

CAROLINAS COLLEGE OF HEALTH SCIENCES POLICY AND PROCEDURE

Section II – Academic/Student

SUBJECT: CURRICULUM DEVELOPMENT, REVIEW, AND APPROVAL

REVIEWERS: Provost*
Chair, College Curriculum Committee
Dean, Student Affairs & Enrollment Management

Related Policies/Procedures to Consult:

[Academic Calendar \(Sec. I\)](#)
[Academic Program Review \(Sec II\)](#)
[Application and Admission Criteria \(Sec II\)](#)
[Degree, Diploma, and Certificate Requirements \(Sec. \(II\)\)](#)
[Distance Education \(Sec II\)](#)
[Graduation Requirements \(Sec II\)](#)
[Academic Program and Curriculum Development \(Sec II\)](#)
[Substantive Change \(Sec I\)](#)

I. POLICY

Carolinas College of Health Sciences (CCHS) has the responsibility to design, administer, and deliver a rigorous and coherent curriculum to meet the mission of the College. This policy establishes a comprehensive college-wide process of curriculum development and review at CCHS. The college curriculum committee and the provost are responsible for implementation and management of the process.

The purpose of this policy is to institutionalize procedures for course and program curriculum review and action, to identify related administrative functions, and to provide guidance to faculty and staff regarding review and approval of curricular issues. Curriculum review and approval is a collaborative process of faculty and academic administration designed to ensure that all courses and programs are based upon fields of study appropriate to higher education, aligned with the college mission and strategic goals, consistent with institutional standards of quality, and in compliance with regional and program accreditation standards.

The college curriculum committee reviews all proposed new curricular offerings and curriculum changes. Course and program proposals, reviews, and evaluations must adhere to the format described in this policy. All curriculum actions must be submitted for review and approval at all appropriate levels. The college curriculum committee facilitates and monitors the institutional approval, review, and evaluation processes.

II. PROCEDURE

- A. The curriculum review and approval process follows a well-defined sequence of actions between the initiation of a change and its final approval at the college level. All such proposals for changes, not being of the same importance, may not follow the same steps for approval. There will be a well-orchestrated information flow process in place so that all stakeholders including faculty members, the concerned administrators, students, alumni, business community, etc., can participate in the curriculum development and approval process.
1. Other academic departments affected by a proposed change must be consulted before the approval process is initiated. Reactions of these units to the proposed change should accompany the proposal as it proceeds through approval channels.
 2. Originating departments should submit related changes as a package (i.e., does a credit hour change in a course affect the program? If so, a program revision must accompany the course modification). Proposals should include a completed *Decision-Making Form* along with any

supporting documents. Proposals that are not complete, clear, consistent, or accurate will be returned to the originating unit with proper remarks so that the department can suitably modify the proposal and resubmit.

3. Originating departments/schools must be notified by each approval group (respective program faculty groups, program deans or directors, college curriculum committee, etc.) when a proposed change has been placed on the agenda. In order to ensure broad-based discussion of academic changes, involvement of all involved departments must be documented. When applicable and available, student feedback and involvement should be included.
4. At each step of the review and approval process comments and recommendations may be added to a proposal.
5. The originating department will receive the following feedback if a proposed curriculum change is not approved: (a) notification that the change was not approved; (b) specific feedback as to why it was not approved; and, (c) suggestions for modifications, if applicable.
6. Departments and approval groups should monitor all changes in programs that, accumulated over time, might change the scope of programs in ways that are not congruent with the role and mission of the department or the college.
7. Deans and program directors should discuss proposed new degree programs or program changes with the provost before developing a new program proposal or proposing major program changes.

B. Course Numbering

1. The numbering system for all courses will be consistent across programs. Courses taken for continuing education or not-for-credit will be designated as less than 100-level (e.g., 001). Courses generally taken as part of the first year of study or that are prerequisites for advanced courses will be designated as 100-level courses. Courses typically taken during the second year or that require prerequisites will generally be designated as 200-level courses.
2. Prefixes used in course numbers will clearly delineate three categories of courses, as follows:
 - Courses that fall into a specific general education discipline will be denoted with a prefix appropriate to the discipline (e.g., PSY, ENG, and BIO).
 - Program-specific healthcare courses are considered applied coursework and will be denoted with a prefix appropriate to the healthcare discipline (e.g., MLS, NUR, RAD, SUR, and RTT).
 - Special studies classes are those not categorized as general education and which may be either applied in nature (*HLC prefix) or interdisciplinary in nature (IDS prefix).
3. Additionally, the master curriculum plan for each program will identify those courses which fulfill general education requirements.

