

S4.14 Faculty Role in Curriculum Development Policy (July 2026)

1. Purpose

This policy defines the respective roles of faculty, deans, the president, and the board in the development, review, and approval of academic curriculum at Foundation Baptist College (FBC).

It ensures that curriculum is developed in a manner that is faithful to Scripture and the College's Confession of Faith, aligned with FBC's mission and institutional learning outcomes, and compliant with recognized standards for higher education and accreditation (e.g., ABHE Standards 2–4).

2. Guiding Principles

1. **Confessional Fidelity** – All curriculum must be consistent with FBC's doctrinal statement and theological commitments.
 2. **Mission Alignment** – Courses and programs shall serve the College's mission to train future pastors and strengthen members of local churches for God's glory.
 3. **Collaborative Unity** – Faculty and administrators shall maintain collegial and charitable engagement. Disagreements must be handled according to the College's interpersonal conflict resolution policy.
 4. **Integration and Coherence** – The curriculum shall form an integrated whole, progressing appropriately in academic level and theological depth.
 5. **Accountability and Transparency** – All curriculum decisions shall be documented and reviewable within established governance channels.
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3. Scope

This policy applies to all credit-bearing programs, courses, delivery methods, and academic policies that appear in the official *Foundation Baptist College Academic Catalog* or affect degree completion requirements.

4. Definitions

- **Curriculum** – The planned and approved sequence of courses, learning outcomes, and educational experiences leading to a credential or degree.
 - **Substantive Change** – Any alteration in program purpose, learning outcomes, credit hours, delivery method, or location that may require internal and accreditor review.
 - **Catalog Authority** – The delegated responsibility to approve and authorize all academic content published in the official academic catalog.
 - **Faculty** – All full-time teaching personnel (teaching at least three courses in one school year) appointed by the College to teach or develop courses. Adjunct faculty have a consultative role—all changes will be communicated to them, their input will be requested, and that input will be considered by the Academic Council.
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5. Roles and Responsibilities

5.1 Faculty

- Hold **primary responsibility** for the content, learning outcomes, and pedagogy of courses and programs.
- Initiate proposals for new courses, revisions, or deletions.
- Participate in program-level curriculum review and assessment.

- Ensure integration of biblical worldview and FBC's doctrinal commitments in all instruction.
- Work collaboratively with the Dean and peers to ensure coherence and avoid duplication across programs.

5.2 Deans

- Provide **academic oversight and integrative coordination** within assigned divisions or departments.
- Ensure alignment with institutional learning outcomes, academic level expectations (Bloom's progression by year), and accreditation standards.
- Review all faculty curriculum proposals for consistency, rigour, and resource implications.
- Exercise **catalog authority** for approved courses and programs within their division.
- Maintain records of curriculum changes and ensure faculty receive updated documentation.

5.3 President

- Ensures that all academic programs align with the College's mission, resources, and strategic plan.
- Resolves disputes that cannot be settled at the Dean or faculty level.
- Presents new degree programs or major revisions to the Board of Directors for approval.

5.4 Board of Directors

- Holds **final authority** for approving new degree programs, delivery sites, or major institutional changes.
- Reviews policies to ensure theological and fiduciary integrity.
- Does **not** participate in internal academic content decisions.

6. Process for Curriculum Development and Revision

6.1 Proposal Initiation

- Curriculum proposals may originate from:
- Faculty members or departmental committees; or
- The Dean or President, when institutional assessment identifies a need.
- Proposals must include:
- Rationale linked to program learning outcomes (PLOs) and institutional learning outcomes (ILOs);
- Revised course descriptions and credit hours;
- Assessment implications and library/resource review;
- Implementation timeline.

6.2 Review Sequence

1. **Departmental Discussion** – Faculty within the relevant area review and refine the proposal to achieve consensus where possible.
2. **Dean Review** – The Dean ensures coherence, accreditation compliance, and financial feasibility.
3. **Academic Council Review** – Comprising the President, Deans, and two elected faculty representatives from the full-time faculty, the Council votes by simple majority.
 - The president decides in the event of a tie.
 - In the event that two elected faculty representatives are not available, the president and deans comprise the academic council.
 - Faculty representatives are elected by a majority vote of the faculty and deans at the beginning of each school year, serving a one-year term.
4. **President's Authorization** – The President approves curriculum for publication and

implementation.

5. **Board Review (if applicable)** – Only required for new programs, degrees, or substantive changes affecting institutional scope.

6.3 Catalog Publication

- The Dean exercises **catalog authority**, ensuring all approved changes are transmitted to the Registrar for inclusion in the next edition of the Academic Catalog.
- No course or program may appear in the catalog without dean-level approval.

6.4 Documentation

- The Registrar maintains an official **Curriculum Change Log** recording date, proposal title, originator, approvals, and effective term. Minutes from the Academic Council serve as the **official record of approval** for accrediting and audit purposes.

7. Conflict Resolution

- Faculty and administrators must address disagreements in a spirit of Christian unity.
- If consensus cannot be reached or disagreements are not in keeping with Christian unity according to the evaluation of the Dean:
 1. The matter is referred to the Dean for mediation.
 2. If unresolved, the President issues a final determination.
- The Board will only be involved if the dispute escalates to policy or fiduciary levels, not academic content.

8. Review and Assessment

- Curriculum decisions must draw upon **assessment evidence**, including student learning outcomes, course evaluations, and program reviews.
- Each program undergoes **comprehensive review every five years**, evaluating coherence, alignment, and effectiveness.
- This policy itself shall be reviewed **every five years** or as required by accreditation standards.

9. Implementation

- This policy takes effect upon approval by the President and Board of Directors.
- All faculty will receive a copy and participate in orientation to ensure understanding of process and authority lines.
- The Academic Council will oversee annual reporting on curriculum actions to the President and Board.

Summary of Authority Flow

Level	Primary Role	Type of Authority
Faculty	Propose and shape content	Content Authority
Dean	Integrate, approve, publish	Catalog Authority
President	Align mission and resources	Executive Authority
Board	Approve new programs / major changes	Fiduciary Authority

Appendix A — Curriculum Development Workflow Diagram

