COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

Academic Affairs + Transfer Programs

Curriculum Development Manual

ACADEMIC AFFAIRS + TRANSFER PROGRAMS

Curriculum Development Manual

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Introduction

T he Curriculum Development Manual is designed to clarify the curriculum review and development process employed at Collin County Community College District (CCCCD).

CCCCD is a comprehensive two year community college, which emphasizes programs and/or course offerings in transfer, technical, tech prep, cooperative work experience, developmental education, and continuing education.

The District offers two degree options in the general academic college transfer area:

- the Associate of Arts
- the Associate of Science

Both degrees include a *general education core* consisting of **45** credit hours, 3 credits of either Mathematics/Natural Science or a sophomore level literature course and a minimum of **12** credit hours of *recommended electives.*

The District also offers a technical degree, which may transfer into selected programs at several universities,

- the Associate of Applied Science

This degree is designed to prepare students for specific workforce occupations. However, many AAS degree programs transfer, with no loss of credit hours, into a Bachelor of Applied Arts and Sciences degree at specific universities. AAS degrees include a *general education core* of **22** credit hours. The total number of hours required for graduation varies by program, with a maximum of **72** credit hours.

The District also offers a variety of certificate programs designed to help students secure employment or gain a promotion by improving their professional workplace skills.

Mission

Collin County Community College District is a student and community centered institution committed to developing skills, strengthening character, and challenging the intellect.

Philosophy and Purpose

Through its campuses, centers and programs Collin County Community College District fulfills its statutory charge to provide:

- Academic courses in the arts and sciences to transfer to senior institutions.
- Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development.
- Continuing adult education programs for academic, professional, occupational and cultural enhancement.
- Developmental education and literacy programs designed to improve the basic skills of students.
- A program of student development services and learning resources designed to assist individuals in achieving their educational and career goals.
- Workforce, economic, and community development initiatives designed to meet local and statewide needs.
- Other purposes as may be directed by the CCCCD Board of Trustees and/or the laws of the State of Texas.

Core Values

We have a passion for:

- Learning
- Service and Involvement
- Creativity and Innovation
- Academic Excellence
- Dignity and Respect
- Integrity

Principles of Curriculum Development

C urriculum is dynamic. It is the core of all activity at Collin County Community College District (CCCCD). CCCCD is a student and community centered institution committed to developing skills, strengthening character, and challenging the intellect.   We believe our instructional mission is to foster an academically challenging, culturally rich, and technologically advanced learning environment to help students reach their academic, professional, and personal aspirations. Our curriculum is reflective of this mission.

Curriculum development at CCCCD is guided by the following principles:

Experiential Learning
Students learn more, retain more, and enjoy learning more when they are actively engaged in the learning process. CCCCD offers curriculum designed with an emphasis on experiential learning, or learning by doing. Discipline appropriate offerings such as learning communities, service learning, laboratories, cooperative work experiences and internships, combine theory with "real-world" applications.

Core Curriculum
The core curriculum cultivates within students, a common core of knowledge in the liberal arts tradition, high-level cognitive skills, and an educational foundation that facilitates and encourages life-long learning.

Writing-Across-the-Curriculum
Writing-Across-the-Curriculum is an interdisciplinary approach to strengthening written communication skills by promoting the use of writing assignments to analyze, synthesize and evaluate course content in non-English writing courses.

Competency-Based Workforce Education
CCCCD is committed to competency-based education in all technical programs and courses. In their program and courses, all students are taught and tested for competencies relevant to their success in the workforce. In addition, each program has in place capstone experiences.

Non-Proliferation / Duplication of Courses, Programs and Degrees
CCCCD believes that there should not be unwarranted proliferation / duplication of program, course offerings and degrees. This permits the district to focus resources to the benefit of the maximum number of students and create steady enrollment in our programs. Learning communities and other joint/cross departmental efforts permit students to gain knowledge and apply it to their specific degree program, without the need to create program specific versions of courses or to create sub-programs for a small sector of our student population.

Currency and Relevance
In order to maintain currency and relevance in the curriculum, the District provides students with state-of-the-art equipment in its instructional delivery systems. The District is also very committed to distance education and increasing student accessibility to an education through a variety of instructional methods. Advisory committees also play a key role in keeping workforce curriculum dynamic and innovative.

The CCCCD faculty, administration, board of trustees and the Texas Higher Education Coordinating Board each share in the responsibility of curricular development for the district. Responsibility for fostering the identification of possible new academic and technical programs and courses lies primarily with the Vice Presidents, Campus Provosts and Deans.

CCCCD is always sensitive to regional and statewide labor market information, new and emerging technologies, as well as courses/programs offered by neighboring educational institutions and local business. College personnel work closely with universities, area businesses and employment leaders to ensure that the curriculum is current and relevant to the knowledge and skills needed by employees to be successful in the workforce.

Although needs assessment is conducted prior to all new program development, for credit- earning technical programs, a program advisory committee is also utilized for the development and evaluation of program curriculum, long-range planning, and development of on-the-job training and employment opportunities for students.

Proposed changes to the credit-earning curriculum at CCCCD are reviewed by the Curriculum Advisory Board (CAB). The CAB is comprised of faculty representatives from each division, who are appointed to serve 3-year rotating terms. The CAB is

charged with reviewing all changes in curricula or catalog listings, including the addition of new courses and programs in any division, and making recommendations to the Vice President of Academic Affairs (VPAA). Its deliberations frequently result in a further strengthening of the proposed curricular changes it is reviewing.

