P OLICY – Policy for Curriculum Deve lopment

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The American Univer sity of Kurd ista n

Policy for Curricu lu m Development

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I. INTRODU CTIO N

a. Authority: This Board of T rustees at The American Uni vers ity of Kurdi s tan is authori zed

to establish rules and regul ations to go vern and operate the U niversi ty and its program s.

b. Purpose : The purpose is to set forth policy t o provide guidelines on the process for

changes and addi ti ons with res pect to credi t - beari ng cours es or academic program s and

outlines administrators and committees' roles at the college and university levels wi thin

this process. T hi s policy als o identifies the uni vers ity commi ttees as s oci ated with the

curriculum and their responsibilities. Each college shall have a policy, approved by the

fac ulty of the college, regarding the handling o f c urricular matters and i n which a college

curriculum committee is defined.

c. Scope: T his policy applies to faculty, all department c hai rs , and deans of the academi c

colleges .

II. ROLES AND R ESPONSI BILITIES

a. Responsible Executive: President and Provost and Vice President for Academic Affairs

b. Responsible Administrator.584 5571 0 55.32 841.2 re W n BT /F1 11.04 Tf 1 0 0 1 25.4 152.54 Tm.-2(

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d. Policy Contact: Office of Provost

III. POLICY DEFINITIONS

a. Credit or Credit Hour: A unit of measure representing the equivalent of an hour (50
minutes) of instruction per week over the entire semester. It is applied toward the total
number of credit hours needed for completing the requirements of a degree or other
award. Laboratory/clinical and studio

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  Minor Program Modification: A minor program modification is generally defined
as those modifications to individual courses and curricular offerings that do not affect
the overall program requirements, including: o New elective courses and the deletion of elective courses. o Changes to course titles and course descriptions. o Changes to prerequisites, co-requisites, cross-listed courses, credit
restrictions and/or credit exclusions. o Changes to credit weighting of elective courses, lab, studio, tutorial, or other
components. o Changes in the design, course learning outcomes, teaching and assessment
methods of an individual course. o Other minor changes to individual course offerings that do not affect the
overall program requirements.  Significant Program Modification: Major modifications to a program include but
are not limited to: o The proposed modification affects other departments or colleges. o The proposed modification reflects a change in status, e.g., course number,
credit hour, contact hours, prerequisites, elimination. o The proposed modification includes a change in the mode of delivery for all
sections of the course wherein the change in mode has a significant impact on
the students. o Changes to, or the addition of, experiential learning components, which are
part of the course delivery. o The proposed modification amounts to a 33 1/3% or more change in course
topics or assessments.
IV. POLICY STATEMENT
a. The University President in consultation with Provost and Vice President for Academic
Affairs and the Faculty Senate shall establish procedures for the development and review
of all curricular offerings, including their establishment, modification, or discontinuance.
Furthermore, these procedures shall include:  Appropriate involvement of the Faculty Senate.  Regular review and justification of courses and programs.  Opportunities for training persons involved in aspects of curriculum development.  Consideration of the job market and other related information for new courses

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d. Review of curricula shall be standard practice and done regularly in every department.
The frequency of the curricular review is stated in the Policy of Academic Program
Review.

V. POLICY PRINCIPLES

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 Outcomes are expressed in terms of competencies.
 Outcomes include critical cross-field outcomes where appropriate.
 Outcomes correlate with assessment criteria.
 Assessment criteria indicate clearly how the learner will demonstrate competence.
 Assessment plans and timetables are feasible to implement.
 Assessment is used to develop and measure learning through formative as well as
the usual continuous and summative methodologies.

k. Outcomes will be linked to related assessment criteria and will inform the assessment of
competencies at the end of the learning experience.

l. Teaching and learning activities and assessment methods will support the specified
learning outcomes.

VI. POLICY PROCEDURES

Minor Course Modification Procedures

a. Proposal of minor course modification can be initiated by faculty.

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c. If the new course does not affect another college or students outside the college in which
the new course will be offered, and once a new course is approved by the dean, the dean
will ensure the appropriate dissemination of the new course information.

d. If the new course proposal affects another college or students outside the college in
which the course will be offered, the dean of the college proposing the course will
forward the proposal to the deans of the affected colleges.

e. Proposal recommendations from deans will be forwarded to the provost for approval
and further action. The dean of the college's recommendation proposing the new course
shall be accompanied by supporting documentation concerning the need for and the
budgetary requirements of the proposal.

f. Once a new course has a final approval, the dean from the college proposing the new
course will ensure the appropriate dissemination of the course information.

g. If a new course proposal includes a request for any General Education designation, the
CCC will also forward the proposal to the General Education Coordinator/Committee
(GEC) for action. The GEC will forward any course approvals to the Admissions and
Registration Department (ARD) to enter in the appropriate databases.

h. The procedure from proposal to final approval or rejection shall not take longer than 30
days.
i. The CCC has to justify their rejection of the course in writing, giving clear reasons for the
rejection.

New Program Development Procedures (Refer to the Policy of New Academic
Programs Development)

VII. UNIVERSITY CURRICULUM DESIGN COMMITTEE (CDC)

a. Purpose: The purpose of the University Curriculum Design Committee is to make
recommendations about educational design and delivery policies and procedures to the
Faculty Senate. CDC also facilitates consistency in the quality of curriculum management.

b. Functions
i. Report to the Faculty Senate and make recommendations to the Board of Trustees to
include:

 Review of significant program modification proposals
 Review the new program development proposals
 Appropriate requisites

ii. Review courses and programs, maintaining compliance with internal and external
policies.

iii. Recommend policy changes pertaining to curricular issues.

iv. Implement government regulations and accrediting agency standards and guidelines
pertaining to the curriculum development process:
 Train committee members, faculty, department chairs, deans, and staff, as
appropriate