

DAFFODIL INTERNATIONAL UNIVERSITY
Faculty of Business and Entrepreneurship

CURRICULUM REVIEW POLICY

Faculty of Business and Entrepreneurship

Policy Code	FBE-CRP-001
Policy Owner	Dean, Faculty of Business and Entrepreneurship
Responsible Office	Academic Affairs Office
Approved by	Academic Council, DIU
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Review Cycle	Every 3 Years
Next Review	February 2029

VERSION HISTORY

Version	Date	Author	Changes
1.0	Feb 2026	FBE QA Office	Initial Release

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1. LIST OF ABBREVIATIONS

Abbreviation	Full Term
AACSB	Association to Advance Collegiate Schools of Business
AOL	Assurance of Learning
BOT	Board of Trustees
CLO	Course Learning Outcome
CRC	Curriculum Review Committee
DIU	Daffodil International University
FBE	Faculty of Business and Entrepreneurship
HoD	Head of Department
IAB	Industry Advisory Board
ILO	Intended Learning Outcome
OBE	Outcome-Based Education
PLO	Program Learning Outcome
QAO	Quality Assurance Office
SER	Self-Evaluation Report
UGC	University Grants Commission

2. POLICY STATEMENT

The Faculty of Business and Entrepreneurship (FBE) at Daffodil International University (DIU) is committed to maintaining dynamic, relevant, and high-quality academic programs through systematic curriculum review and continuous improvement. This policy establishes the framework, processes, and responsibilities for regular curriculum review to ensure that FBE programs meet the evolving needs of students, employers, and society.

This policy aligns with the FBE Strategic Plan 2025-2030, AACSB accreditation standards (particularly Standard 4: Curriculum), Outcome-Based Education (OBE) principles, and the University Grants Commission (UGC) act.

All faculty members, program coordinators, department heads, and academic committees are responsible for implementing this policy to maintain curriculum quality and relevance.

3. BACKGROUND AND JUSTIFICATION

3.1 Regulatory and Accreditation Context

The UGC mandates periodic curriculum review for all higher education programs in Bangladesh. Additionally, AACSB Standard 4 requires that curricula be systematically developed and directly linked to program learning goals, with continuous improvement mechanisms in place.

FBE's pursuit of AACSB accreditation necessitates a robust curriculum review process that demonstrates evidence of continuous improvement based on assessment data, stakeholder feedback, and industry trends.

3.2 Rationale for Curriculum Review Policy

A systematic curriculum review process enables FBE to:

- Ensure program learning outcomes are current and relevant to industry needs
- Maintain alignment with national & international accreditation bodies (BAC, AACSB, EQUIS, etc.)
- Integrate emerging business trends, technologies, and competencies
- Enhance graduate employability through industry-aligned skill development
- Support continuous quality improvement in teaching and learning
- Respond to feedback from students, alumni, employers, and industry partners

3.3 Strategic Alignment

This policy supports Theme 1 (Academic Excellence and Student Success) of the FBE Strategic Plan 2025-2030, which targets continuous curriculum enhancement, OBE implementation, and alignment with industry requirements for all programs.

4. DEFINITIONS

Term	Definition
Curriculum	The structured content, learning experiences, assessments, and resources designed to achieve program learning outcomes.
Program Learning Outcomes (PLOs)	Statements describing the knowledge, skills, and competencies students should achieve upon program completion.
Course Learning Outcomes (CLOs)	Specific, measurable objectives for individual courses that contribute to PLOs.

Term	Definition
Curriculum Review	The systematic process of evaluating and improving curriculum content, structure, and delivery.
Major Revision	Significant changes including new programs, major restructuring, or changes affecting more than 30% of curriculum.
Minor Revision	Updates to course content, readings, or teaching methods that do not fundamentally alter program structure.
Curriculum Mapping	The process of aligning courses with program learning outcomes to ensure comprehensive coverage.
Assurance of Learning (AOL)	The systematic process of assessing student achievement of learning outcomes.

5. SCOPE AND PURPOSE

5.1 Scope

This Curriculum Review Policy applies to:

- All undergraduate programs within FBE
- All graduate programs (MBA) within FBE
- All executive education and professional development programs
- All certificate programs and short courses offered by FBE
- All new program development initiatives

5.2 Purpose

1. Establish a structured framework for periodic curriculum review
2. Define roles and responsibilities for curriculum development and revision
3. Ensure stakeholder input is systematically incorporated into curriculum decisions
4. Maintain documentation of curriculum changes and rationale
5. Support AACSB accreditation through evidence-based continuous improvement
6. Enhance the quality and relevance of FBE academic programs

6. PRINCIPLES OF CURRICULUM REVIEW

#	Principle	Description
1	Outcome-Based Design	Curriculum is designed around clearly defined learning outcomes aligned with graduate attributes and industry requirements.
2	Stakeholder Engagement	Curriculum decisions are informed by input from students, faculty, alumni, employers, and industry partners.
3	Evidence-Based Improvement	Changes are driven by assessment data, feedback analysis, and evidence of student outcomes.
4	Industry Relevance	Curriculum reflects current and emerging industry practices, technologies, and competency requirements.
5	Innovation & Flexibility	Curriculum incorporates innovative pedagogies and allows flexibility to adapt to changing needs.

