

Curriculum Review Best Practices

Best Practices for Course or Program Proposers

- ❖ Attend CIM training (See [the UCC online resources](#) for more information.).
- ❖ Review Sample forms (See [the UCC online resources](#) for more information.).
- ❖ Complete forms completely and accurately (refer to help bubbles as needed).
- ❖ Be sure that all new courses for a new program have approval or are submitted for approval at the time the proposal is submitted.
- ❖ Do not use unexplained jargon in your proposals.
- ❖ If you are proposing a revision, be sure the justification clarifies what aspects of the course or program are being revised and why.
- ❖ Contact units that might see your proposal as duplicative. Obtain emails of support from other units in cases where there is the appearance of course or program overlap.
- ❖ Involve appropriate faculty in the planning process. The best new programs or courses have involved broad input and don't seem to "belong" to just one individual.
- ❖ If you are proposing a new degree program, consult early on with the Office of University Writing and the Office of Academic Assessment about writing in the major and program assessment plans.
- ❖ Consult with the Office of Accessibility if you have questions about how to strengthen the accessibility of your course materials.
- ❖ If you are proposing an online course, consult with the Biggio Center to resolve any concerns about content delivery or class structure.
- ❖ If you are proposing a new degree program, be aware of the timeline required to meet both on- and off-campus approval timelines.

Best Practices for Departmental Reviewers

- ❖ Link Departmental and College committees-- have individuals involved in curriculum development at the department level serve on the College Curriculum Committee.
- ❖ Have anyone with curricular oversight (e.g., undergraduate and graduate program officers, Department Chairs, Associate Deans) attend CIM training.
- ❖ The Departmental Curriculum Committee should have broad representation from disciplines within the department.
- ❖ Curriculum review (at departmental, college, and university level) is one of the most important services activities faculty undertake. All members of curriculum committees should take their responsibilities seriously and should conduct their work in an environment that promotes the open exchange of ideas and opinions.
- ❖ When asked to review a course or program being proposed by a unit outside your College/School, complete your review and respond within **four weeks**. Inform and/or consult with your Dean's office as appropriate before making agreements with units outside your College.
- ❖ If you are commenting on a proposal and rolling it back for revision, provide comments that are clear and specific enough to be meaningful to other reviewers in the workflow. (E.g., "Revise per our discussion" will not help any further reviewers know if the appropriate revisions have been made.)
- ❖ If a proposal is rolled back for revision, read and respond to the reviewer's comments **within one to two weeks**.
- ❖ Be aware of the SACSCOC rules for substantive changes and the notification/requesting approval for such changes. (Questions about Substantive Changes should be directed to the SACSCOC Liaison)

Best Practices for College-level Review

- ❖ Have anyone with curricular oversight (e.g., undergraduate and graduate program officers, Department Chairs, Associate Deans) attend CIM training.
- ❖ Have the College Curriculum Committee meet regularly, such as one a month. Do not conduct all business by email.
- ❖ Curriculum review (at departmental, college, and university level) is one of the most important services activities faculty undertake. All members of curriculum committees should take their responsibilities seriously and should conduct their work in an environment that promotes the open exchange of ideas and opinions.
- ❖ The College/School Curriculum Committee should have adequate representation from departments/schools within the College.
- ❖ Choose the College's representative to the UCC from the College Curriculum Committee.
- ❖ If you are commenting on a proposal and rolling it back for revision, provide comments that are clear and specific enough to be meaningful to other reviewers in the workflow. (E.g., "Revise per our discussion" will not help any further reviewers know if the appropriate revisions have been made.)
- ❖ Try to anticipate UCC-level problems—seek input from other units if there is a potential perception of duplication.
- ❖ Please consult with the University Curriculum Manager in advance if you plan to submit more than **twenty** proposals at one time.

Best Practices for the University Curriculum Committee/Graduate Curriculum Committee Members

- ❖ Curriculum review (at departmental, college, and university level) is one of the most important services activities faculty undertake. All members of curriculum committees should take their responsibilities seriously and should conduct their work in an environment that promotes the open exchange of ideas and opinions.
- ❖ Review the proposals before you come to the meeting.
- ❖ If you are unable to attend a meeting, please send a substitute. If you know that you will routinely be unable to attend meetings, please request that your College/School appoint a different representative.
- ❖ Consult with your College Dean's Office and other faculty to make sure that you are aware of any proposals that may impinge upon courses or programs taught in your College.
- ❖ It is the responsibility of the College/School representative to introduce proposals from their college. It is not necessary in that introduction to restate the CIM form contents. Assume that every UCC member has read the proposal.
- ❖ It is the responsibility of the College/School representative to answer questions about their unit's proposals. Most proposals should not generate questions that the College representative cannot answer. Consult with the chair of the UCC before bringing a guest to a meeting. (The Graduate Curriculum Committee does not typically encourage guests.)

Best Practices for the OUS/Grad School--Curriculum Management

- ❖ Make available sample forms
- ❖ Provide annual CIM training & procedure workshop
- ❖ Broadly publicize ACHE approval and information item deadlines
- ❖ Crosslist meeting schedules of UCC & GCCC on appropriate web pages
- ❖ Request that representatives from the Honors College and the University College be formally added as voting members to the UCC.