The Nuts and Bolts of the Curriculum Review Process
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Overview of the Curriculum Review Process

Felix Ngassa, AVP Office of the Provost

Sean Lancaster, AVP Office of the Provost

Bonnie Bowen, AVP Office of the Provost

Christine Rener, Vice Provost for Instructional Development and Innovation

Erica Hamilton, Vice Provost for Distributed Learning and Dean of the Graduate School

Pam Wells, AVP & Registrar

Bob Hollister, Chair of FSBC

Mark Staves, Chair of GC Curriculum Committee

David Vessey, Chair of GEC

Griff Griffin, Director of General Education

Krista Benson, Chair of OEMC

Martin Burg, Chair of UCC

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Overview of Curriculum Review/Curriculum Review Process

- Definition: A systematic process for evaluating and improving educational programs.

- Importance: Ensures alignment with institutional goals, accreditation standards, and student needs.

- Objectives of Today's Session:

❑ Understand the curriculum review process

❑ Explore the steps of the curriculum review process

❑ Discuss the outcomes and benefits of effective curriculum review

Role of Key Stakeholders

- Faculty Members: Role in curriculum development and review.
- Academic Departments: Coordination and implementation of curriculum changes.
- Curriculum Committee: Oversight and approval of curriculum proposals.
- Students: Feedback and impact on learning experiences.
- Administration: Support for resources and policy implementation.

Curriculum Review and Approval Process
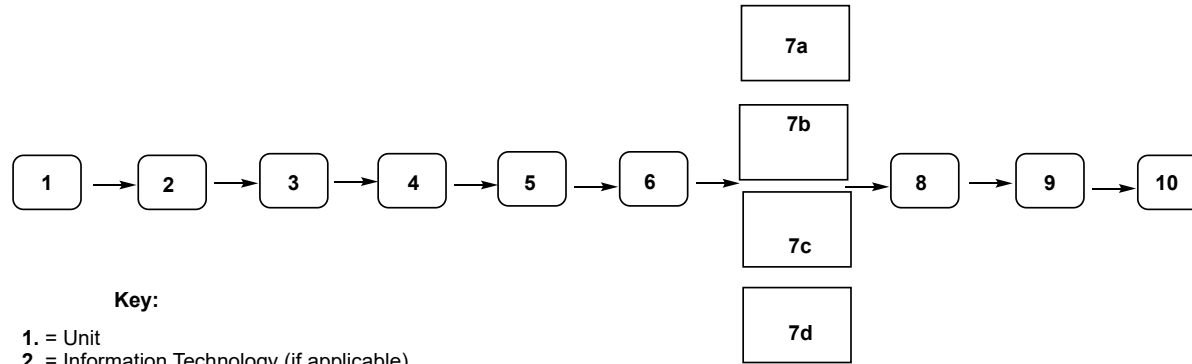
Key:

1. = Unit
2. = Information Technology (if applicable)
3. = University Libraries (if applicable)
4. = OEMC (online, hybrid, & badge proposals)
5. = College Curriculum Committee
6. = Dean
7a. = FSBC (new minors & majors)
7b. = GEC (general education proposals)
7c. = GC (graduate-level proposals)
7d. = AVP Graduate School (graduate-level proposals)
8. = UCC
9. = Office of the Provost (includes final processing)
10. = Registrar's Office

University Curriculum Committee (UCC)
Martin Burg, Chairperson & Aaron Baxter, Vice Chair

Reminders regarding SAIL:

- **PCR** (Program Change Request) **= CCR**!

  "Curriculum Change Request"
- "How the Course Fits into the Curriculum" (Gen Ed, CBL)
- "*Syllabus of Record*" (SOR) check box

*Check **ALL** boxes that reflect what's proposed

For example, if you are making *__any__* changes to the SOR, please check that box.

__Grouping proposals__ at the onset of a CCR or group of related course changes really helps the review process!

Type of Change

- Prefix and/or Number
- Title
- Description
- How the Course Fits into the Curriculum (including General Education, Community Based Learning)
- Add prerequisite
- Drop prerequisite
- Exchange prerequisite
- Credit
- Course delivery method (online/hybrid/traditional)
- Activity
- Grade Type
- Cross-Listed/Dual-listed
- Drop

If you are dropping a course that is required for a given program, then you must also submit a Curriculu...

- Syllabus of Record
- Other (describe):

Add proposal to group

- No Group -

A group is a collection of proposals that are dependent upon each other and should be reviewed together.

