



UNIVERSITY OF PASADENA (UPAS)
Operational Procedures

Doc # :PO-AC-03.1

Title: Curriculum Design and Development Policy

Rev # : 05

Approved By: Chief
Executive Officer (CEO)

Date : 07 Oct 2019

REVISION HISTORY

Rev No	Description of change	Author	Effective Date
1	New Procedure	Chief Academic Officer (CAO)	12 Oct 2015
2	No Change	Chief Academic Officer (CAO)	10 Oct 2016
3	No Change	Chief Academic Officer (CAO)	09 Oct 2017
4	No Change	Chief Academic Officer (CAO)	08 Oct 2018
5	No Change	Chief Academic Officer (CAO)	07 Oct 2019



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1. Purpose

1.1 The objective of this policy is to provide a framework for the design, development and evaluation of courses within UPAS in the context of maintaining academic standards and continuous quality.

1.2 To prepare students to be successful professionals in their field of choice

1.3 To provide a high quality and cost-effective online degree program for students who desire an alternative to traditional institutions for a higher education

1.4 To adopt a competency based education model that helps students build skills and abilities that are essential to becoming competent professionals

2. Scope

This Curriculum Design, Development and Review Policy to enhance both curriculum of existing courses and evaluation of any new additional courses offered at UPAS.

The main principles of a curriculum design process are:

- Crafting clearly defined and measurable course learning outcomes;
- Ensuring course content balance and validity;
- Setting course admission requirements;
- Defining course scope;
- Determining module sequence;
- Ensuring coherence between course outlines and course outcomes;
- Ensuring availability of resources to support the courses offered;
- Setting assessment guideline (e.g. weighting);
- Determining the optimum duration;
- Gathering feedback from relevant experts and/or stake holders on the core disciplines;
- Setting promotion and award criteria; and
- Having appropriate transition plans for new or revised curriculum

3. Definitions

3.1 AB – Academic Board

3.2 Assessment - The process of gathering evidence and making judgments about students' achievements in relation to stated learning outcomes, and recording and reporting on these judgments.

3.3 Benchmarking – Within a program context, a process by which a program is evaluated and compared against internal and external, national and international reference points, for the purpose of standards setting, accountability and improvement.

3.4 Curriculum - the subjects comprising a course of study in a school or college



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3.5 Curriculum alignment – the principle of ensuring that the purpose of a program (or course) is supported by the content selection, learning outcomes, teaching-learning methods and assessment practices used to deliver it.

3.6 Curriculum Design – the structure, scope, sequence, content, and skills taught by an educational body

3.7 Evaluation - The process of gathering information from students, peers and literature in order to reflect on the quality of teaching and courses.

4. Responsibility

4.1 The Chief Academic Officer is responsible for the effective implementation of the policy.



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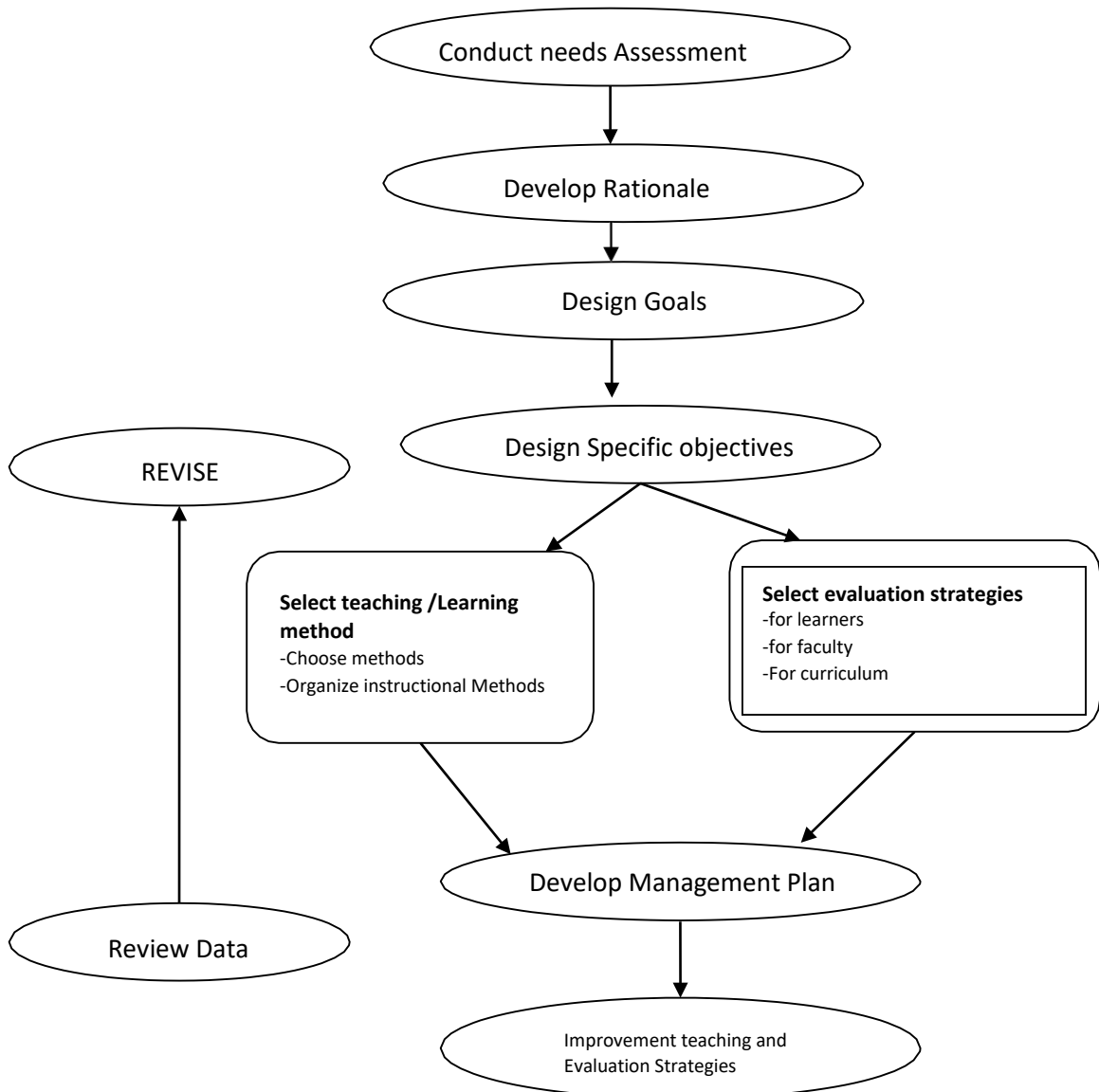
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5. Procedure/Process

