1. **Assess and align mission**  
   - Examine the unit’s mission within the context of the units above and below
2. **Assess needs**  
   - Conduct a SWOT analysis
3. **Consult stakeholders**  
   - Gather input from external stakeholders, specific to program and department and to larger university and practice communities
4. **Examine professional standards/norms**  
   - Examine accreditation and licensing requirements and trends  
   - Examine efforts of peer institutions
5. **Prioritize within constraints & imperatives**  
   - Assess consensus priorities within existing resources and potential to generate needed resources  
   - Assess consensus priorities with externally imposed imperatives & overarching mission and vision  
   - Develop specific priority goals  
   - Revisit/revise mission if warranted
6. **Set primary goals/objectives**  
   - Graduates
     - Define the goals for program graduates
   - Program
     - Define the program’s academic goals and primary objectives
7. **Specify educational strategies/approaches**  
   - Define key educational strategies and approaches needed to achieve program goals  
   - Provide guidance in the specification of the curriculum
8. **Establish processes for defining, assessing & revising curriculum**  
   - Provide structure for the continuing definition, assessment, and revision of the curriculum  
   - Consider integration/coordination with existing programs and procedures  
   - Assign responsibility for program and its implementation

**Bottom-up**

14. **Reassess goals**  
   - Validate that the goals are correct  
   - Validate that the program is meeting those goals  
   - Ensure program is integrated into unit and institution
13. **Align competencies and student assessment methods**  
   - **Curriculum design**  
     - Ensure the curriculum design promotes effective student assessment  
     - Ensure the curriculum design is consistent with the stated program objectives and is meeting the identified need
   - **Student assessment**  
     - Ensure assessment methods are consistent with the nature of the stated competency  
     - Ensure capstone, theses, practica, and other integrative assessments are sufficiently rigorous, sufficiently comprehensive, and sufficiently flexible
12. **Relate curriculum to competencies**  
   - Ensure that the curriculum provides learning and assessment opportunities for all competencies and that any redundancies are planned and necessary  
   - Ensure that learning opportunities are appropriately sequenced
11. **Define the curriculum**  
   - Partialize and sequence the content of the program into discrete units (activities, courses, modules, tracks, etc)
10. **Select an organizing framework/paradigm**  
   - Based on program competencies and other factors, select an organizing principle or philosophy that binds the program into a coherent curriculum (e.g., professional practice process, research process, or other professional paradigm)  
   - Define congruent learning methods and sequences (e.g., problem-based learning, experiential learning, lock-step sequences)
9. **Define competencies needed to ensure program graduates meet expectations**  
   - Use program goals, professional norms, accreditation criteria, and stakeholder suggestions to define the competencies needed by a program graduate  
   - Organize these competencies into discrete units and develop a means of organizing and presenting them  
   - Provide a conceptual roadmap to the program and its objectives that will guide further development of the curriculum as well as inform and educate students and stakeholders