Common Issues Encountered during Curricular Review!

- **Alignment:** Do the the course description, objectives, topics, and methods of evaluation **align**?
- **Rationale:** provided for all changes and are **all of the appropriate prompts in SAIL addressed carefully and thoughtfully**?
- **Overlap in content:** with other courses or units, provide evidence of communication as appropriate
- **SOR Content**: are there *single* verb behavioral objectives, topics spanning 14 weeks (# weeks or %)
- **Clarity of catalog copy**: "Is it clear enough for students to understand"?

Why Do Curricular Changes Take Time?

- Multiple steps in the review process, all hinge on people and committees
- Curriculum committees do not meet over the summer; timing of submissions is critical!
- "Cleaner" proposals move faster!
- Often "hold-up's" seem to be related to the time taken to respond to amendment requests → faster responses **=** faster progression!
- Packages not moving through the system at the same speed (need ALL parts of a CCR to perform a review).

UCC, continued

H I G H ↕ L O W	Cognitive	Affective	Psychomotor
	• Creating • Evaluating • Analysing • Applying • Understanding • Remembering	• Characterizing • Organizing • Valuing • Responding • Receiving	• Origination • Adaptation • Complex overt response • Mechanism • Guided response • Set • Perception

HELPFUL LINKS

UCC page (has definitions, verb list from SAIL, etc)

UCC Guidelines

Syllabus of Record (SOR) repository (Located on Blackboard)

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Online Education and Microcredential Council (OEMC)
Krista Benson, Chairperson

- Ensure all proposal content is clear to faculty outside your discipline

Badge & Certificate Proposals (Certificate: Pending 9/12/25 ECS vote)

- Focus on specific outcomes/competencies learned and demonstrated
- Clearly explain how the badge will have value outside of the learning environment and signal to external audiences the learner's skill and knowledge
- Group courses that comprise a badge
- Prerequistes for any class in a microcredential become prerequisites for that certificate or badge.
- Reccomended credit ranges:
  Credit-Bearging Badges: .5-11.5 credits and may continue non-credit criteria. Awarded as digital credentials and transcripted.
  Certificates: 12-18 credits for undergraduate certificates

Badge Proposal Exemplar

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General Education Committee (GEC)
David Vessey, Chairperson &
Griff Griffin, General Education Director

GE courses can be proposed in one of three categories:

- Foundations
- Cultures
- Issues

Each category/subcategory has its own set of Knowledge and Skill SLOs that a proposal must discuss.

GEC is looking at how well:

1. the course "fits" in the proposed category

2. the proposer explains how they will:

   a. **teach** the GE Skill and Knowledge SLOs, and

   b. **assess** the GE Skill and Knowledge SLOs

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GEC continued

Additional Information for Curriculum Proposers

1. Assume your audience is not as familiar with your field as you are. Help us understand what and how students will be learn the knowledge/skill outcomes by using specific examples.

2. There is no minimum requirement for the number of sections of a GE course.

3. There is no minimum expectation for how frequently a GE course is offered.

4. GEC is neutral about the mode: traditional, hybrid, online.

5. In general, proposed courses:

    a. should not be restricted to a single major/minor.

    b. should have few (if any) prerequisites (Issues courses have a Jr. standing prerequisite and a cap of 40 students)

6. Courses can be in two categories (Foundation+Cultures, or Issues + Cultures)

More resources can be found on GE's **"Proposing a Course"** page.

Graduate Council Curriculum and Program Review (GCCPR)
Mark Staves, Chairperson

The GCCPR Reviews all new graduate courses, programs and curriculum changes.

Focuses on:

- Rigor appropriate to graduate education
- Presence of qualified faculty to guide students in the proposed program

- Cross-college *communication* when necessary
- Cross-college *collaboration* when it would benefit students, the program or university

GCCPR continued

We encourage proposers of graduate program changes or new graduate programs to:

- Consider how their program may benefit by collaboration to gain teaching capacity and expertise as well as interdisciplinary exposure for their students
- Consider how their program compares to peers and competitors in rigor, accessibility, time to graduation and student support
- Communicate with the GCCPR representative from your college
- Come to the GCCPR meeting when your proposal is being discussed

Questions & Answers

Bob Hollister

Christine Rener

Martin Burg

Erica Hamilton

Bonnie Bowen

Pam Wells

Felix Ngassa

Mark Staves

Griff Griffin

David Vessey

Krista Benson