

**Grand Valley State University**  
**Curriculum Development: Curriculum Committees and Faculty Responsibilities**

**Faculty Member/Proposer Responsibilities:**

1. Discuss the feasibility/desirability of the proposed curriculum changes with unit faculty and the Unit Head, and provide evidence supporting the proposal. These discussions should include exploring the availability of adequate numbers of faculty who have the qualifications and ability to guide students in the proposed program.
2. Request that the Unit Head discuss the feasibility/desirability of New Program or Program Change Proposals with the Dean.
3. Develop and present a strong compelling justification for the curriculum proposal.
4. Identify and complete appropriate forms related to the desired curricular action.
5. Present documentation of communication effort with other units and or Colleges regarding proposals that may be impacted by the curriculum proposal. Using General Education courses from another unit in a program or as prerequisites does not need the “approval” of the other unit.
6. Seek reviewers/editors in the development stage of the proposal who can offer input/feedback from various perspectives.
7. Check curriculum proposals for details: correct formatting, grammar, all questions answered completely, letters/words counted where necessary, consistency between forms, etc.
8. Follow-up on proposals to make sure they are forwarded in a timely manner to each set of reviewers.
9. If the proposal is being developed for a graduate program, consult the Graduate Council document, *Graduate Education at GVSU-- Curriculum Standards for Ensuring Quality*, to determine the appropriateness of content, evaluation methods, and student objectives/outcomes as related to best practices.
10. If a Syllabus of Record is required, ensure it follows the UCC’s *Syllabus of Record Guidelines* document.

**Unit Curriculum Committee (or Unit Head, if no unit curriculum committee exists):**

1. Review curriculum proposals in a timely manner for conceptual soundness within the context of the program’s discipline, level of study (100, 200, etc.), and unit strategic plan.
2. Check for congruence between the proposed curriculum and the unit’s strategic plan.
3. Check to ensure the proposed curriculum is current/up-to-date in the discipline.
4. Check to ensure the proposals include documentation of communication with other units or Colleges that may/will be affected by the proposal. Using General Education courses from another unit in a program or as prerequisites does not need the “approval” of the other unit.
5. Check that all forms are attached and all questions are answered completely and correctly.
6. Check curriculum proposals for details: correct formatting, grammar, all questions answered completely, letters/words counted where necessary, consistency between forms, etc.
7. Unit Curriculum Committee Representatives should be available to serve as a resource, and communicate with the unit faculty, the Unit Head, and the College Curriculum Committee Representatives regarding proposals being developed within the unit.
8. If proposal is for a graduate program, evaluate it in relation to rigor and appropriateness of content for graduate education. Consult *Graduate Education at GVSU-- Curriculum Standards for Ensuring Quality*, for guidance.
9. If a Syllabus of Record is required, ensure it follows the UCC’s *Syllabus of Record Guidelines* document.

**College Curriculum Committee:**

1. Review curriculum proposals in a timely manner for conceptual soundness within the context of the College's strategic plan.
2. Review proposals for strong and compelling justification for program/course changes.
3. Check for evidence of cross-unit/College communication, everywhere it is needed. Using General Education courses from another unit in a program or as prerequisites does not need the "approval" of the other unit.
4. Check that all forms are attached and all questions are answered completely.
5. College Curriculum Committee Representatives should be available to serve as a resource, and communicate with unit, UCC, Grad Council, and/or GenEd Representatives regarding proposals before the CCC from their areas, as well as proposals that may have an impact on their areas and be prepared to discuss their unit's concerns and interests at CCC meetings.

**General Education Committee**

1. Review curriculum proposals in a timely manner for conceptual soundness within the context of the university's general education program.
2. Check proposals for evidence of cross-college/department/program communication, everywhere it is needed.
3. To act upon proposals for the Basic Skills Requirements and the General Education Program.
4. In conjunction with the Director of the General Education Program, consider requests for exceptions.
5. To review and evaluate courses in the General Education Program.
6. To meet with faculty and any/all concerned to discuss issues pertaining to the General Education Program.
7. To communicate to all concerned the philosophy of the General Education Program.
8. To review and/or develop policies for the General Education Program.
9. To carry out assessment of courses in the General Education Program.

**Graduate Council Curriculum Committee & Graduate Council:**

1. Review curriculum proposals in a timely manner for conceptual soundness within the context of current best practices in graduate education, and the university's strategic plan for graduate education.
2. If the proposal is for a new program, review for evidence that adequate numbers of faculty who have the qualifications and ability to guide students in the proposed program are available to teach in the program.
3. Review for evidence that proposed program shows rigor appropriate to graduate education and includes student outcomes reflecting development of skills of integration and synthesis of disciplinary and/or professional knowledge.
4. Check proposals for evidence of cross-college communication, everywhere it is needed. Using General Education courses from another unit in a program or as prerequisites does not need the "approval" of the other unit.
5. GC and GC-CC representatives should communicate with their respective College Curriculum Committee representatives regarding proposals before the Council from their areas, as well as proposals that may have an effect on their areas. They should be prepared to discuss their College's concerns and address their interests at GC-CC and GC meetings.
6. Review proposals for any NCA accreditation implications and refer them to the appropriate individuals/committee for review.

**University Curriculum Committee:**

1. Review curriculum proposals in a timely manner for conceptual soundness within the context of the university's strategic plan.
2. Check proposals for evidence of cross- college communication, everywhere it is needed. Using General Education courses from another unit in a program or as prerequisites does not need the "approval" of the other unit.
3. UCC representatives should be available to serve as a resource, and communicate with their respective College Curriculum Committee representatives regarding proposals before UCC from their areas, as well as proposals that may have an effect on their areas and be prepared to discuss their College's concerns and address their interests at UCC meetings.
4. Review proposals for any NCA accreditation implications and refer them to the appropriate individuals/committee for review.
5. Ascertain whether or not lower-level committees have met their review responsibilities. If not, then communicate those responsibilities to the appropriate committee chair.