#	Principle	Description
6	Quality Assurance	All curriculum changes undergo rigorous review to maintain academic standards and accreditation compliance.
7	Documentation & Transparency	All curriculum decisions are documented with clear rationale and made available to stakeholders.

7. CURRICULUM REVIEW CYCLE

Review Type	Frequency	Scope	Approval Level
Course Content Review (Minor)	Every Year	Course content, readings, assessments, teaching methods	Patthocrom Committee
Program Review (Major)	Every 3 Years	Program structure, PLOs, curriculum mapping, electives	Academic Council & UGC
Ad-hoc Review	As Needed	Response to significant changes in industry, technology, or regulations	Dean/Faculty Committee

8. RESPONSIBILITIES AND ROLES

Position	Key Responsibilities
FBE Faculty Committee	Led by the Dean, the FBE faculty committee provides strategic leadership for curriculum development, reviews and approves curriculum changes at the faculty level while ensuring consistency across departments. This committee also monitors the implementation of approved changes, ensures alignment with the institutional strategic plan and AACSB standards, reports on curriculum matters, and proposes major curriculum revisions to the Academic Council for further approval when required.
Departmental Curriculum Committee (Patthocrom Committee)	Led by the Head of the Department, the departmental academic committee is responsible for reviewing and approving curriculum changes at the department level, monitoring the implementation of approved changes, proposing major changes to the Faculty Committee for further approval, and reporting on curriculum matters.
Industry Advisory Board	Provide industry perspective on relevance; Advise on emerging skills; Review proposed changes; Support alignment with employer expectations
AOL committee	The AOL Committee is responsible for overseeing the assessment of student learning outcomes, developing and maintaining AOL frameworks and rubrics, collecting and analyzing assessment data, and ensuring continuous improvement of academic programs. It monitors the implementation of improvement actions, ensures alignment with program learning goals and accreditation standards such as AACSB, coordinates with faculty for data collection and reporting, and submits recommendations to the Faculty Committee for further review.

9. CURRICULUM REVIEW PROCESS

9.1 Phase 1: Data Collection and Analysis

- Gather AOL assessment results and student performance data
- Collect feedback from students, alumni, and employers
- Review industry trends and benchmark with peer institutions
- Analyze IAB recommendations and accreditation requirements

9.2 Phase 2: Review and Deliberation

- Department-level discussion of findings and proposed changes by Patthocrom Committee
- Presentation to Curriculum Review Committee
- Stakeholder consultation on significant changes
- Revision based on feedback and committee input

9.3 Phase 3: Approval

Change Type	Approval Authority	Timeline	Documentation Required
Minor Course Updates	FBE faculty committee	2-4 weeks	Course modification form
Moderate Changes	FBE faculty committee	2-3 month	Proposal form + justification
Major Program Changes	Academic Council	4-6 months	Full proposal + stakeholder input
New Programs	Academic Council & UGC	12-18 months	Complete program documentation

* Major changes should submit to UGC

9.4 Phase 4: Implementation and Monitoring

- Communication of changes to all stakeholders
- Faculty development for new content or methods
- Update of course materials, syllabi, and resources
- Monitoring of implementation effectiveness
- Collection of feedback for next review cycle

10. DOCUMENTATION REQUIREMENTS

Document Type	Purpose	Retention Period
Curriculum Proposal Form	Document proposed changes and rationale	Permanent
Stakeholder Feedback Reports	Record input from various stakeholders	10 years
FBE Faculty Committee Meeting Minutes	Document deliberations and decisions	Permanent
Departmental Curriculum Committee (Patthocrom Committee) Meeting Minutes	Document deliberations and decisions	Permanent
Curriculum Map	Show course-PLO alignment	Current + 5 years
AOL Assessment Reports	Evidence for curriculum decisions	10 years
Approval Records	Track approval workflow and signatures	Permanent
Implementation Reports	Monitor change effectiveness	5 years

11. KEY PERFORMANCE INDICATORS

KPI	Baseline	Target 2028	Target 2030	Frequency
Programs Reviewed on Schedule	—	95%	100%	Annual
Stakeholder Feedback Incorporation	—	80%	85%	Per Review
Curriculum Changes Based on AOL	—	85%	90%	Annual
Industry-Aligned Course Updates	—	95%	100%	Annual
New Course/Program Development	—	3+ per year	5+ per year	Annual
Faculty Participation in Review	—	95%	100%	Per Review

