

	<b>Curriculum Design Criteria</b>		<b>Document No</b>	<b>TIU.RC.IN.027E</b>
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			<b>Revision No</b>	00
	<b>Unit</b>	<b>Presidency Office</b>	<b>Page No</b>	<b>Page 1 of 7</b>

## I-REVISION AND APPROVAL

This procedure is released, checked and approved as follows.

Prepared by	Reviewed by	Approved by
Cagri Mart	Dr. Mehmet Ozdemir Vice president of Academic Affairs	Dr. Idris Hadi Salih President

## II-Revision History

#	Date of Revision	Ver.	Validity	Description of Change	Prepared by	Reviewed by	Approved by
1	16/02/2016	0	3 years	Original Release	Cagri Mart	Dr. Mehmet Ozdemir	Dr. Idris Hadi Salih

## Key Elements in Curriculum Development

*Curriculum development* is defined as planned, purposeful, progressive, and systematic process in order to create positive improvements in the educational system. Constantly, there are changes or developments happening around the world that affect the school curricula. Therefore, there is a need to update them in order to address the society's needs. The fundamental purpose of curriculum development is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development.

### Components of an Effective Curriculum Development Process:

	<b>Curriculum Design Criteria</b>		<b>Document No</b>	<b>TIU.RC.IN.027E</b>
			<b>Issue Date</b>	16/02/2016
			<b>Revision No</b>	00
	<b>Unit</b>	<b>Presidency Office</b>	<b>Page No</b>	<b>Page 2 of 7</b>

**Define the objective of the curriculum:** In a university program, the main objective might be to provide specific skills or knowledge necessary for completion of a degree. Being specific about the curriculum objective will assist with its development.

**Choose an appropriate title:** Depending on the learning objective, titling the curriculum may be a straightforward process or one that requires greater thought.

**Create a scope and sequence:** This is an outline of key skills and information that students need to achieve the main curriculum objective. The particular needs of learners should be carefully examined.

**Determine the teaching approach:** Depending on the topic and objective, information might best be conveyed in a lecture format. In other cases, providing written materials, holding discussion sessions and offering hands-on practice might be the most appropriate teaching methods.

**Build in an assessment component:** Determining how to assess the knowledge of learners is dependent on the main curriculum objective.

**Establish a system of curriculum evaluation:** When preparing learners for exams, gathering statistics of passing rates is helpful for gauging overall effectiveness.

### **Key Elements in Curriculum Development**

**Goals for student learning** (skills, knowledge and attitudes);

**Content** (the subject matter in which learning experiences are embedded);

**Sequence** (the order in which concepts are presented);

**Learners;**

**Instructional Methods and Activities;** instructional resources (materials and settings); **Evaluation** (methods used to assess student learning as a result of these experiences);

	<b>Curriculum Design Criteria</b>		<b>Document No</b>	<b>TIU.RC.IN.027E</b>
			<b>Issue Date</b>	16/02/2016
			<b>Revision No</b>	00
	<b>Unit</b>	<b>Presidency Office</b>	<b>Page No</b>	<b>Page 3 of 7</b>

**Adjustments to Teaching and Learning Processes** that are based on experience and evaluation.

These components are implemented upon following the below steps:

1. Reconsidering the effectiveness of the entire curricula through meetings held at all levels of the University. Using surveys, focused discussions and meetings, a curriculum development committee needs to periodically gather data on perceptions of program strengths, weaknesses, needs, preferences for textbooks and other materials, and topics or objectives that do not seem to be working effectively.
2. An important part of the curriculum development program is developing the teachers' skills and methods of teaching. The department must continuously hold discussions about the way the teachers deal with their subject matters and with their students. There should be a shift from teaching to learning in the course of providing information. The students need to know the methodology used in their teaching.
3. Creating a university curriculum that emphasizes learning foreign languages, in particular English, Arabic.
4. Creating a university curriculum that emphasizes development of computer skills.
5. Creating a university curriculum that lay emphasis on the continuing development of new skills and knowledge concerning the fields of the students.
6. Teaching critical thinking to students through focusing on academic debate, and developing students' skills, dealing with academic texts, and using academic sources.
7. A great deal of effort was exerted to carry out the plan for changing the first year curriculum in way that makes the students' first year at university a preparation year.

