**Samples of reviewers’ comments on 30% addition to CCMAS**

| S/N | Institution and Reviewer’s Comments |
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|  | **Abubakar Tafawa Balewa University**  **Administration and Management: Accounting**  I am worried that 100L was loaded with extra 10 compulsory ’C’ credit hours while other levels 200L to 400L only have Required ‘R’ courses, with no single compulsory course. This is an overload on 100L students in my opinion. Most of the Learning outcomes are not measurable.   Not all the courses reflected are unique as shown in the course contents. ACC 112 will require a total rework to show uniqueness. I suggest that the University limit the objectives to 1-4 and 11 and reflect adequate contents on that.  No title duplication but some contents are duplication of the CCMAS contents.   1. ATBU -ACC 112 - The entire contents have been covered in the CCMAS by ACC 102, ACC 201, ACC 202, ACC301(4), ACC 302 and ACC 404(2). 2. ATBU – ACC 221 has been exhaustively covered in the CCMAS by ACC 102, ACC 201, ACC 202, ACC 301, ACC 302 and ACC 402. Item 4 on the Uniqueness of the CCMAS - BSc Accounting clearly reflected global shifting of Accounting from ‘Principle Based’ to ‘Rule Based’. All relevant standards and bodies were comprehensively captured under the above listed courses in the CCMAS. Nothing new here. This course will have to be substituted by the University. 3. ATBU-ACC 422. No objective stated for this course at all.   Overview and Senate- approved relevant must be represented.  The Title of this course is ‘Contemporary Issues in Accounting’. Islamic Accounting was well presented and nothing else. Therefore, the contents are not in tandem with the title. I suggest a total rework to reflect contemporary issues or change the title to ‘Islamic Accounting’.  All courses added have no time for practicum despite very clear expression by the University’s last statement on the overview. PH must be reflected for those courses in tandem with the University’s stated overview.  My Final decision of Minor revision is informed by the fact that some courses are just for minor revisions while a few are Major. |
|  | **Clifford University**  **Administration and Management: Accounting**   1. The summary table is present but not adequate: courses required to be developed per level are: 12 units, 11 units, 2, and 9 units for 100 to 400 level respectively. Also, avoid demarcating the courses into semesters. 2. Based on the inadequacy of the designed courses, the total number of units required was not met. 3. No course was designed for 100 level. 4. The Senate approved relevance of most of the courses did not comply with the guideline and were overloaded with the objectives rather than stating how the course aligns with CLU’s mission and vision statements. 5. Avoid the use of ampersand (i.e., &) with your objectives and learning outcomes 6. Most of the learning outcomes are not measurable eg ACC 215,312, 421, 420, 428 etc. 7. vii)Delete the university’s details from each course content. Only the one before the summary table is allowed. 8. Specify the minimum measure of some learning outcomes e.g., ACC 426 by stating the minimum expectation. You could use at least 1..n or any 1…n . 9. The lecture and practical hours are not properly applied. Please, note that, 1 unit of LH =15hrs while 1 unit of PH= 45hrs. i.e., 2units of 1LH &1 PH should be: LH=15: PH=45 etc 10. NOTE: aligning of SDGs is required in Overview not senate approved relevance section. 11. The requirement for overview is at least 2 paragraphs but ACC 421 is one.   Technical assessment:  No duplications, however, ACC 215- Accounting theory should be taught at 400 level. CLU-MGT 311- Research methodology is misconstrued as research method. They are both different concepts. Add project report structure to this course content. Please, domesticate CLU-MGT 311, CLU-BUS 314, and CLU- BUS 421. |
|  | **Delta State University**  **Administration and Management: Accounting**   1. The summary table is present but not adequate: courses required to be developed per level are: 12 units, 11 units, 2, and 9 units for 100 to 400 level respectively. Currently, you have 3,12,6, & 15units respectively. 2. The codes comply with the requirements. However, the LH&PH were not consistently used. 3. Based on the inadequacy of the designed courses as mentioned earlier, the total number of units required was not met. Also, the level-by-level summations were not done. 4. There are electives without options and where more than two electives exist, no instruction as to the number to be selected. 5. Delete the university’s details from each course content. Only the one before the summary table is allowed. 6. Delete PH or P from any course with practical hours. 7. Overviews did not align its justifications to climate change nor SDGs. E.g., DELSU-ACC 309. 8. The Senate approved relevance (SAR) of the 407 did not state how the course aligns with DELSU’s mission and vision statements. Also, expunge the extra semi-colons from 406 SAR. 9. Re-visit SAR for 315. 10. 315, should be titled Research methodology. Also check the learning outcome no.3 for the spelling of framework. 11. Most of the learning outcomes are not measurable e.g., DELSU-ACC 208,218,309,408,409,415 etc. 12. Specify the minimum measure of some learning outcomes e.g., DELSU-ACC 406 by stating the minimum expectation. You could use at least 1..n OR any 1…n . 13. NOTE: aligning of SDGs is required in Overview not senate approved relevance section. 14. The objectives and learning outcomes of DELSU-ACC 406, omitted fraud examination. Also, add ‘s’ to it in objectives no.4. 15. Check the use of small letters after full stop in contents. E.g., DELSU-ACC407   Technical assessment:  There are duplications, e.g., there are lots of ENT courses in CCMAS that covered most of the contents in DELSU-ACC 219. However, I would suggest the course title and contents be re-couched to focus majorly on financial business modelling and forecasting. This should be taught at a higher level than 200 level.  DELSU-ACC 218- Replicated contents of AMS 102.  DELSU-ACC 315: Research methodology  Add project report structure, methods of data collection, abstract, literature review etc. to the course content. The objectives, learning outcomes and contents of DELSU-ACC407 omitted some topics like responsibilities of treasury management (Asset liability management (ALM), Funds transfer pricing price (FTP) etc., treasury controls, qualities of a good treasury manager. DELSU-ACC 408, Should be titled Operation research for business decisions. DELSU-ACC 415 should be taught in lower levels e.g., 100 or 200 level. |
|  | **Babcock University**  **Administration and Management: Information Resource Management**  The format is good, but a general overview needs to be included.  The name of the faculty, the name of the programme and the name of the degree should have been stated on the page of Global Course structure.  Global Structure as a title of the tables needs to be included.  The naming of courses were perfect and in line with the specification.  Lecture hours and Practical hours and other components of the tables were excellent. The calculations of the total number of credit units were correct.  36 units have been designed for the 30%. This is very good for a four years course.  The Naming of the Degree for all the courses needs to be done according to specifications.  The Senate of the University would be interested in the relevance of the designed courses to the degree being awarded rather than the aim of the course(s). The relevance is better stated in the Senate-Approved Relevance, NOT the aim of the course, as seen in some courses.  The objectives and Learning outcomes were actionable, measurable and quantifiable. However, the number of Objectives and learning outcomes needed to be commensurable with the course contents, as observed in some of the courses.  Minimum Academic Standard is scanty, blank and Nil in some courses. Minimum academics Standard should be written where not available.  Computer Programming for Information Professionals is too early at 100 level, especially when Introduction to Programming is a topic in Introduction to Computer (AMS 103).  The duplications in the course contents of some courses should be resolved. examples  \* IRM 306: Entrepreneurship for Information Resources Management in the CCMAS contains some elements of BU-IRM 404 Web Design and Development.  \* GST 111: Communication in English contains some elements of BU-IRM 403 Technical Report Writing. |