12. REFERENCES

1. AACSB International. (2024). 2024 AACSB Standards for Business Accreditation.
2. FBE Strategic Plan 2025-2030, Daffodil International University.
3. University Grants Commission of Bangladesh. Curriculum Guidelines.
4. DIU Academic Council Policies and Procedures.
5. Outcome-Based Education Framework, DIU.
6. FBE Industry Advisory Board Policy (FBE-IAB-001).
7. FBE Research and Integrity Policy (FBE-RIP-001).
8. World Bank. (2019). Bangladesh tertiary education sector review: Skills and innovation for growth (Education Global Practice, South Asia Region). World Bank Group.
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13. APPROVAL

Role	Name/Title	Signature/Date
Prepared by	Quality Assurance Office, FBE	
Reviewed by	FBE Policy Review Committee	
Endorsed by	Dean, Faculty of Business and Entrepreneurship	
Approved by	Academic Council, DIU	

APPENDIX A: CURRICULUM PROPOSAL FORM*Form Reference: FBE-CRP-001.1***Section 1: Proposal Information**

Proposal Title	
Proposer Name	
Department	
Program Affected	
Date Submitted	

Section 2: Type of Change

Select the type of curriculum change proposed:

- ☐ New Course
☐ Course Modification (content, credits, prerequisites)
☐ Course Deletion
☐ Program Structure Change
☐ Learning Outcome Revision
☐ New Program/Concentration
☐ Other: _____

Section 3: Justification

3.1 Rationale for the proposed change:

3.2 Evidence supporting the change (check all that apply):

- ☐ AOL assessment data ☐ Student feedback ☐ Alumni feedback
☐ Employer/Industry feedback ☐ IAB recommendation ☐ Accreditation requirement
☐ Benchmarking with peer institutions ☐ Industry trend analysis

Section 4: Impact Assessment

Faculty/Staff Requirements	
Budget Implications	
Facility/Technology Needs	
Library/Learning Resources	
Proposed Effective Date	
Transition Plan	

Section 5: Approval Workflow

Level	Approver	Decision	Date
Department Head		☐ Approve ☐ Revise	
CRC		☐ Approve ☐ Revise	
Dean		☐ Approve ☐ Revise	
Academic Council		☐ Approve ☐ Revise	

APPENDIX B: CURRICULUM MAPPING TEMPLATE

Form Reference: FBE-CRP-001.2

Program Name	
Department	
Degree Level	☐ Bachelor ☐ Master I
Last Updated	
Prepared by	

Program Learning Outcomes

PLO #	Learning Outcome Statement
PLO 1	
PLO 2	
PLO 3	
PLO 4	
PLO 5	
PLO 6	

Curriculum Map

Map each course to PLOs using: I = Introduced, R = Reinforced, M = Mastered

Code	Course Title	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6

APPENDIX C: STAKEHOLDER FEEDBACK SURVEY TEMPLATE*Form Reference: FBE-CRP-001.3*

Program Reviewed	
Stakeholder Type	☐ Student ☐ Alumni ☐ Employer ☐ Faculty ☐ IAB Member
Survey Period	
Responses Collected	

Curriculum Relevance

Please rate the following on a scale of 1 (Poor) to 5 (Excellent):

Assessment Area	Rating
Alignment with current industry needs	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Coverage of emerging trends and technologies	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Balance of theory and practical application	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Preparation for professional certifications	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Development of soft skills	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Inclusion of digital/technology skills	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Relevance of elective courses	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Quality of capstone/final projects	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

APPENDIX D: PROGRAM REVIEW REPORT TEMPLATE

Form Reference: FBE-CRP-001.4

Program Name	
Department	
Review Period	
Review Committee Members	
Report Date	

Executive Summary

Provide a brief summary of key findings and recommendations:

Stakeholder Feedback Summary

Stakeholder Group	Key Feedback Points
Students	
Alumni	
Employers	
IAB Members	
Faculty	

Recommendations

#	Recommendation	Responsible	Timeline
1			
2			
3			
4			
5			

APPENDIX E: NEW PROGRAM DEVELOPMENT CHECKLIST*Form Reference: FBE-CRP-001.5*

Proposed Program Name	
Degree Level	☐ Bachelor ☐ Master ☐ Doctoral ☐ Certificate
Department	
Program Champion	
Target Launch Date	

Feasibility Assessment

Requirement	Complete	N/A
Market demand analysis conducted	☐	☐
Competitor/benchmark analysis completed	☐	☐
Target student profile defined	☐	☐
Enrollment projections developed	☐	☐
Employment outcomes projected	☐	☐
Industry advisory input obtained	☐	☐

Curriculum Development

Requirement	Complete	N/A
Program learning outcomes defined	☐	☐
Curriculum structure designed	☐	☐
Course descriptions developed	☐	☐
Curriculum map completed	☐	☐
Assessment strategy defined	☐	☐
Industry/IAB input incorporated	☐	☐

Approval Checklist

Approval Stage	Date Completed	Approver
Department Committee		
CRC Review		
Dean's Endorsement		
Academic Council		
Board of Trustees		
UGC Approval (if required)		