### **Curriculum Organization**

After all parties have agreed on it, the organization of the curriculum should be done as follows:

	<b>Curriculum Design Criteria</b>		<b>Document No</b>	<b>TIU.RC.IN.027E</b>
			<b>Issue Date</b>	16/02/2016
			<b>Revision No</b>	00
	<b>Unit</b>	<b>Presidency Office</b>	<b>Page No</b>	<b>Page 4 of 7</b>

1. Indicating the academic year and the credit hours for each subject matter.
2. The subject matters should be organized in a way that establishes a link between the curriculum for each level with the curriculums of the preceding and following levels.
3. The curriculum for each level should be actualizing the general mission of the department, as well as the aims and objectives of the subject matters.

### **The Framework of Education at Tishk International University**

#### **1. First Year: The subject matters of this year are arranged as follows:**

%70 of the subject matters is devoted to establishing a solid basis for the students' skills, and preparing them for university life and education. The following steps are implemented to achieve these goals:

- When designing the first year curriculum attention needs to be paid to ensuring the curriculum is student-focused and provides a foundation so that further learning may be scaffolded. It should be explicit and relevant - forming a coherent, integrated basis for all future learning.
- Encouraging the students to take part in the learning and teaching processes, i.e. they should take responsibility for their learning. Two academic debate classes per week were devoted to this purpose. In this class students get split up into groups to research into a topic and a problem within their specialty. Then they hold a discussion about it. The teacher would only help the students get the sources.
- Boosting the students skills in their specialty, their writing skill, their researching skills, their critical thinking, laying special emphasis on *how* rather than *what* they should think. Students have academic debate two hours in a week.

	<b>Curriculum Design Criteria</b>		<b>Document No</b>	<b>TIU.RC.IN.027E</b>
			<b>Issue Date</b>	16/02/2016
			<b>Revision No</b>	00
	<b>Unit</b>	<b>Presidency Office</b>	<b>Page No</b>	<b>Page 5 of 7</b>

- Activities that engage students in innovative and collaborative ways rather than those that are focused on more traditional lecture and discussion and/or text based approaches have been shown to produce quality learning experiences.
- A well designed first year curriculum can support a student's appreciation and understanding of higher education assessment. Effective assessment introduces students to a range of appropriate assessment practices and provides timely, well-articulated and constructive feedback on student progress to both students and other staff. The complexity of assessment may be increased as the student progresses through the program.
- Boosting the students' language skills, especially the English language. Students need to have three English classes per week. Arabic language is integrated into curriculum as well. In addition, students need to have courses within their specialty in English and it has to be two classes per week. Furthermore, during curriculum design development of computer skills holds an important place.

%30 of the subject matters is devoted to introducing the students to their specialty.

The number of subject matters should be from 6 to 8 subject matters depending on the student's specialty. Tishk International University also offers non-technical subjects for students. Non-technical courses are chiefly academics oriented. Their objective is to inculcate mostly theoretical knowledge about one or more theory intensive subjects such as social sciences, languages, pure sciences, mathematics, commerce and economics etc.

### **Second Year**

Students take courses in their specialty in their second year at university. Here attention is paid to certain subject matters within their specialty that relate to and lay the theoretical foundation for their future study. Thirty percent of the subject matters at this stage ought to be taught in a way that develops critical thinking on the part of the students.

	<b>Curriculum Design Criteria</b>		<b>Document No</b>	<b>TIU.RC.IN.027E</b>
			<b>Issue Date</b>	16/02/2016
			<b>Revision No</b>	00
	<b>Unit</b>	<b>Presidency Office</b>	<b>Page No</b>	<b>Page 6 of 7</b>

Technical courses teach technical skills i.e. job oriented and specialized skills. The primary objective of technical courses is to make the student job ready for a particular sector by the time the course ends.

### **Third and Fourth Years**

Here much attention is paid to practical issues and issues somehow relating to labor market. Therefore, the major goal in these years is to involve the students in the learning process effectively. At the same time technical elective courses are offered to students as well. Third year and fourth year students study some optional subject matters that could help them in their future career. Establishing relations with universities abroad is encouraged throughout these two years in order to boost the students' academic skills. It is recommended that throughout all the four years of university education students be split up into groups, and a holistic approach that relies on inductive methods be adopted in teaching all students. Involving the students in teaching process inside class is highly recommended as well.

### **The Role of the Directorate of Curriculum Development at Universities**

1. Stirring the general tendency of the Ministry of Higher Education and Scientific Research for curriculum development to serve the special needs of each department.
2. Contacting the scientific committees through coordinators and representatives of the curriculum development programme in the departments, with the aim of giving them direction as to the necessary changes to be made.
3. Taking care of the details of curriculum development, approving the changes made, and submitting the modified curriculum to the university council for approval.



## Curriculum Design Criteria

Document No	TIU.RC.IN.027E
Issue Date	16/02/2016
Revision No	00
Page No	Page 7 of 7

Unit

Presidency Office