|  | **Ambrose Alli University**  **Agricultural Science: Soil Science**  FORMAT   1. Course contents are itemized and numbered serially instead of giving descriptions of the contents. 2. The itemized course contents did not show a logical sequence of the topics covered and how they are related. 3. Please provide course descriptions in prose 4. Of the 36 units of courses added to CCMAS, 32 units are electives with just 4 units as core. How will the students make up graduation units of 120 credit units? 5. The credit units are inconsistent with the lecture and laboratory hours allotted to the courses. Since all the courses are two units, the standard format is 30 lecture hours without laboratory exercises /practicals OR 15 lecture hours and 45 hours of laboratory exercises/practicals.   TECHNICAL CONTENT   1. The courses are not unique but have been teased out to meet the 30 % contribution required. 2. AAAUE-SOS 208, 314, 321 and 323 can be conveniently treated under one main course titled “Environmental Pollution and Toxicology (3 credit units) at the 400 Level and not at the 200L. Pollution of soil, water and air arises from agrochemicals, inorganic fertilizers containing heavy metals or trace elements as residues, agricultural and industrial wastes and effluents with their toxicological effects. 3. Background courses in basic sciences that prepare students to take specialized courses such as soil chemistry, soil physics, soil biology, and biochemistry and mineralogy at higher levels are lacking at the 200L. Just relying on 100L courses in chemistry and biology is usually not sufficient for students to follow the specialized soil science courses at higher levels. Thus I suggest efforts should be made to include two chemistry courses for soil science students at 200L. I suggest two courses namely at 200L namely: “Introductory Physical Chemistry for Soil Science” and “Introductory Inorganic Chemistry for Soil Science” to be offered at 200L. Similarly, one course in “Introductory microbiology and a course in Plant Physiology or Environmental Physiology should be offered at the 2000L to lay the foundation for teaching “Soil Biology and Biochemistry” and “Plant Nutrition”, respectively, in the final year where the specialized courses in soil science are usually offered. 4. I am not comfortable with nearly 90 % of the courses contributed by the Department are given as electives. They should be core with few exceptions. 5. The course AAUE-SOS 422 titled “Sustainable Soil Management” is nebulous and lacks focus. All the courses offered in soil science education are geared towards the sustainable management of soils generally. The course should have a definite focus such as the management of tropical soils, management of irrigated soils, or sustainable soil management under continuous. Any of these suggested titles brings focus and specificity to the course. 6. There are, however, no duplications of titles but contents appear duplicated with similar courses in CCMAS. For instance, the contents of AAUE-SOS 308 should be harmonized with SOS 401 in CCMAS. 7. Similarly, AAUE-SOS 214 with SOS 409 because of the substantial similarity in contents Soil ecology is part and parcel of Soil Biology covered in SOS 409 of the CCMAS. |
|  | **Delta State University**  **Agricultural Science: Soil Science**  FORMAT   1. For every course, there are seventeen learning outcomes. The learning outcomes are often repeated. Please, edit your learning outcomes to between 5 and 8 to be meaningful. 2. Carefully, edit the course overviews because of several grammatical errors. 3. In one or two instances, the course overview is the same as the course content; see DELSU-SOS 401. Check and make appropriate corrections.   TECHNICAL CONTENT   1. The courses are not unique because several courses that can be merged and treated under one-course title have been split into two or three to meet the 30 % contribution required. This arises from the false premise that the 30% contribution must essentially come from the Department with no regard to other Departments which offer courses relevant to the B.Sc. Soil Science program, especially under a course credit system adopted by Nigerian University System 2. DELSU-SOS 216 and 401 are similar and usually treated under the title “Soil and Water Conservation or Soil and Water Management. 3. DELSU-SOS 302 and 315 can be merged because of the similarity in contents. Heavy metals treated in DELSU-SOS 315 are soil contaminants treated in DELSU 302. Merging the two courses and treating them under the title: Environmental Soil Pollution and Remediation, a 3-credit unit course, will be appropriate. In addition, a course on water chemistry as part of the DELSU-SOS 315 can be treated separately. 4. DELSU-SOS 205 titled Soil Genesis and Classification, also called Pedology, is a specialized course that is taught at a higher level. However, its course content is not uniquely different from CCMAS 303 titled Pedology and Soil Physics 5. Background courses in basic sciences that prepare students to take specialized courses, such as soil chemistry, soil physics, soil biology, and biochemistry and mineralogy at higher levels are lacking at the 200L. Just relying on 100L courses in chemistry and biology is not sufficient for students to follow the specialized soil science courses at higher levels. Thus, I suggest efforts should be made to include two chemistry courses for soil science students at 200L. Two good courses at 200L namely: “Introductory Physical Chemistry for Soil Science” and “Introductory Inorganic Chemistry for Soil Science” should be offered at 200L. Similarly, one course in “Introductory microbiology and a course in Plant Physiology or Environmental Physiology should be offered at the 200L to lay the foundation for teaching “Soil Biology and Biochemistry” and “Plant Nutrition”, respectively, in the final year where the specialized courses in soil science are usually offered.      1. There are no duplications of titles but contents appear duplicated with similar courses in CCMAS. For instance, the contents of DELSU-SOS 205 should be harmonized with SOS 303 in CCMAS. 2. Similarly, harmonize DELSU-SOS 314 and 403 with SOS 307 in CCMAS; DELSU-SOS 416 with OS 407 in CCMAS because of the substantial similarity in contents. 3. Soil ecology treated in DELSU-SOS 201 is part and parcel of Soil Biology and Biochemistry covered in SOS 409 of the CCMAS. |
|  | **Bauchi State University**  **Agricultural Science: Soil Science**  FORMAT   1. The credit units are inconsistent with the lecture and laboratory hours allotted to the courses. Since all the courses are two units, the standard format is 30 lecture hours without laboratory exercises /practicals OR 15 lecture hours and 45 hours of laboratory exercises/practicals. 2. Overviews of the courses are poorly written. The overview of a course should simply state the rationale for the course and its scope in two short paragraphs not exceeding 5 to 6 lines. 3. The learning outcomes of some of the courses are not stated in quantitative or action-measurable terms. For instance, see the learning outcomes of BASUG-SOS 209, 301, 312, and others. Outcomes stated in terms like understanding, learning and teaching are not action-based or behavioral changes expected as the outcomes at the end of a course.   TECHNICAL CONTENT Confirmation of uniqueness of the courses as shown in the course contents No i) The courses are not unique but have been split up to meet the 30 % contribution required. This is a consequence of the faulty assumption that the courses required to make up the 30% contribution must solely come from the Department. There are many courses offered in other sister departments such as Biological Sciences, Chemistry, Geography, and Agricultural Engineering that could form part of the core curriculum for B.Sc. Soil Science. Regretfully, this was not explored in this submission hence the splitting or repetition of courses with similar contents under different names.   1. BASUG-SOS 100 and 101 should be taken to 200L. I recommend, at the 100L, soil science students take more courses in basic sciences. In place of the two introductory soil science courses, a course in General Microbiology with practical exercises is introduced to prepare the students for soil microbiology at a higher level, such as SOS 409 in CCMAS dealing with Soil Biology and Biochemistry. 2. BASUG-SOS 209 and 307 are the same course in terms of content. 3. The course BASUG-211 titled “Soil and Plant Nutrients” is redundant and lacks focus. It should be deleted because its contents are adequately covered in courses dealing with soil fertility and plant nutrition. 4. BASUG-SOS 401 should be re-titled Edaphology to remove tautology because edaphology is the study of soil as a medium for plant growth. 