5.1 Generic Curriculum Design Flow

Curriculum Design Process





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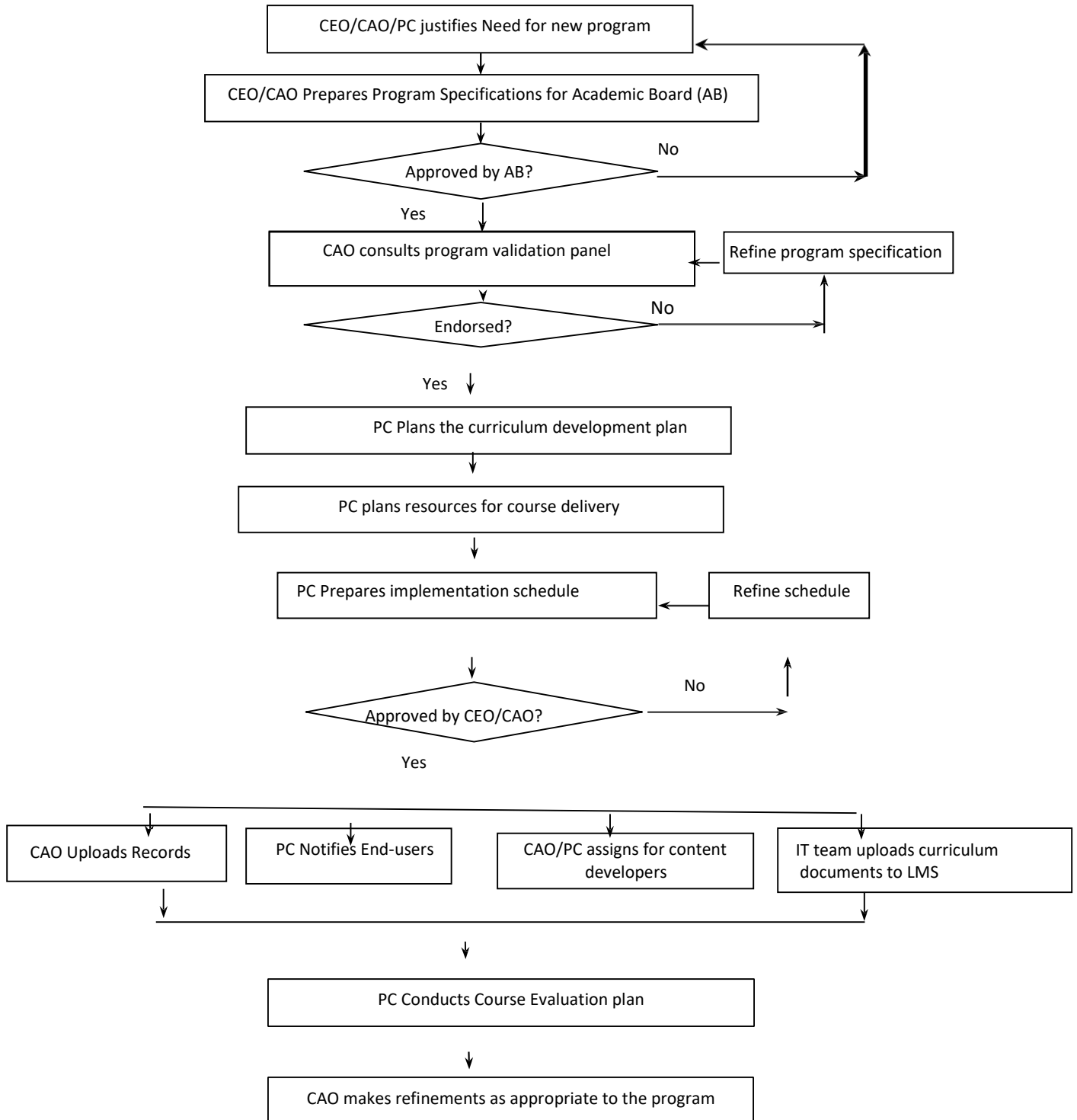
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5.2 Detailed Process Flow Chart