C. Curriculum Approval Process

1. CCHS curriculum review follows a well-defined sequential process of review and action. This process follows these well-defined steps:
 - STEP 1: Proposals to initiate curricular revisions may originate at any level within the college. Proposals are presented to the appropriate department dean or director and considered by faculty at the program/departmental level.
 - STEP 2: If consensus is reached at the program/departmental level, a program/department faculty sponsor prepares a recommendation for curricular revision for presentation and action by the respective program/department dean or director. Proposals not approved by the dean or director of the program are sent back to the faculty sponsor for revision.
 - STEP 3: New Traditional Classroom/Clinical Course – If approved at the program/department level, the proposal transmittal form (*Decision-Making Form*) is signed and forwarded with the proposal to the college curriculum committee chair for review and action (approval/denial) by the college curriculum committee. Proposals should be submitted to the curriculum committee at least two weeks in advance of the meeting date for proposal consideration. Proposals approved at the program/department level are presented to and discussed by the college curriculum committee for action

(approval/denial). Recommendations not approved by the college curriculum committee are sent back to the program/department with suggested revisions as appropriate and the faculty sponsor and program dean or director are notified.

New Online, Hybrid, or Web-enhanced Course – If approved at the program/department level, the *Decision-Making Form* and Online Course Request Form is forwarded with the recommendation to the *teaching and learning committee* for review and action (approval/denial). Recommendations not approved by the *teaching and learning committee* are sent back to the program/department with suggested revisions as appropriate and the faculty sponsor and program dean or director are notified. If the *teaching and learning committee* approves the recommendation, the committee chair will sign the recommendation and forward it for review and action (approval/denial) by the college curriculum committee. Proposals should be submitted to the curriculum committee at least two weeks in advance of the meeting date for proposal considerations. Proposals are then presented to and discussed by the college curriculum committee. Recommendations not approved by the college curriculum committee are sent back to the program/department with suggested revisions as appropriate and the faculty sponsor and program dean or director are notified.

- STEP 4: If approved by the college curriculum committee, the recommendation and the *Decision-Making Form* are signed by the chair of the college curriculum committee and forwarded to the provost and program dean or director for implementation, to the dean of student affairs and enrollment management to inform catalog, scheduling and other publication changes, and to the dean of administrative and financial services to inform program and course budget decisions.
 - STEP 5: Recommendations are reviewed by the college curriculum committee at scheduled meetings each month.
 - STEP 6: Recommendation sponsors, academic program/department deans and directors, provost, dean of student affairs and enrollment management, and the dean of administrative and financial services are informed of committee actions.
 - STEP 7: Approved recommendations involving academic programs (e.g., initiate a new academic program, close an existing program, degree designation change, degree title/name change, etc.) may require additional review and approval (i.e., program accreditors, SACS, etc.). Substantive changes (as defined by individual accrediting bodies) will require notification to corresponding accrediting bodies. (See Substantive Change Policy [Sec I]).
 - STEP 8: Approved course/program changes are reflected in college publications and schedules.
 - STEP 9: Minutes of all meetings where curricular changes are proposed and actions are taken at the department/program, *teaching and learning committee*, and college curriculum committee levels are completed, recorded, and disseminated to appropriate college groups and committees and posted appropriately on the college data drive.
2. Approval of Special Topics Courses: Special topics courses provide the opportunities for faculty to develop courses not currently covered within program curricula. Typically, these courses will be new and under development and will be offered because of either a special need to cover the content or to determine the need or feasibility for making the course a permanent part of the college's course catalog. Course may be designed to promote a unique educational opportunity for students and/or provide more in-depth study of selected topics within healthcare. Special topics courses will follow the following approval process.

- A course syllabus is completed by the faculty member proposing the course and reviewed by the respective program director/dean and the provost in time for the course to be included on the registration bulletin for the selected semester.
- The director/dean and provost review the syllabus for appropriate content and teaching methodologies, as well as the possible impact on faculty workload, prior to approving the course.
- If the course includes any online components, the Online Course Request form is submitted to the *teaching and learning committee* for review and approval.
- The specific course topic is noted on the student transcript.
- The course may be repeated for credit with a topic or instructor change.
- The instructor of note must possess a master's degree and have completed 18 graduate credit hours in a discipline related to the course content.
- Approval for a course is made for no more than a year with the expectation that the fate of the course is determined within that time frame.
- If, within a year of the initial approval, the course is deemed necessary and feasible, then the course approval process described in Part C1 of this policy is completed.

3. The Curriculum Development, Review, and Approval policy will be reviewed bi-annually.

III. APPROVAL

Name: _____ Title: President Date: _____