5. Background courses in basic sciences that prepare students to take specialized courses such as soil chemistry, soil physics, soil biology, and biochemistry and mineralogy at higher levels are lacking at the 200L. Just relying on 100L courses in chemistry and biology is usually not sufficient for students to follow the specialized soil science courses at higher levels. Thus, I suggest inclusion of two chemistry courses for soil science students at 200L. The two desirable chemistry courses at 200L are “Introductory Physical Chemistry for Soil Science” and “Introductory Inorganic Chemistry for Soil Science” to be offered at 200L. Similarly, one course in “Introductory microbiology and a course in Plant Physiology or Environmental Physiology should be offered at the 200L to lay the foundation for teaching “Soil Biology and Biochemistry” and “Plant Nutrition”, respectively, in the final year where the specialized courses in soil science are usually offered.   DUPLICATION  No duplication of courses with those in the CCMAS for the programme   1. There are no duplications of titles, but contents appear duplicated with similar courses in CCMAS. For instance, the contents of BASUB-SOS 209 and 307 are similar to SOS 401 in CCMAS. 2. Similarly, BASUG-SOS 413 should be harmonized with SOS 407 in CCMAS. 3. BASUG-SOS 208 titled Soil Ecology is part and parcel of Soil Biology covered in SOS 409 of the CCMAS. It should be integrated into SOS 409 in CCMAS. |
|  | **Trinity University**  **Allied Health Sciences: Medical Laboratory Science**  The following courses have practical components and there should be allocation of practical hours.   1. TU -MLS 212 Gross Anatomy of Pelvis and Abdomen 2. TU-MLS213 General Pathology. 3. TU- MLS 222 Production of Biologicals, Chemicals and Diagnostic Reagents   Production of Biologicals, Chemicals and Diagnostic Reagents should be taught at any level from 300 – 500 levels not at the basic level because it is an applied course   1. Total number of units at 400 level is 14 not 12 2. TU-MLS412 and 528 have 16 topics as against the minimum of 17 3. Correct the use of unacceptable action verbs as detected in the 30% addition CCMAS submitted by the university in unacceptable action verbs like to know, to understand, have knowledge, gain experience, manage etc and use of double barrel action verb like understand and demonstrate 4. Opening statements for most objectives and learning outcomes are poorly written. Some do not even have an opening statement. 5. Objectives and learning outcomes are poorly written and presented. Some are too long; some objectives do not have the appropriate corresponding learning outcomes and most learning outcomes are not measurable. Objective is the teacher’s intention/what the teacher wants to do while the learning outcome is the expectation of the teacher from the student/what student should be able to do after teaching/at the end of the course. This should not be written in such a way that the action verb for teacher’s intention is define/explain/list and the corresponding learning outcome/expectation from the students is to describe/discuss/explain. It should be in the reverse order. 6. The Senate approved relevance and overview are poorly written and presented. Overview should be written in two paragraphs as the summary of the curriculum content of each course. Check NUC guidelines on these. 7. No learning outcome for TU-MLS 213, 311,421, 512, 522, 527, 523, 526, 524, 525, 528 8. TU-MLS 323 Objectives and learning outcomes are too long. Objective should have a corresponding learning outcome 9. 11.The Lecture hours for TU- MLS 222 should not be -30 but 30 |
|  | **Adekunle Ajasin University**  **Arts: History and Diplomatic Studies**   1. The courses are mostly traditional courses in the Nigerian university system, thereby, lacking the expected innovative courses. 2. Senate approved relevance is poorly written throughout. There is a need to articulate the courses within the mission and vision of the university. The relevancies of the courses are missing throughout. 3. There are no clear contents in the overview of most of the courses. 4. The objectives need to be improved for most of the courses, because they have not been clearly stated. 5. The courses are generally not unique and not rich in contents. 6. I suggest the Department should seek help from the NUC/universities in the south-west, such as UNIOSUN for assistance on unique courses and course contents.   The courses are generally not unique and not rich in contents.  100 Level:   1. AAUA-HIS 107: Introduction to Modern European Diplomacy up to 1815: The scope of this course should not have ended in 1815, because there are other landmark diplomacies in modern Europe that went beyond 1815. Some of them are Treaty of Vienna of 25 March 1815, the Treaty of Versailles on 28 June, 1919, Genoa Conference in April, 1922, the European Economic Community (EEC) Treaty of 1957, and the European Atomic Energy Community (EAEC or Euratom) Treaty of 1957 and the Paris Peace Treaties of 10 February, 1947 among others. Besides, modern Europe does not cover the Middle Ages, which began around 476 A.D and ending between 1400 and 1450. 2. AAUA-HIS 109: History of the Peoples of Ondo State up to 1900: The meaning of history and sources of writing history cannot be part of the contents in the study of the history of Ondo state. You have also made provision for Owo in the contents to the neglect of equally important groups, such as Ilaje, Ikale, Ondo, and Akoko among others. If you are going to teach the history of Ondo state and not Ondo area, you must also teach Ekiti state, prior to its creation from Ondo state. 3. AAUA-HIS 110: History of the Peoples of Ondo State, 1900 to the Present: This course is equally fundamentally deficient like the previous one. If the History of Ondo state must be taught, it should be within its technical scope. However, if the pre-colonial and colonial periods of the state must be taught, the content should include Ondo state before its creation and not as presented here. 4. AAUA-HIS 111: Southern Africa, Earliest Times to 1900: This course is not unique as it is one of the traditional history courses in Nigerian universities. I suggest you look at “History of South Africa and Xenophobia”. The Mfecane wars and the Great Trek were mentioned in the overview, but not included in the course contents. 5. AAUA-HIS 112: Southern Africa, 1900 to the Present: This course is a traditional one and not unique as mentioned in the first part, therefore, it does not require another space here. The Mfecane took place between 1820s and 1830s, therefore, it cannot be here. Similarly, the Great Trek was between 1835 and 1840, therefore, took place much earlier than 1900.   300 Level:   1. AAUA-HIS 305: African Political Thoughts: This course is not unique as it is one of the traditional history courses in Nigerian universities. 2. AAUA-HIS 309: History of America from Colony to the Present: This course is not unique as it is one of the traditional history courses in Nigerian universities. Besides, it will be difficult to teach America from colony to the present period.   400 Level:   1. AAUA-HIS 409: Theories and Concepts of Foreign Policy Studies: The course contents do not match theories and concepts of Foreign Policy. The contents here are all about the practices and not the theories. 2. AAUA-HIS 411: Third World International Relations: The course contents are not addressing “Third World and International Relations. |
|  | **Nigerian Defence Academy**  **Arts: Arabic Studies**   1. There is a need to change the code ‘ARB’ to ‘ARA’ so as to conform to the CCMAS provision. 2. Provided 36 Units but loaded with too many Compulsory courses. Ideally there should be more room for ‘Elective’ or ‘Required ‘courses, since the CCMAS has made a sufficient provision for the Compulsory courses. 3. ARB 123 Arabic Military Terminologies is erroneously changed to ARB 111 in both the Summary Table and the Course Contents. 4. There is a need to harmonise between the courses on Rhetoric such as ARB 112 and 412 with what is obtained in the CCMAS , ARA 316 and 412, to avoid duplication. 5. Senate Approved Relevance appears in many courses to be a general statement applied to all courses. It should be modified to reflect the uniqueness and peculiarity of each course differently. 6. Objectives: its opening statement should consistently read as: the objectives of this course are to:... 7. Learning Outcomes: should also read either ‘On completion of the course, students should be able to:….’ or ‘At the end of the course, students should be able to:…’ 8. Action verbs such as ‘learn’, ‘understand’, ‘give’ be replaced with some measurable or quantifiable verbs, in the Objectives and Learning Outcomes. 9. Minimum Academic Standards: mentioning C.A. and Exams here should be discarded. Required facilities for each course be only mentioned. 10. Course Contents: the contents of some courses written in Arabic with transliteration such as ARB223 and 311, be translated to English. Moreso correction needs to be made to some topics in the contents of some courses,e.g . al-Dama’ir al-Muttasilah and Al-Dama’ir al-Munfasilah in ARB111 and other courses. 11. A thorough revision of the submission should be made to correct some grammatical and spelling mistakes seen in several places.   " |
