- For the “in/out class” cells in “Lecture”, please fill in the number of hours that students spend in class on lecture material, and the number of hours that students are expected to spend out of class studying lecture material. The same applies to all other “in/out class” cells of other learning activities.
- The following example illustrates how a three-unit course with two hours of in-class lecture plus four hours of out-of-class activities, and one hour of in-class tutorial plus three hours of out-of-class activities per week should be presented in the ‘Learning activities’ section of the form in the following manner:

Lecture (hr) in/out class		Interactive tutorial (hr) in/out class	
2	4	1	3

However, if the two kinds of meetings are held at different intervals (e.g. two hours of lecture plus four hours of out-of-class activities per week, and one hour of laboratory, plus four hours of out-of-class activities every two weeks), or if the kind of meeting is NOT held on a per-week basis (e.g. three hours of field trip every month plus two hours of further work), please specify their respective intervals separately in the relevant boxes as follows:

Lecture (hr) in/out class		Lab (hr) in/out class	
2/week	4/week	1/two weeks	4/two weeks

Field trip (hr) in/out class	
	3/month + 2 hr further work





# THE CHINESE UNIVERSITY OF HONG KONG

## Guide for Course Planning

This course-planning guide is to be used during the process of planning an initial offering of a course and upon major revisions. Both the introduction of new courses and the revision of existing courses will be initiated by the programmes concerned via CUSIS (or GECPI for the case of GE courses).

For multiple-section courses taught by several teachers, the Course Catalogue information from CUSIS or GECPI, including the learning outcomes, content, learning activities, assessment and feedback for evaluation, should provide a coordinated overview of the teaching in the whole course. Individual teachers are encouraged to provide outlines for their own sections, in which a degree of diversity is encouraged. The course outline should show how diverse approaches to teaching contribute to the achievement of the same specified learning outcomes for the course.

### Learning outcomes

The field “Learning Outcome” in CUSIS is used to enter the capabilities, fundamental knowledge and skills students will be expected to have developed during the course or programme. At the course level, these outcomes will be intimately related to the fundamental concepts of the discipline and all courses may contribute generally to ‘understanding discipline concepts’ or ‘developing critical thinking’. As students progress towards completion of their programme the learning outcomes can be expected to have a wider significance. Course planning should ensure that the graduate capabilities included in the programme plan are addressed in several courses, as appropriate. It is most useful if the description of the learning outcomes focuses on the main contribution of the course to the programme as a whole.

### Content

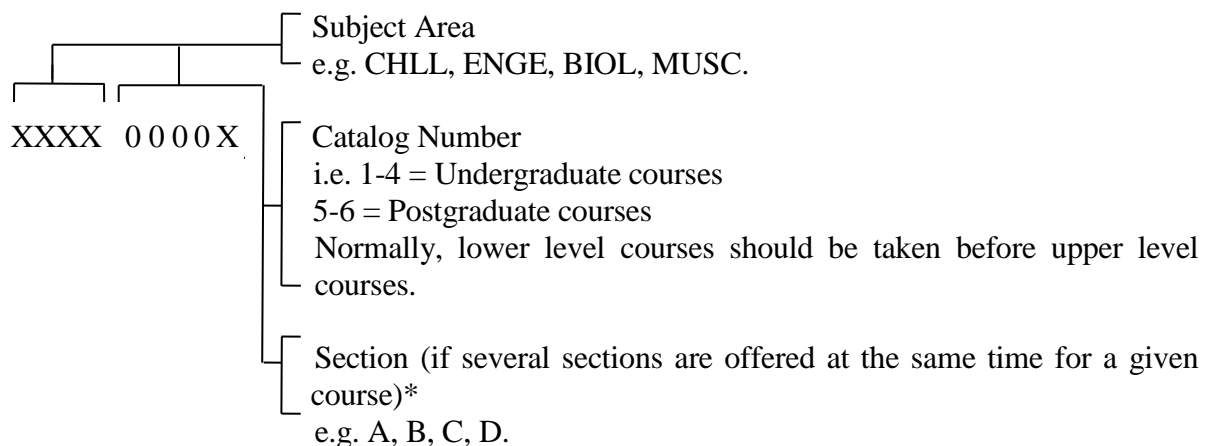
#### (a) Course Titles

A maximum of 30 characters is allowed for short course title (known as “description” in CUSIS). Abbreviations may be adopted, if necessary. The length of Chinese and English long course titles is limited to 50 and 100 characters respectively, inclusive of punctuation marks.

#### (b) Course Code (known as “Course Offering” in CUSIS)

At present, the general system for course code is as follows:

X = Alphabet      0 = Numeral



- \* This alphabet of the course code will be dropped by the computer when calculating grade point average (GPA), but is significant when calculating teaching load and space utilization. In this connection, please note that courses with independent units and grades must have distinct course codes for GPA calculation, i.e. XXXX1010A and XXXX1910A will be recognized as two separate courses with independent grades; XXXX1010A and XXXX1010B or XXXX1010L will only be registered as one course with the second grade automatically dropped by the computer as one received from a duplicated course.

