SOUTHWEST TENNESSEE COMMUNITY COLLEGE

SUBJECT: Curriculum Review and Development

EFFECTIVE DATE: July 1, 2000; Revised February 9, 2023; Revised October 22, 2026

Purpose

The purpose of this policy is to set forth obligations and responsibilities associated with curriculum review and development at Southwest Tennessee Community College ("Southwest" or "the College).

Policy

Southwest may create new courses, terminate existing courses, determine course content, or design, and carry out curriculum revisions that are less extensive than those required by the Tennessee Board of Regents (TBR) and programmatic governing bodies.

I. Curriculum Review

All full-time faculty are responsible for the continuous review of curriculum to ensure that it is current; it meets or exceeds the standards of good practice; it is consistent with the mission of the College; and it complies with the approved objectives of the Department wherein it best fits.

The Executive Vice President of Academic Strategy and Student Outcomes (EVP of ASSO) or designee is responsible for periodically conducting review and evaluations of the curriculum. In the exercise of that responsibility, the EVP of ASSO or designee will solicit advice from the deans, chairs, and faculty. Though advice is solicited, the final authority for formally evaluating the effectiveness of the curriculum resides with the EVP of ASSO.

II. Curriculum Development

Curriculum additions, deletions, and revisions originate at the departmental level. Faculty members, chairs, administrators, and other interested parties may initiate such recommendations. Those seeking these recommendations should seek feedback from program faculty, the Office of Institutional Effectiveness, the Center for Teaching and Learning Excellence, the division Curriculum Committee, and the division dean prior to being submitted through the College's curriculum approval process.

The College Curriculum Committee will submit its recommendations to EVP of ASSO for final approval prior to being added to the College's Academic Catalog.

Requests that pertain to a single course may be made for provisional approval. If provisionally approved by the EVP of ASSO, the course may be offered for a maximum of two (2) academic terms before it must be reviewed for final approval. Provisional approval

shall be used only when it is in the best interest of the curriculum development process and meets a special need.

III. College Curriculum Committee

Voting members of the College Curriculum Committee shall be members of the faculty with proportional representation from the various divisions. In addition, representatives from the Advising Office, Records Office, Digital Learning, Center for Teaching and Learning Excellence, Transfer and Articulation, and the Library shall be named to the Committee as non-voting members.

IV. Other Considerations

The creation, substantive revision, or termination of any academic offering, including programs, certificates, concentrations, and majors requires initial approval by the President. Following presidential approval, these changes must be submitted to TBR, the Tennessee Higher Education Commission (THEC), and The Commission (formerly Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)), as applicable.

A. Substantive Change Monitoring

In alignment with The Commission's (formerly SACSCOC) Standard 14.2 (Substantive Change) and TBR requirements, the College monitors curriculum, and programmatic revisions to assess whether changes constitute significant departure from existing offerings.

A significant departure generally refers to a change that alters the fundamental nature of a program, including its mission, structure, delivery, or intended learning outcomes. Determinations of significance will consider both the scope and impact of the change rather than relying solely on fixed thresholds.

In evaluating potential substantive changes, the College will also take into account requirements and expectations of relevant programmatic accreditors, licensing bodies, and external regulatory agencies, whose standards may necessitate program modifications that do not inherently constitute a significant departure under The Commission's (formerly SACSCOC) guidelines.

B. Criteria for Identifying Significant Programmatic Departure

Programmatic changes will be reviewed holistically to determine whether they rise to the level of a substantive change requiring notification or approval. Indicators that a change may represent a significant departure including, but are not limited to:

- **Curricular Scope and Content**- the introduction or revision of course content, competencies, or learning outcomes that substantially alter the structure or intent of the program.

- **Instructional Modality**- a notable shift in the primary mode of delivery (e.g., face-to-face, hybrid, distance education) that changes how students engage with the program.

- **Program Resources and Infrastructure**- changes in faculty qualifications, staffing models, facilities, technology, or equipment that reflect a meaningful shift in how the program is supported or delivered.

- **Location of Program Delivery**- offering a substantial portion of a program at a new or previously unapproved location.

Information regarding the College Curriculum Committee can be found on the College's website.

Source of Policy: n/a

Responsible Administrator: EVP of ASSO

TBR Policy Reference: 2.01.01.00

Related Policy:

TBR Guideline Reference:

Approved: Tracy D. Hall
President

Date: October 22, 2026