|  | **Federal University, Oye-Ekiti**  **Arts: Theatre Arts**  The weights of some of the courses do not match with the course contents. Some of the practical-oriented courses such as FUOYE-TMA 111, 112, 218 & 337 have disproportionate Lecture and Practical Hours. They should all be adjusted to 15 LH and 45 PH. Again, 340 has 90 PH with 15 LH which are far in excess of what is required by the course objectives. The PH allotted to the course will also affect the delivery of THA 305 (SIWES) as already provided in the CCMAS 70%. FUOYE-TMA should be adjusted to 60 PH and 15 LH. The actual practical work to be done were not clearly described or stated. The specific practical work and its scope should be captured in the course contents of each of the courses concerned.  The topics in the course contents are mostly too long; and their scopeare too narrow to adequately cover the objectives and achieve the learning outcomes of the courses. For examples: FUOYE-TMA 111 has only 4 topics, TMA 112 has 5 topics, TMA 218 has 4 topics and so on. The course contents should be expanded and more relevant topics included. The topics should also be short, clear and focused. The Senate Approved relevance and Overview sections should also be revised. Currently, they are weak, some of them lack focus and out of alignment with the Vision and Mission of the University as stated in some sections. Most of the Overview and Course Contents sections are sketchy with insufficient topics to achieve the stated Objectives and Learning Outcomes. For instance, the Senate Approved Relevance section of FUOYE-TMA 111 is incoherent. The section does not link the programme with the University’s Vision and Mission.  The first two lines are contradictory. Furthermore, it is not clear if the programme and course are focused on music or media arts as the last sentence in that section remains equivocal. From the Overview, the title of FUOYE-TMA 111 is ambiguous. The contents should be expanded to include dance to give the new students a more rounded theatrical foundation. Hence, we suggest that a better title for TMA 111 should be “Introduction to Music and Dance in the Theatre”. This has a wider application as it inculcates opera, dance and allied uses of music as an element of sound in theatrical performances. This point is already implied and effectively captured in TMA 112 which is supposed to be an expanded version or progression of TMA 111. However, from the overview and contents of TMA 111, it is not clear if the course proposes to teach music as applied in theatrical performances or music as a separate performing art with various genres (See also THA 205 in the CCMAS).  Nevertheless, the courses in the FUOYE-TMA 30% addition to the CCMAS, though updated, are generalized with overarching universality. Hence, they lack local peculiarities. It is expected that artistic trends, heritage, festivals, tourism events and performance traditions of the Ekiti and indigenous peoples of the area should also be highlighted and woven into the curriculum of FUOYE-TMA programme.  As currently designed, FUOYE-TMA 111 significantly duplicates the contents of THA 205 in the CCMAS. The course contents and objectives should be revised as already suggested. They should also inculcate Dance which is a performative twin and accompaniment of music; particularly as CCMAS did not capture Dance in the first two years of the theatre programme. |
|  | **Dennis Osadebe University**  **Communication and Media Studies: Journalism and Media Studies**   1. LH and PH in the table are different from what is in the heading of each course breakdown. Some are incomplete, while others are not tallying, or more than the actual number of hours.   Senate Approved relevance   1. The senate approved relevance is too wordy in most instances. No need for the senate mission. They should just indicate the course relevance that captures it in two sentences.   Overview   1. Some of the course overviews make them similar to what the courses in the CCMAS are focused on. E.g., Media Ethics, and Issues in Nigeria Journalism Practice in DOUs CCMAS. 2. The overviews also include some aspects of what is captured in the course contents. Those should be removed.   Objectives   1. All objectives should start with capital letters. 2. Some are double barreled. Should be one e.g. List, next one Discuss, NOT list and discuss. 3. Learning Outcomes 4. Some are double barreled. Should be single outcomes e.g. State and discuss, State and Synthesize, Instead of State ... OR Discuss.   Course Contents   1. Crosscheck for spelling issues. 2. Some of the course content dwell on one aspect of the title as opposed to one. E.g., cybercrime and fraud reporting focused too much on cybercrime as opposed to the reporting aspect. 3. Some had less than 17 topics. 4. Watch for numbering of the above line items. They are not a continuation. Each item starts from 1….   In terms of technical content:  Some are in the CCMAS in one form or the other e.g., (1) Practical Approach to Photography in CCMAS as Photography I and II. (2) Newspaper and Magazine Production for Online Media already there in CCMAS as Newspaper Production in 300 level and Magazine Production in 400 level. The angle of Online production can be in dealt with under each of the courses. (3) The focus of Issues in Nigeria Journalism Practice already present as “Trends and Issues in Journalism and Media Studies”.  " |
|  | **Federal University, Oye-Ekiti**  **Engineering and Technology: Materials and Metallurgical Engineering**   1. Misalignment between course units and assigned Lecture hours. 2. Bulk of the courses were assigned 1 credit unit. Need to review this and align it with course content. 3. Allotting appropriate credit units will result in excessive overloading of the students. Hence the need to reduce the load considerably especially at 500 level. 4. In most cases the Senate relevance is not linked with mission of FUOYE. 5. The focus of the two paragraphs in overview are lost. 1st paragraph is a general overview while the 2nd paragraph is narrowed down to course overview. 6. In some cases, the expected outcome is a mere repetition of objectives - using same action verbs without measurable indicators. 7. FUOYE-MME 302 - Engineering Metallurgy should be reconsidered for possible exclusion or introduction at 100 level. Such course is meant for other Engineering Students. It combines, in brief, various courses to be learnt in detail by students of materials and metallurgical engineering. 8. Consolidate Heat Treatment of Metals, Physical Metallurgy I & II into two courses. 9. Rework Engineering Materials Selection and Economics - FUOYE-MME 508 in its entirety. 10. Credit loads (after correct computation) for 200, 400 and 500 level are too high and should be reduced by removing some courses. 11. All places highlighted in yellow should be considered for recast or deletion while all comments should be attended to.   " |
|  | **Delta State University**  **Sciences: Zoology**   1. Too many compulsory courses at all levels. 16 (88%) courses are compulsory and only two (11%) are electives 2. Senate-approved relevance to be improved. As it stands the vision and mission of DELSU are not captured in the statements 3. The description of the course overview is too lengthy. Some of the course overview failed to specifically mention the skill and knowledge the student will gain taking the course. The last sentence of the course overview should be “The objectives of the course, learning outcomes and course contents are provided to address these issues”. 4. The number of listed objectives and Learning outcomes for most of the courses are not the same. In some courses the number of listed Learning outcomes is less than the number of listed objectives. 5. Learning outcome for most of the course are poorly rendered. Not in quantifiable and measurable terms. 6. There is some overlap in the course content for DELSU-ZOO 216: Introduction to Hydrobiology and DELSU-ZOO 304: Limnology in its objectives, learning outcomes /and course content. I recommend that two courses be merged and offered at the 300 or 400 level. 7. DELSU-ZOO 214: Basic Entomology is the same to 70% CCMAS-ZOO 411: Entomology course. Note that students will have opportunity and exposure to basic entomology within 70% CCMAS courses such as ZOO 212: Invertebrate Zoology II and ZOO 313: Arthropod Diversity and ZOO 411 in 70% CCMAS. I recommend this course be deleted or replaced. 8. DELSU-ZOO 317: Marine Sciences is now a full Programme in the CCMAS. I recommend that the Marine Science course should be an introductory course. |
