

Toyota Technological Institute at Chicago

Curriculum Review Policy

1. Summary Statement

The Curriculum Review is an overall evaluation of the courses offered, course descriptions, learning outcomes, course syllabi, course requirements at various stages of the program, changes to curriculum policies and procedures affecting the program and administration of the program.

2. Purpose of Policy

The purpose of the Curriculum Review is to ensure that TTIC curriculum stays updated and adheres to a high standard of teaching effectiveness. The review, conducted by the governing faculty, is an opportunity to evaluate the curriculum's current status, and future direction related to graduate education.

The curriculum is reviewed every year. Aspects of the curriculum may be reviewed more frequently by request or in case of issues requiring urgent consideration. Where opportunity for improvement is identified, the review will suggest measures to pursue these. Where curriculum aspects are deemed inadequate, the review will suggest measures to rectify weaknesses.

3. Policy Applies To

TTIC faculty, Chief Academic Officer, Director of Graduate Studies, the Curriculum Czar and Administrative Director of Graduate Studies.

4. Date of Current Version

	10/2025
Date(s) of Prior Versions	08/25/2015, 06/22/2017, 08/2021, 08/2022
Original Effective Date of Policy	08/25/2015

5. Policy in Detail

- 5.1. Every year, in conjunction with the Academic Program Committee meeting at the end of the spring quarter, the governing faculty shall meet to evaluate the current TTIC curriculum, as set in the Academic Program Guide, listed on the Courses webpage, and in the annual course catalog.
- 5.2. Minutes of the meeting shall be taken for planning, records, and program improvement.
- 5.3. The Curriculum Czar shall lead the meeting in evaluating the current courses offered by TTIC, and in matching the course offerings with the [program learning outcomes matrix](#), making updates and adjustments as necessary.
- 5.4. Individual course descriptions and course learning outcomes shall be updated, clarified and approved by the faculty as needed.
- 5.5. Courses for an upcoming academic year are determined the January-February prior to the next autumn start. The Curriculum Czar shall inquire with the full faculty if any new courses are proposed for the next year. A proposal for a new course shall be submitted to the Chief Academic Officer and Curriculum Czar by January 31 (the year preceding the academic year the course will be offered).

Proposal Should Include:

- Course Title
- Instructor
- Course Description, including outcomes
- Course Duration: Quarter (specify request for non-standard course start and end dates or meeting times/hours)
- Syllabus (as detailed as possible)
- Pre-requisites
- Instruction hours and student workload per week
- Assessment types used to measure learning
- Intended Student Enrollment: Who is best suited to take this course?

5.5.1. The course proposal first is reviewed by the Chief Academic Officer as well as the Curriculum Czar. They may request some clarification or revisions of the proposal.

5.5.2 The proposal will then be brought to the faculty for review and the faculty may accept or reject the course proposal. This shall be completed by February 28.

5.5.3. Course classification (List A, B, etc.) and credit should be determined in the Curriculum Review meeting. Credits awarded will be proportional to the number of instruction hours, workload and outcomes. (Reference [Credit Policy](#))

5.5.4. An exception to the January 31st deadline for course proposal may be made at the discretion of the CAO. The CAO may then present proposals at a regular faculty meeting for discussion and approval by the faculty.

5.6. Instructors who plan major changes to their courses, including changes in prerequisite requirements, should update the faculty in advance, (typically) at the curriculum review meeting. Significant changes to List A courses, including prerequisite requirements, should be reviewed and approved by the faculty.

5.7. Special Topics Courses.

5.7.1. For TTIC tenure-track faculty, they should report proposed special topics courses as part of the Curriculum Review Process. No special approval required. The amount of units to be awarded (50 or 100) shall be determined in the Curriculum Review meeting.

5.7.2. For RAPs proposing a Special Topics course, they should submit their proposals to the CAO and Curriculum Czar following the procedure in section 5.5 above. Governing faculty will review the proposal in the Curriculum Review meeting.

If faculty decide the course awards 50 units, no additional approval required, and a mentor will be assigned. (See section 5.8 below) If the course awards 100 units, there will be a more thorough review of course content and outcomes.

5.8. The Chief Academic Officer may assign a peer-reviewer in some circumstances, who shall review course materials (including the syllabus), observe course instruction, and review end-of-quarter course evaluations reports (compiled from student feedback from those who were enrolled in the course).

5.9. Peer reviewers will automatically be assigned when any of the following occur:

- An instructor is inside their first two years of appointment at TTIC
- A course has undergone considerable change in format, content, and/or outcomes
- An instructor requests a peer reviewer

Any instructor who wishes to sit-in on a course for their own development purposes may make the request directly to the instructor of the course they wish to observe.

For instructing Research Assistant Professors, a course mentor is assigned, with full details in the [RAP Instruction Policy](#).

5.10. A peer reviewer can be effective by focusing on:

- Evaluating the breadth and depth of the material coverage, course organization, student participation and assessment strategies for determining students' learning of course material.
- Determining if the course meets its stated outcomes listed in the course description and syllabus and whether concepts imperative to the course are effectively covered (comparing against the curriculum [concepts matrix](#)).
- Providing suggestions for improving any aspects of the course.

5.11. An assigned peer-reviewer shall provide feedback for the instructor's use alone, offering formative assessment intended to improve teaching effectiveness. This may be delivered via email, in-person meeting, etc.

5.12. Instructors that feel a change in curriculum may be necessary may bring it up for discussion in the Curriculum Review meeting.

5.13. The faculty, Curriculum Czar and Administrative Director of Graduate Studies, as a result of the Curriculum Review meeting shall produce a final report and action item list, including the outcome of the curriculum review, documentation of actions taken as a result of the review, and a plan to implement changes as a result of the review.

5.14. Any adjustments to the curriculum shall be documented and presented to the appropriate faculty, and student body no later than the first week of a new autumn quarter.

5.15. Records of Curriculum Reviews shall be maintained in the TTIC Registrar's office.

Complementary Policy: [Credits Policy](#)