**CCC Subcommittee proposal review process**

The CCC reviews a very high volume of course and cluster proposals each semester. To facilitate this work, the following review process and practices were adopted by the CCC. They may be changed upon further CCC review and approval.

Review and approval of courses for inclusion in the USM Core Curriculum shall respect and give appropriate deference to the expertise and academic freedom of individual faculty to teach what they know and to determine the content, pedagogy, required student activities, and teaching practices of each course.

The purpose of proposal review is to determine the extent to which the course in question provides learning opportunities which will allow students who successfully complete the course to achieve the learning outcomes for the Core requirement in question.

Course proposals will usually be reviewed by the Core Curriculum Committee during the next regular meeting following receipt of the proposal. Priority is given to proposals in areas where enrollment demands and building capacity are key issues. Course proposers will be informed of any action on their proposals within one week after the first review. Course proposals will receive one of three actions: approval; request for revision and resubmission; rejection. Revisions and resubmissions will be read and acted on as soon as they are received by the committee.

Subcommittees, consisting of both voting and non-voting CCC members, will review course proposals as assigned by the Chair and Assistant Provost, and make recommendations to the full CCC regarding revision, approval, or rejection of the course proposal. The full CCC voting membership votes on subcommittees’ recommendations. Proposal action may be based on a single reading. Second readings are only required if revisions or requests for additional information are involved.

Subcommittee members should confer (either in person or electronically) at least once prior to the meeting at which their recommendation to the full committee is scheduled.

Subcommittee recommendations should be made based on careful reading of proposals and accompanying documentation, and completion of the course proposal review check-list. Subcommittee members should request additional information as necessary to make a thorough review of a proposal to determine whether the course will allow students to achieve the learning outcomes.

If a subcommittee member is not available to review a proposal in a timely manner prior to the assigned reporting/recommendation date, the subcommittee member should inform the CCC chair and other subcommittee members immediately. Subcommittees may proceed with review with or without a substitute member.

Where a consensus recommendation is not possible, subcommittees should report this to the full CCC, and may request review of the proposal by the entire committee. If the subcommittee does not request review by the full committee, the CCC chair or other CCC members may request review by the full
committee. The outcome of proposal review in such cases is determined by a vote to approve, request revisions, or reject by the voting members of the CCC.

Because faculty development is within the purview of CCC, committees should encourage further development of incomplete proposals. Whenever possible, requests for revisions and/or additional information are preferable to outright rejections, unless it is the judgment of CCC members that a course is so inappropriate to a requirement area that no amount of course revision would allow students completing the course to achieve the learning outcomes.

Knowing that course design, redesign, and revision are processes, the CCC recognizes that syllabi and other materials which accompany a course proposal may not reflect the changes the faculty member intends to make in a revised course to address the learning outcomes. Such documents will be read and reviewed with that understanding.

Requests for revisions should specify explicitly the additional information being requested and/or the additional changes to the course which are necessary for students completing the course to achieve the learning outcomes. Examples of past proposal reviews and revisions are available on request.

Revised proposals are normally assigned to the subcommittee which read the original proposal.

In cases of courses intended to count toward the major, minor, or other program, review by college, school, or other curriculum review bodies may be necessary, and are the responsibility of the faculty members proposing the course and/or their departments, as appropriate.