|  | **Kwara State University**  **Sciences: Zoology**   1. None sequences of course code listing e.g., BOT 202 should be listed before BOT 203. 2. This course (Word processing, Data analysis and Presentation with Microsoft Office) has no code but is assigned 2 units and called a faculty course. Is it a special faculty course? Note that all faculty courses have been provided for 70% CCMAS curriculum. Universities can only develop new departmental courses that are not provided for in 70% CCMAS. Please delete this course or if required, it should a departmental course. 3. The course code should be written as KWASU-ZOO202, not KWASU-ZLY202. The use of code ZLY is alien to CCMAS. Also, some of the course codes were not written in line with the specification. Note that the university code should be separated with a hyphen from the programme code. See the course descriptions sections. 4. A total of 37 units instead of a maximum of 36 units. In 400 level, the actual total number of units is 14 units but erroneously calculated as 16 units. 5. Too many compulsory courses at all levels. One elective. 6. No relevant information or descriptions were presented for courses lifted from the 70% CCMAS (BOT 203, MCB 221, BIO 202, BIO 204, BOT 202, BIO 301, MCB 307 and BIO 414). Please provide the senate relevance, course overview, objectives, learning outcomes and course content as requested. 7. The learning outcome for most of the courses was poorly rendered. Not in quantifiable and measurable terms.   8. There are some overlaps in the course content for KWASU-ZLY 301:Introductory Limnology and Fisheries and KWASU-ZLY 401: Hydrobiology and Fisheries in their objectives, learning outcome and course content. Besides the overlaps, the course content for KWASU-ZLY401 has little or no Hydrobiology component. 99% of the course content is on Fisheries and Aquaculture. I recommend that the two courses be reviewed and offered as 1. KWASU-ZOO301: Hydrobiology and Limnology, and 2. KWASU-ZOO401: Fisheries and Aquaculture. " |
|  | **Pan-Atlantic University**  **Social Sciences: Economics**  (i) Senate approved relevance not linked with University Vision and Mission statement.  (ii) Learning outcomes are not in many cases quantifiable and measurable  (iii) Introduction to Christian Theology should rather be a general course for the University rather than a course in Economics as its content has nothing to do with Economics. Otherwise, the course content should be re-specified to have economic content, e.g., how Christian Theology relate to issues like corruption, usury, crime, production, trade, etc.  (iv) PAU-ECO 292 – The Nature of Human Beings, in its description is struggling to fit in as a course in Economic discipline. It should be taken to general University Courses.  (v) English for Business purposes limits the scope of students in an emerging business world where other major language blocs compete strongly and seems to overtake English as trade language option. A suggestion like Communication Skills for Business Purposes seem more appropriate to give students options.  (vi) PAU-ECO 320 – Mathematical Economics should be designated Advanced Mathematical Economics since Mathematics is offered in years 1 and 2 through the NUC 70% CCMAS content.  (vii) PAU-ECO 413 – Econometrics, should be designated Advanced Econometrics, since there is Introductory Econometrics in year 3. Also, notice that matrix algebra and algebra of econometrics is covered in the year 3 course content of NUC CCMAS, but also repeated in the year 4 course content of the Department. |
|  | **Coal City University**  **Social Sciences: Economics**  (i) Summary table not presented  (ii) Learning outcomes are not quantitative and measurable  (iii) CCU-ECO 112 – Introduction to Economic Thinking is just a rehearsal of Principles of Economics – Course content here could be used to expand and intensify the teaching of Principles of Economics  (iv) CCU – ECO 221 – Topics in Financial Economics – should come in later years of 3 and 4 when the students had been fully grounded in the principles and theories of Financial Economics. Year 1 Accounting and Finance for Economists will not give the students the background and experience to cope with the topics in Year 2. The Department may consider separating Accounting from Financial Economics  (v) CCU ECO 224 – Why jump to Topics in Energy and Environmental Economics without first addressing the general knowledge at this lower level (principles and theories)? The students will require a second level comprehension of micro and macro-economic theories, as well as mathematics to cope with the rigours of the course content here  (vi) CCU-ECO 228 – Health Care Economics – This should be offered at 3rd year level after students might have completed Micro 2 and Macro 2  " |
|  | **Federal University, Ndufu-Alike**  **Education: Guidance and Counseling**  "Summary Table Presented  Course codes were nor quite presented in line with specification,  However, the university acronym in the course code is separated by a hyphen “AE-FUNAI-GCE” This should be stated as “AEFUNAI-GCE”  Some of the courses listed are outside the domain of the program. It appeared that some General Studies courses were listed i.e AEFUNAI-BIL 101, AEFUNAI-LEP 201, AEFUNAI-LEP 202, AEFUNAI-BCF 201, AEFUNAI-EDU 202. The 30% additional to CCMAS has no place for General Studies.All GS courses should be removed from the submission.  Accuracy of total number of units:  The units do not add up in each of the levels i.e 100 Level contains 19 units as against 31 units that is stated. In addition, the Lecture Hours and Practical Hours do not add up. These should be revised.  Sequencing of the Units:  Some of the units were not well sequenced. AEFUNAI-GCE 106 and AEFUNAI-GCE 110 should be mounted at either the 300 Level or 400 Level. Certainly not at 100 Level. At 300 Level, no GCE courses were proposed. This is unacceptable. Courses must be evenly spread across the Levels. All courses in the summary table are in the programme package.  Format of presentation  The presentation of the courses adhered to the specified format. However, not all the items under Learning Outcomes are stated in measurable or quantifiable terms.This should be revisited. In some cases, the Contents, are not written in line with CCMAS specification  Uniqueness of the courses:  Most of the courses that were proposed are not unique. They were mostly lifted from the now-discarded MAS documents. This is unacceptable. A major revision is advised, in line with the spirit that had informed the emergence of CCMAS.  Duplication of courses:  Some courses bear great resemblance with what we have in CCMAS i.e the contents of AEFUNAI-GCE 104 bears close resemblance with that of GCE103 in CCMAS. I guess that this happened because the 30% additional were simply incorporated from the MAS  I will further advise that the university should take a second look at its name as it exists in the NUC database. Which is the correct one:  Alex Ekwueme Federal University, Ndufu-Alike? Or Federal University Ndufu-Alike?  " |