With a computerized student record system, it is necessary to ensure that all data captured are of a unique and easily-identifiable nature. Attention is drawn to the following:

- (i) Both-term courses (identical courses to be offered in both the first and second terms) should be given one course code only.
- (ii) If a laboratory course has independent units, please give it a separate course code.
- (iii) In recoding courses, effort should be made to avoid assigning course codes used for another course recently. This is important for computer checking of students' repeating their failed courses as the system needs to validate the course codes of the first and second attempts or to decide on the substitute courses. If after recoding, a particular course is to be recognized as equivalent to another course in the previous year(s), please give clear indication thereof so that necessary accommodations may be made.

(c) Long Description

The field "Long Description" in CUSIS is used to enter the course content, which covers the fundamental concepts which need to be understood in each course. Content specification should not be exhaustive, but should highlight key principles.

(d) Enrolment Requirements

Please specify the course relations:

- Prerequisite course - students have to take a specific course before enrolling for this course.
- Corequisite course - courses which must be taken in pairs, i.e., together in the same term (e.g., a lecture course together with its accompanying laboratory course), unless a waiver is given by the Department/Programme offering unit concerned.
- Exclusion course - not for students who have taken a specific course not for students of a particular undergraduate Major/Minor Programme or Faculty (applicable to General Education courses only).

### **Course syllabus**

The major concepts and topics to be covered by the course should be provided.

### **Learning activities**

The field "Course Component" in CUSIS is used to enter the learning activities, which are the teaching and learning activities designed to result in the specified learning outcomes. Types of learning activities should be adapted to suit types of teaching within departments. For each type of learning activity the formal class hours [Instructor Contact Hours] should be specified, together with an estimate of the number of hours students will be expected to spend on the activity out of class [Workload Hours].

## Assessment

The field “Assessment Type” in CUSIS is used to enter the types of assessment, which is an integral part of learning activities. Both formative and summative assessment should be consistent with the desired learning outcomes. A table for reporting the percentage of marks allocated to various types of assessment is available in CUSIS. Again, the type of assessment needs to be adapted to suit programme practice.

## Feedback for evaluation

The field “Feedback for Evaluation” in CUSIS is used to enter the Feedback, which is an integral component of the curriculum-development cycle. Sources of feedback need to be recorded in a curriculum outline. At the planning stage this section on sources of feedback is a listing of the ways in which feedback will be gathered, as a plan for the evaluation of the course. The table below lists potential sources of feedback.

Qualitative feedback from student panels/ forums/ internet forums	optional	informal interaction is strongly encouraged
Course questionnaire	mandatory	administered every time the course is run
Tailored questionnaire	optional	
Visiting/ external examiner report	optional	
Peer review	optional	
Reflection of teachers (including evidence from assessment)	mandatory	
Other		

## Recommended reading list/reference

A reading list or a set of reference should be provided.

## Other considerations

- reasons for offering the course in the light of recent developments, trends and major theories in the discipline and in consideration of the relevance of the proposed course to the entire programme; stating also whether consideration has been given to merging it with an existing course;
- whether it will be offered as a substitute for any existing course or as a new addition;
- whether there will be a sufficient number of students to warrant the offering of such a course;
- how the proposed course/change will affect the total number of courses and units of courses offered by the Department/Programme offering unit;
- the availability of manpower to teach the proposed course (give the name of the lecturer and his existing teaching load, etc.);
- whether the course is offered to take advantage of the specialized knowledge of a visiting professor or lecturer, in which case it may be of a temporary nature;
- academic year/term in which the course will be introduced.

(Normally the procedure for introducing a new course should be initiated not later than six months before the academic year/term in which the course will be offered.)

## Schedule for introduction of new courses

January	<p>Department/Programme Boards to submit proposals for introducing new courses for consideration by the Faculty Boards, if applicable, so that they may be implemented <u>in the following academic year</u>.</p> <p>New Student-orientated Teaching and General Education courses of Colleges should first be submitted to College Assemblies of Fellows for consideration in early December.</p>
Beginning of February	<p>Faculty Boards to approve the introduction of new courses (except General Education courses).</p> <p>Faculty Boards and College Assemblies of Fellows to submit proposed General Education courses that they have endorsed to the Senate Committee on General Education.</p>
Early March	<p>Senate Committee on General Education to approve the introduction of new General Education courses.</p>
Mid-March	<p>Details on approved new courses to be finalized for inclusion in the Student Handbooks for the following academic year.</p>

Remarks: Proposals on new courses under the International Asian Studies Programme should be submitted to the relevant Faculty Board(s) for approval depending on the subject of the courses. If the course will be co-listed as a General Education course, the course proposal should also be submitted to the Senate Committee on General Education for approval.