

**University of the Cumberland – Faculty Responsibility for Curricular Development  
adopted by the Board of Trustees, 1 February 2006**

The material below has been approved for inclusion in the next printed edition of the *Policies and Procedures Addendum for Faculty*.

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**Faculty Responsibility for Curricular Development**

The process of developing and changing educational programs is a unified effort on the part of faculty and administration to secure a sound and worthy suite of programs consistent with the mission of the institution. The impetus for addition, removal, or revision of curricula may be initiated at any level within the University. However, faculty bear the primary responsibility for the actual development of new curricula and programs or for the revision of current curricula and programs.

The process of curricular development normally begins with the faculty of the appropriate academic department(s) in consultation with the Academic Affairs Office. The steps in the curriculum development process are as follows:

1. Input from concerned parties (faculty, students, alumni, administration, consultants)
2. Departmental proposal(s) and recommendation(s) to the Catalog and Curriculum Committee.
3. Review and approval by the Teacher Education and Admissions Committee (TEAC) if necessary (required when changes to educational programs affect the teacher education program)
4. Initial Catalog and Curriculum Committee review
5. Circulation of proposed changes to department chairs and faculty (especially important if a change suggested by one program affects other educational programs)
6. Final review and approval of Catalog and Curriculum Committee
7. Approval by the Vice President for Academic Affairs
8. Approval of President (if necessary)
9. Approval of the Board of Trustees (if necessary)

When a curricular proposal has been prepared by the faculty of an academic department, it is presented by the appropriate department chair and program coordinator (often the same individual) to the Teacher Education and Admissions Committee (TEAC) if the proposal impacts the teacher education program or directly to the Catalog and Curriculum Committee if it does not.

When a curricular proposal involves one of the graduate programs in education, the proposal is developed and/or reviewed by the Graduate Committee. Similarly, if a proposal involves the curriculum of PACE (Providing Adults a College Experience), the University's degree-completion program for adult learners; the "Bridge" courses for adult learners still completing the General Education curriculum; or a new online course, the proposal is developed and/or reviewed first by the Office of Adult and Extended Programs before submission to the Catalog and Curriculum Committee for its review.

After receiving approval by the TEAC (if necessary) and initial review by the Catalog and Curriculum Committee, proposals are forwarded to the general faculty and to all department chairs for additional comments and evaluation. Upon the receipt of any comments from faculty through department chairs, the Catalog and Curriculum Committee takes its final action on the proposal and turns

proposals receiving approval over to the Vice President for Academic Affairs for further action. At any time during the committee review process, the proposal may be returned to the department for further revision or it may be rejected.

Depending upon the nature of the proposal, if the Vice President for Academic Affairs approves a proposal, he may 1) accept the proposal and take steps for its implementation or 2) forward a proposal on to the President with his recommendation for further consideration. If a proposal includes an addition or deletion of an academic program or includes changes in institutional policy, it must be reviewed by the President and presented to the Academic Committee of the Board of Trustees and finally to the Board itself for approval.

The Catalog and Curriculum Committee reports to the general faculty on curricular proposals and changes annually, or as it deems appropriate at other times.