|  | **Baze University**  **Environmental Sciences: Building**   1. The title of the summary table did not comply with the recommended format in the order of Institution, Discipline, and programme. 2. The sequencing of proposed courses is improper. All the courses presented in the 100 and 200 levels, except for BAZ-BUD 114, cannot be effectively handled at these levels but at higher levels. 3. The course titles of some courses (BAZ-BUD 310, BAZ-BUD 422, BAZ-BUD 513) in the summary table did not tally exactly with that of the programme package, hence, will require reconciliation. 4. The senate-approved relevance did not indicate how the proposed courses align with or are relevant to the vision and mission statements of the University as prescribed in the guiding videos. It is just an extension of the overview. 5. The overviews in most cases did not comply with the format of the first paragraph being introductory remarks while the second paragraph highlights what is to be expected in the course. Rather, in some courses all the paragraphs highlight the course contents while in others both paragraphs contain introductory remarks. 6. Some of the learning outcomes are not in measurable terms as specified. 7. The courses proposed at the 100 and 200 levels except for BAZ-BUD 114 cannot be adequately handled at these levels but at higher levels as indicated below:    1. BAZ-BUD 103: Innovative course, but should be further developed and taught at the 500 level because the students at the 100 level lack the capacity to comprehend this at that level.    2. BAZ-BUD 110: Simulation in Building Production and Management as may be more appropriately captioned is quite innovative but the students at 100 level lack the capacity to study the course because a good grasp of building production management in its ramifications is an essential platform for teaching the course. Further, the application of simulation in building is wide and applicable to different aspects of specialisation. The curriculum developed only focused on building services and may not be comprehended without the knowledge of building services to be taught at 300 level. It is therefore recommended that it should be further developed to reflect other areas of specialisation and possibly taught at the final level.    3. BAZ-BUD 115: The idea of the course is apt; however, it is not appropriate to teach such at the 100 level without a prior knowledge of the technology of the assemblage of building. It is recommended that it should be taught at the final level or at 400 level.    4. BAZ-BUD 216: Both the Internet of Things and Internet of Services are the hallmarks of the emerging industry 4.0. Hence, the industry 4.0 paradigm may not be appropriately discussed with Internet of Services without Internet of Things as it is indicated in the course contents, learning objectives and learning outcomes. It is suggested that it is either the two courses are merged as “Industry 4.0 and the Building Industry” or the two courses retained as “Internet of Things and the Building Industry” and “Internet of Services and the Building industry” without emphasis much on Industry 4.0 paradigm in the course contents, learning objectives, and learning outcomes to avoid undue repetitions as could be seen in learning objectives 1,2,3,5, and 8. However, an overview of industry 4.0 and internet of things in the building industry or overview of industry 4.0 and internet of services in the building industry as applicable could be reflected in the course contents, learning objectives and outcomes for each of the courses respectively. In this case, the overviews will address industry 4.0 as it relates specifically to each of the courses i.e., Internet of Things in the Building Industry and Internet of Services in the Building Industry to avoid repetitions and duplications. Whichever is the case, the Internet of Services in the Building Industry should be a course suitable for a higher level say 400 level or 500 level, not lower, to guarantee the effectiveness of both the learning objectives and outcomes.    5. BAZ-BUD 220: The course content should be further developed to reflect the construction aspect of the modularisation as suggested by the course title rather than focusing only on the concept of modularisation i.e., the technology of the joints between different structural elements and the procedures for assemblage should be included. The learning objectives and outcomes of modular construction will be effective when some knowledge of construction technology has been acquired by the students. Consequently, the course should be accommodated in either 400 level or 500 level but not in 200 level.    6. BAZ-BUD 223: The module will be better comprehended when some knowledge of building maintenance, building services and equipment which are to be taught in 300 level have been acquired. Therefore, the course should be accommodated in 400 level or 500 level.    7. BAZ-BUD 242: The idea of building energy efficiency cannot be adequately communicated without the knowledge of the first principle outlined in BUD 341 of the CCMAS. Hence, the course should be accommodated in second semester 300 level or at higher levels. 8. Courses such as Building and Architectural Science, Nature of Environmental Science, Introduction to Building Quantities, Structural Mechanics, Land Surveying, Valuation, Soil Mechanics and Foundation Design, Building Thermodynamics, and Analysis of Indeterminate Structures that are essential for effective comprehension of the 70% CCMAS need to be included. 9. BAZ-BUD 323: The aspects of cost control and understanding the cost control process, monitoring and controlling costs, and value of money in construction projects in the course content will be a duplication of what exists in BUD 471 of the CCMAS. Rather, this should be replaced with other issues that border on construction finance such as accounting principles, the scope and function of accounting, the accounting equations, the theory of double entry bookkeeping, accounting for construction and work in progress, profit and loss account of a construction firm, depreciation of assets, cost of capital, working capital and flow of funds, cash flow analysis, etc. Further, the aspects of procurement and understanding the procurement process, implementing effective procurement processes, managing risks and contingencies, improving communication and collaboration with stakeholders do not adequately fit into the course title and should not be included. 10. BAZ-BUD 421: The aspects of land use act, fundamental principles of public procurement in Nigeria, Building Information Modelling Act and construction management in the course content do not adequately reflect the course title and should not be included as it will amount to duplication in other courses in the CCMAS, like BUD 371 – Principles of Construction Management, BUD 552 – Contract Administration, BUD 593 – Building Information Modelling & Robotics. 11. BAZ-BUD 422: The modern construction ideology presented in the course content will be a duplication of what had been proposed in BAZ-BUD 220 - Modular Construction because the concept of prefabrication is dependent on the principle of modular construction and both concepts are part of the industrialised building system. While the issue of 3D printing does not adequately relate to construction but design. It is therefore recommended that the course content be reworked to reflect emerging innovations in modern building construction or another course is proposed. 12. BAZ-BUD 514: This is a duplication of what is in the CCMAS for BUD 593 – Building Information Modelling & Robotics 1, and BUD 594 – Building Information Modelling & Robotics II. 13. In summary, following the shortfalls caused by the courses inappropriately allocated to 100 and 200 levels, and the imbalance thereby created, it is advised that a resubmission be made.   " |
|  | **Crescent University**  **Sciences: Biochemistry**   1. The prescribed format was not followed. 2. No Senate relevance, overview, or objectives for the courses 3. Learning outcomes need to be improved; include quantifiable and measurable terms. 4. Some courses could be reshuffled so that basic biochemistry courses are taught at the 200- and 300-level while the applied courses are moved to the 400-level. For example, CUAB-BCH 211, 212, and 216 could be moved to 300 L, while CUAB-BCH 311 and 313 could be moved to 400 L. 5. CUAB-BCH 213 and 310 could be merged and taught at 300 L. 6. Harmonize CUAB-BCH 114 and 411 to streamline overlaps. 7. Some courses like CUAB-BCH 211, 212, and 216 are better suited for 300 or 400 L. 8. All the courses have a “C” status. This may put the students at a disadvantage due to unit overload. Some of the courses could be considered for an “E” status, in particular those at 400 L. 9. CUAB-BCH 409 seems to duplicate BCH 399 and 203 of the CCMAS. 10. CUAB-BCH 210 partly overlaps with BCH 203 of the CCMAS. 11. CUAB-BCH 218 is a duplication of BCH 306 of the CCMAS. 12. CUAB-BCH 220 duplicates some of the contents of BCH 201 of the CCMAS. 13. The total number of units at 200 L is 19. That is one (1) unit above the recommendation of 18 units." |