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5.3 – Detailed Procedure

- The Chief Executive officer (CEO) /Chief Academic Officer (CAO) / Program coordinator (PC) justifies the need for the new program or the new course
- CEO/CAO Prepares Program Specifications for Academic Board(AB)
- If Approved by AB, CAO consults program validation panel or review the justification of the need for new program or new course
- If the CAO endorses the program/ course then the Program coordinator (PC)plans the curriculum development plan, plans resources for course delivery and prepares implementation schedule
- Then CAO Uploads Records of the newly added course/Program, Program coordinator informs the end users, CAO/PC assigns to content developers and the IT team uploads the curriculum documents to LMS
- PC conducts course evaluation to monitor continuous improvement
- CAO makes refinements as appropriate to the program/ course feedback.

5.4 - Review procedure

- All programs are reviewed every year and the courses are reviewed every two years.

5.4.1 Academic Program Review Template

Program Name:


Reviewed Date:

Review Committee Members:

Program Description:

Program Assessment:

Measure	Assessment
Alignment with university mission and strategic plan	
Program quality, distinctiveness, and recognition	
Learning outcomes and assessment	
Program relevance (curricular updates, graduate placement, employment prospects)	
Faculty excellence (teaching and research)	

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Capacity for growth and enhancement	
Program enrollment and graduation	

Department Assessment

Resources

Measure	Assessment
Faculty numbers	
Student /Faculty ratio	
Average class size	
Total student credit hours	


Success

Measure	Assessment
Course completions	
Total enrollment: majors and intending	
Total graduates	

5.4.2. Program Review Assessment Rubrics:

Program Assessment Rubric:

Measure	Room for Improvement	Emerging	Developed
Alignment with university mission and strategic plan	Program has no mission, or, mission is not aligned with the university mission and strategic plan	Program mission is somewhat aligned with the university mission and strategic plan	Program mission is well-aligned with the university mission and strategic plan; many of the goals and the objectives of the strategic plan are manifest in the program


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Program quality, distinctiveness, and recognition	Program lacks examples of recognition for quality; is not uniquely distinct	Program has some examples of recognition for quality, and has distinct elements	Program has many examples of recognition for quality and is clearly unique and distinct
Learning outcomes and assessment	Program has not articulated clear program learning outcomes	Program has learning outcomes but has not yet defined assessment or has not acquired assessment data	Program has learning outcomes, a plan for assessment, has gathered data, and has used the data to improve the program
Program relevance (curricular updates, graduate placement, employment prospects)	Program has not been updated in past 2 years; does not have data or failed to place graduates; and is not aligned with employment projections	Program has some curricular updates; has some data on graduate placement; and has some alignment with employment projections	Program has many innovative curricular updates, data showing excellent graduate placement, and is well aligned with employment projections
Faculty excellence (teaching and research)	Program has no evidence or examples of faculty excellence	Program has some evidence, examples of faculty excellence	Program has many examples of faculty excellence
Capacity for growth and enhancement	Program is unable to justify need for growth or enhancement	Program has some reasons justifying need for growth or enhancement	Program has ample reasons justifying need for growth or enhancement
Program enrollment and graduation	Enrollment and graduation are trending downward	Enrollment and graduation are stable	Enrollment and graduation are trending upward

5.4.3. Department Assessment Rubric:

Resources:

Measure	May need fewer resources	Resources adequate	May need more resources to meet need or to expand
Faculty numbers	Faculty numbers are trending upwards	Faculty numbers are stable	Faculty numbers are decreasing
Student /Faculty ratio	Ratio is decreasing; student count is falling	Ratio is stable; faculty hires are keeping pace with student	Ratio is increasing; faculty hires are needed to keep pace with student

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	while faculty stay the same or increase		
Average class size	Class sizes are trending downwards	Class sizes are stable	Class sizes are trending upwards
Total student credit hours	Student credit hours are trending downwards	Student credit hours are stable	Student credit hours are trending upwards

Success:

Measure	Room for improvement	Adequate	Exemplary
Course completions	Course completions are trending downward	Course completions are stable	Course completions are trending upward
Total enrollment: majors and intending	Enrollment is trending downward	Enrollment is stable	Enrollment is trending upward
Total graduates	Number of graduates is trending downward	Number of graduates is stable	Number of graduates is trending upward

6. Review

The Curriculum Design, Development and Review Policy is reviewed every year.