

## **Responsibility for curriculum**

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Armstrong State University places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty, with all proposed alterations, deletions, and/or additions to any credit-bearing courses or programs being thoroughly reviewed, discussed, and approved by faculty at several levels and with faculty being responsible for the development and administration of their individual courses, the ongoing reflection on and improvement of their individual teaching performance, and the continual evaluation and improvement of their courses and programs.

Article I of the [Armstrong State University Faculty Senate Bylaws](#) clearly includes curricular matters as one of the primary responsibilities of the Faculty Senate, specifying that the Senate shall, among other responsibilities, "make such regulations as may be necessary or proper for the maintenance of high educational standards" at the university.

### **Curricular Changes**

The prescribed pathway for undergraduate curricular matters begins within academic departments and/or programs, moving to the appropriate one of four "College Curriculum Committee[s], then to the University Curriculum Committee, and finally to the Faculty Senate."

### **Curricular Changes - Undergraduate**

The University Curriculum Committee (UCC), a subcommittee of the Faculty Senate, maintains responsibility for overseeing proposed changes in programs and program content throughout the university's undergraduate curricula. The UCC reviews "all actions of the four college curriculum committees, and shall be the organ of the university to which any college or autonomous department/program may make recommendations concerning undergraduate curricular matters." After a thorough review of "recommendations concerning undergraduate curricular matters," the UCC then makes recommendations to the full Senate regarding any and all policies which affect the university's undergraduate academic programs.

### **Curricular Changes - Graduate**

For changes that affect only graduate programs, the pathway for orchestrating change also begins with the faculty in the appropriate academic department or program before progressing to the "Graduate Curriculum Committee and then to the Graduate Affairs Committee."

### **Curricular Changes - Both Undergraduate & Graduate**

When proposed changes would affect both undergraduate and graduate curricula, the progression from the academic department or program would include a combination approach: still originating with the faculty in

the academic department/program, the proposed change would go next to the College Curriculum Committee and then the University Curriculum Committee but then would progress to the Graduate Curriculum Committee and finally to the Graduate Affairs Committee before being reported to the full Faculty Senate.

### **Faculty Teaching and Course Evaluation(s)**

In addition to these formalized ways of handling curricular changes, faculty throughout the university also bear the responsibility for excellent teaching in each of their individual courses each semester. In addition to the Annual Professional Activities Report, on which faculty are invited to provide a "Summary of Teaching Effectiveness," every student in every class a faculty member teaches is invited to complete an electronic "Faculty and Course Evaluation" form at the end of each semester, so that faculty can see their most recent students' perceptions of the faculty member's performance. Armstrong's mission emphasizes the importance of student learning, and this "teaching-centered and student-focused" university clearly identifies that "teaching excellence will be the most important factor in all [faculty] evaluations."

### **Curriculum Quality and Effectiveness**

Finally, Armstrong faculty also understand that teaching excellence within credit-bearing programs requires all faculty within a discipline to undertake a regular, organized process of review that includes some measurement of student learning. Armstrong's **Comprehensive Program Review process** provides a systematic three-year schedule for just such a review so that faculty from every discipline can regularly examine the successes and potential weaknesses of their programs and can then determine what modifications they want to implement to improve their programs.