|  | **National Open University of Nigeria**  **Agricultural Science: Animal Science**  "All courses follow the format of presentation.  No 100level UGC 111: Farm Practice. The overview should be revised and made two paragraphs.  In objectives, revise only one to identify the various farm animal species in a defined area or locality.  Revise two of your learning outcomes that were not measurable.  In your course content, only 5 topics were spelled out. Please revise and increase it to 17.  100 level UGC 121 Farm Practice 11   1. A small overlap with farm practice 1, but can be overlooked. 2. Learning outcomes should be at least 5, but you had4. 3. Revise course content and increase to 17   200 level APH 221. Anatomy and Physiology of Farm Animals   1. The first objective is double barrel. Specify the body in objective 2 2. Revise learning outcomes and avoid double barrels. 3. Revise course content, use full stop and not semicolon. The topics should be 17   200level ANB 211 Introduction to Agricultural Biochemistry.   1. Revise senate approved relevance to state compliance with vision and mission of the university 2. Avoid using the verb ‘understand’ in objectives and learning outcomes, which should also be measurable. 3. In course content, use full stop instead of semicolon to separate your topics, which should be at least 17.   200level ANB 221. Introduction of Animal Feed Resources   1. Revise the senate approved relevance to show its relevance to the vision and mission of the university. 2. Remove ‘understand’ as an objective and ‘recognise’ and ‘know’ in your learning outcomes and make your learning outcomes measurable. 3. In your course content, use full stop instead of semi colon and topics should be at least 17.   200level ANB 222. Micro livestock Nutrition   1. Revise to capture relevance to vision and mission of the university 2. Revise objectives and avoid using the verb to know or recognize 3. Revise learning content and make them specific and measurable 4. Revise course content and use full stop instead of semi colon. Topics should not be less than 17.   200level UGC 211.Forage conservation   1. Revise objectives and avoid the use of to know or understand 2. Revise learning outcomes and make them specific and measurable 3. Revise course content and let the topics be at least 17.   200level UGC 221. Farm practice: Utilization of Agro bye products in livestock feeding   1. In objectives, avoid double barrels like state and identify. 2. Revise and make your learning outcomes measurable 3. Revise and increase your course content to 17 topics   300level APH 321 Introduction to Animal Behaviour and Welfare   1. Revise your learning outcomes and make them specific and measurable 2. In course content, use full stop instead of semi colon and topics should be at least 17.   300level ANB 322. Introduction to Feed Technology   1. Please stress its relevance to university vision and mission 2. In objectives, avoid to know verb and make your learning outcomes measurable. 3. In course content, use full stop instead of semicolon and let topics be at least 17.   400level CAS 412. Poultry Farming   1. Revise and state the relevance to your university vision and mission in the senate approval. 2. Revise your objectives to avoid the word ‘Understand’. Also make your learning outcomes measurable 3. The course content should comprise 17 topics at least   400level CAS 421: Cattle, Sheep and Goat Farming   1. Revise to relate the course to your university vision and mission 2. Revise your objectives and avoid the word ‘understand’. Learning outcomes should be specific and measurable while avoiding the word ‘understand’ 3. Course content should comprise 17 topics at least   400level CAS 422. Pig and Micro livestock Farming   1. Revise to mention the relevance of the course to your university vision and mission as approved by the senate. 2. Course content should comprise at least 17 topics   400level CAS 413 Pasture Establishment and Management   1. Revise to include relevance to the vision and mission of the university 2. Make learning outcomes specific and measurable 3. In Course content, use full stop instead of semi colon and at least 17 topics   400level CAS 424 Feed Formulation   1. Revise to relate the course to your university vision and mission as per senate approval 2. Learning outcomes should be measurable 3. In course content, use full stop instead of semi colon. Topics should be at least 17.   500level ABG 513 Biotechnology in Farm Animals   1. In learning outcomes make all measurable 2. Make sure your course content comprise 17 topics. Well done   500level ABG 522Genetic Engineering of Farm Animals   1. It appears there are 16 topics instead of 17. Well done.   500level APH 521 Environmental Physiology   1. Revise to state how the course relates to your university vision and mission as per senate approval 2. In course content, use full stop instead of semi colon and topics should be at least 17.   500level ANB 512 Feed Milling and Micronutrient Production   1. Revise and relate the course to the vision and mission of the university as per senate approval 2. Learning outcomes should be specific and measurable 3. In course content, use full stop instead of semi colon and at least 17 topics   500level ANF 521. Forage seed production technology and conservation   1. Revise to relate the course to the vision and mission of the university as per senate approval 2. Revise the overview and avoid one sentence paragraph 3. Revise your learning outcomes and make them specific and measurable 4. In your course content, use full stop instead of semicolon and at least 17 topics   500level ANB 511 General Animal Nutrition   1. Revise and state whether the course relate to the vision and mission of the university 2. In objectives avoid using the word ‘know’ 3. Learning out comes should be specific and measurable 4. In course content, use full stop instead of semicolon.   500level APM 512. Beef and Dairy Production   1. This is very good. The minor error in learning outcome can be overlooked since he has done all others well.   500level APM 513: Sheep and Goat Production   1. Very good. Minor error in learning outcomes overlooked   500level APM 511 Poultry Production   1. Very good. Minor error in learning outcomes overlooked.   Overall, there should be some courses that are electives. These should be carefully introduced. |
|  | **Baze University**  **Administration and Management: Marketing**  "In BAZ-MRK 209, why use MKT majorly and use MRK for this course. Be consistent. BAZ-MKT 207: Advertising and sales promotions in table but in specifications, it is BAZ-MKT 203 with the same title. Reconcile and edit properly.  Total credit units developed add up to 36 which is 30% of 120, good. But only 6 credit units for YR. 1 and add this to 16 in the CCMAS is 22 or 11 per semester. Page 25, paragraph 4 Admin & Mgt. CCMAS says: The minimum credit load per semester is 15 credit units. If this is anything to hold on to, then there is shortfall. Reconcile and realign. Same with YR2. YR3 is 12+28=40 may be overload.  But check, BAZ-MRK 209: Digital media buying and planning and BAZ-MKT 403: Digital media planning and buying. WHAT IS THE DIFFERENCE BETWEEN 6 and Half dozen? The Objectives, Outcomes and Contents are exactly the same meaning the course 30% is not complete after all. Reconcile please.  There is need for proper proof reading and editing before submission. Example: BAZ-MKT 103, one paragraph overview, 17 objectives and 13 learning outcomes. The first 6 objs. And LOs could serve. In the contents, third to the last line ethical issues emerge makes no meaning. Fine tune this as in others and reconcile. In some others, objs. more than or equal to the contents. Another example BAZ-MKT 104: 10 objs. And 5 LQs…and some Objs. Not reflected in contents. In most of the contents you have: nature and meaning, meaning and types. FINE TUNE these and others and edit properly. Also be consistent with language: program and programme. For minimum academic requirements: majority have none, none...instead of as in CCMAS.  What is contained in BAZ-MKT 406: professional development might need refinement. For a course like this, one expects to see contents like issues and challenges of professionalism and professionalization in marketing. The emergence and codes of ethics of professional bodies like National Institute of Marketing of Nigeria (NIMN); Advertising practitioners council, Nigerian Institute of public relations (NIPR) among emerging and other bodies and their roles in marketing practice as well as links with similar bodies outside like USA and UK. Some of your Objs. and outcomes like LOs. 2 and Objs. 2&3 for this course reflect what I’m saying but contents are different. What you have as BAZ-MKT 305 Regulatory is more of consumerism and di not cover this. I have my reservations on the 3 courses for Yr.1, students taking these courses when they have not taken principles of marketing mgt. and reasonable basic courses. But the course contents for BAZ-MKT 104 leaves must to be desired. You might consider merging BAZ-MKT 301 and 309 as both relate to data, information in all forms, marketing/business intelligence…Consider repeating COURSE CODE, TITLE… before giving the outline for easy reference " |
|  | **University of Uyo**  **Agricultural Science: Soil Science**   1. None of the courses followed the format of presentation, in terms of the senate approved relevance (SAR), Overview, objectives, learning outcomes and course content. 2. The (SAR) as presently presented are mere conjectures of the authors. For most of the courses, the authors only summarized the courses and link it up with the University named in the last sentence. The mission and vision and philosophy of the establishment of the University should be used to construct this part of the task. The SAR need to be improved. 3. The overview of the courses also needs major revision, for all the courses, it only summarized the course content and not as really an overview, as prescribed by NUC. The course overview needs to be improved. 4. For all the courses, most of the objectives and learning outcomes are poorly written and not described by the action verbs, and are not measurable. All the courses are to be revised according to the content of the NUC document “Some of the acceptable action verbs”. 5. The course contents are at times spurious and repetitions of the CC-MAS courses or even the 30 % inclusion to the CC-MAS. For example: (a) UNIUYO-SOS 101. The course content is too fluid, the content if more of a career talk, more practical application and relevance of soil science should be included. (b). UNIUYO-SOS 201. There is really nothing agricultural about the chemistry proposed here, it’s a mere repetition of the contents of general chemistry taught in 100 level.The course contents is similar and duplication to SOS 301, 406. (c,) UNIUYO-SOS 202. The course content is not comprehensive enough and a mere duplication of SOS 301 and 409. (d) UNIUYO-SOS SOS 205. This content is a mere repetition of the practical components of SOS 301 and 406. (e). UNIUYO-SOS 206. This content is a mere repetition of the practical components of SOS 306, 401 and 408. (f). UNIUYO-SOS 306. The content is a repetition of the components of other courses. (g). UNIUYO-SOS 307. Repetition of the practical components of other courses in CC-MAS. The authors need to watch the appropriate NUC videos on the compilation of this document. |
|  | **Federal University, Ndufu-Alike**  **Agricultural Science: Fisheries and Aquaculture**   1. Developed 44 units of 24 courses but 13 FAA courses of 29 units and 11 outside FAA courses of 15 units, so the programme is short of 7 units minimum for FAA courses. Therefore, need to develop more FAA courses of minimum 7 units for the programme. 2. No footnote to indicate the programmes offering the 11 outside FAA courses, so provide it for confirmation of uniqueness of the courses. 3. Move AEFUNAI-FAQ 102 (now AEFUNAI-FAA 102) to 200 Level and AE-FUNAI-LEP 201 to 100 Level. 4. Course codes did not align with specifications. The course code for Fisheries and Aquaculture in the CCMAS is FAA and not FAQ, so correct it. 5. Need to reconcile the acronym of the university. Is it AEFUNAI or AE-FUNAI? 6. The LH and PH did not measure up with the assigned units for some courses (Aquaprenuer and Extension 1; Ornamental Fisheries and Aquarium Design; Aquaprenuer and Extension II). 7. In the summary table, AEFUNAI-BCF 201 came after AEFUNAI-FAQ 212 in the programme package instead of AE-FUNAI-LEP 201 followed by AE-FUNAI-LEP 202, so correct it. Too many compulsory courses. The 11 outside FAA courses should be changed to elective courses. Suggest the change of units of all FAA courses to 2 units and few of them to elective courses if the AE-FUNAI’s software for computing students recognizes elective courses. Aquapreneurship and Extension 1, and Aquapreneurship and Extension II need to be corrected in the summary table. 8. Some courses did not follow the format of the presentation. 9. Need to recast the opening statement of the objectives and learning outcomes for AEFUNAI-FAQ 101 (now AEFUNAI-FAA 101) to the stipulated format of presentation. 10. Senate-approved relevance of some courses such as AEFUNAI–FAG 202, AEFUNAI AG 203, and AE-FUNAI-FAQ 212 need to be improved and concise (one paragraph). 11. The learning outcomes of all courses were not quantified except AEFUNAI-FAQ 301, and AEFUNAI-FAQ 403 which were partially done. Therefore, need to quantify the learning outcomes of these courses. Learning outcomes must be measurable with a minimum of two paragraphs. Some courses have only one paragraph, for example, AE-FUNAI BIL 101. It has only a one-paragraph course overview instead of two. Add one more paragraph. 12. Topics of some course contents were not separated by “full stop.” 13. Kindly rewatch the videos on “Guide to the Development of 30% Addition to CCMAS by Nigerian Universities, and “Guide to Submission to ALL 30 Percent Addition to CCMAS”. 14. Confirmed uniqueness of the courses only for the programme (FAA) and not for the 11 courses outside the programme. Need to provide footnote to indicate the programmes offering the 11 outside FAA courses, for confirmation of uniqueness of the courses. 15. No duplication of courses with those in the CCMAS for the programme |
|  | **Baze University**  **Engineering and Technology: Chemical Engineering**  Assessment of Format   1. The summary table of the courses for the programme is presented in the approved format. 2. The course codes are in line with the specification of the 30% CCMAS development. 3. The total number of units presented is 45, which is accurate for the 30% CCMAS for Engineering. However, the presentation of the workload for lecture (LH) and practical (PH) with respect to the course unit are not accurate for the following courses: BAZ-TCH315, BAZ-TCH407 and BAZ-TCH411. 4. The sequencing of the course by level is good except for the BAZ-TCH102 (Health, Safety and Environment) at 100 level. The course considering its content is considered inappropriate for an entry level and so, it can probably be moved to 400 level before the SIWESS programme. 5. All courses in the summary table are included in the programme package. 6. All the 15 courses presented followed the format of presentation. However, all the contents of the senate relevance do not clearly show the thrust for their senate approval. Hence, the need for total overhaul. Most course overview presented in their current form tends more towards repetition of course contents. These should all be reworked and in two-paragraph format. 7. The current listed objectives and learning outcomes are not largely measureable and quantifiable. 8. Most of the contents are not properly demarcated with full stop as required. So, a large percentage of the course are not up to seventeen (17) topics required for the 30% CCMAS. 9. There is a need to improve the literary quality of the documents to minimise editorial errors.   Technical Assessment   1. A minimum of 8 units’ courses are required at 100 level to meet up with the 15 units requirement. Likewise, a minimum of 4 units is required at 300 level. 2. BAZ-TCH102 (Health, Safety and Environment) is considered inappropriate for foundation level like 100 level. 3. Contents of the following course are repetition of some selected course in the 70 % CCMAS already approved:    1. BAZ-TCH212(Chemical Engineering Process Analysis) duplicates TCH101 and TCh201    2. BAZ-TCH315 (Physical Transport Phenomena) duplicates TCH301. 4. The 3 units assigned to BAZ-TCH411 being a practical course seems outrageous. Thus 135 hours will be required for one single course in a semester. This can be unbundled to three (3) 1 unit – courses for ease of execution. 5. Contents of BAZ-TCH407 and BAZ-TCH505 (Manufacturing Technology I and II) are more industrial and Production Engineering oriented than Chemical Engineering. Technologies of selected chemical processes/products of interest can be used to replace these and titled “Chemical Technology”. 6. There is the need to change the course code of BAZ-TCH501 because TCH501 already exist in the 70 %CCMAS. 7. There is an appreciable duplication in the contents of BAZ-TCH503 and BAZ-TCH514. Environmental control and management content of BAZ-TCH503 can be expunged while its “Green Technology” aspect is expanded and so titled. 8. Content of BAZ-TCH504 is deficient of the Process Optimisation topics which is the thrust of the course. The current topics on model development therein should be reviewed while topics on concept of process optimisation, problem formulation, forms of optimisation problems, solution techniques and application to chemical engineering systems should be included. 9. Course on multicomponent separation processes is missing. Globally, one could not claim to be a chemical engineer without this basic knowledge. 10. Assigning 3 units to all the 15 courses seems outrageous considering the contents. A review of the units may be considered to accommodate more relevant courses. |