Continuing Education curricular development follows a slightly different path. Since Continuing Education is driven by market demand by the community and by business and industry, CE uses a myriad of resources to identify curriculum needs. Included in those sources are:
http://stats.bls.gov/oco/home.htm – US Dept of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook
http://www.certcities.com – Cert Cities
http://nctcog.org – North Central Texas Council of Governments
http://www.aapc.com/ - American Assoc of Professional Coders
http://www.aamt.org/agate/aamt_oms/content/index.asp – American Association of Medical Transcriptionists
http://www.itaa.org/index.cfm – Information Technology Assoc of America
http://www.salary.com/salary/layoutscripts/sall_display.asp – Salary.com
http://www.monster.com/ - Monster.com

Curriculum is designed from basic research based on the skill sets needed for desired occupational outcomes. Teams of staff and faculty who are subject matter experts develop original curriculum that is standardized and deployed in CE classes. This process is reviewed by the Executive Director of Continuing Education and Workforce Development and by the Executive Vice President three times a year to ensure compliance with THECB standards for Continuing Education curriculum.

General Education Core Curricula

The original General Education Core Curricula was developed during the 1985-86 academic year and was required for the completion of the Associate of Science (AS) and Associate of Arts (AA degrees. The Core for the Associate of Applied Science degree is designed with considerable flexibility to accommodate specific programs. During the 1990-91 academic year, the College revisited the Core through a process characterized by broad participation and vigorous debate. The revisions took effect Fall 1991. As a result of Senate Bill 148, The Texas Education Code requires all public colleges and universities to have a core curriculum of not less than 42 credit hours. Although CCCCD had a core curriculum of 45 credit hours, a core curriculum committee was established to review the core requirements in Fall of 1998 and organize core

curriculum categories to reflect those established by the State's Core Curriculum Committee. In Fall 2001, this committee was reconstituted as Geoforum.

The most recent review of CCCCD's general education core curriculum was conducted from fall 2001 through spring 2003. It was a comprehensive review conducted by the General Education Outcomes (GEO) Forum, a task force consisting of faculty members from all instructional divisions that offer courses in the core curriculum. The group developed the below purpose statement, reviewed and supplemented core competencies and learning objectives mandated by the Texas Higher Education Coordinating Board, reviewed courses in various disciplines for their consistency with those core competencies and learning objectives, and, based on that review, made recommendations to add and delete courses from the general education core curriculum.

The process of reviewing courses for compliance with core competencies and learning objectives was undertaken in close consultation with faculty and deans in the various disciplines. If the GEO Forum's recommendations are adopted, a few courses will be dropped from the CCCCD's general education core curriculum because they are inconsistent with the purpose, core competencies, and learning objectives that ground the core. Courses will be added to the core, particularly in the areas of computer literacy and natural sciences, significantly increasing students' flexibility in completing core requirements.

The GEO Forum's recommendations will be presented to the Curriculum Advisory Board, the Academic Deans group, and, ultimately, the Leadership Team before final decisions are made regarding CCCCD's core curriculum. The revised general education core curriculum will be implemented in fall 2004.

With recommendations in place for a new general education core curriculum, the GEO Forum has begun to develop recommendations for adopting sound methods for evaluating the learning outcomes of students enrolled in CCCCD's general education core. Fall 2004 is the anticipated implementation date.

Philosophy of the General Education Core

General Education Purpose Statement: It is the role of general education at Collin County Community College District to cultivate within students
- a common core of knowledge in the liberal arts tradition,
- high-level cognitive skills, and
- an educational foundation that facilitates and encourages life-long learning.

Within the context of the purpose of general education at CCCCD, six principles under gird the development of CCCCD's general education core curriculum.

1. The general education core must be subject to periodic evaluation to ensure that it remains relevant and that it fulfills its mission and addresses the intellectual competencies and learning objectives it was designed to meet.
2. The general education core should provide students with as much flexibility as possible in meeting their general education requirements while maintaining rigor and quality within the core.
3. Not every core course within a given area of study needs to, or can, address every core competency and learning objective. However, when a student completes CCCCD's general education core, they should have received instruction that addresses every core competency and learning objective specified.
4. Revision of the general education core must give primacy to the voice of the faculty in determining which courses are most appropriate in the core.
5. The deans, who are responsible for overseeing and monitoring quality in the core curriculum, must have a voice in revising the core curriculum.
6. CCCCD must be able to demonstrate that students are obtaining the competencies and achieving the objectives of its general education core

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Curriculum Development Process

T he process for curriculum development at CCCCD involves course or program development, revision and deletion. This process is initiated by the faculty member/division and continues through the AVPAA office to ensure compliance with SACS and the THECB guidelines. The proposal is then presented to the CAB, which will then make recommendations to the VPAA. The guidelines prescribed by the THECB are outlined in the following resources:

- Academic Course Guide Manual (ACGM)

- Guidelines for Instructional Programs in Workforce Education (GIPWE)

- Workforce Education Course Manual (WECM)

These guidelines will be referenced throughout this section. Additional information may be found online at http://intranet.ccccd.edu/avpaa, in the Deans' or AVPAA's office.

Procedure for Processing Any New Course or Program, or Any Addition, Deletion, or Revision to a Course or Program

Each step of the procedure followed internally to complete any addition, deletion, or revision in any academic course or workforce education program or to initiate any new course or program is included in this section and referenced in the process flowcharts. (Appendix 1)

The Vice President of Academic Affairs (VPAA), campus provosts, division deans and faculty share responsibility for identifying, developing and maintaining instructional programs and courses.

NOTE: Prior to initiating any curricular changes, the division dean must approve the initial request before it can go forward. This includes the review of any requests for letters of transferability (program/unique need courses.). Dean's approval is required prior to contacting any four-year institution.

Adding a New Workforce Education Program

This process is quite involved, therefore, it has been placed in Chapter 3.

Revising Workforce Education Courses or Programs

If a division adds, deletes or revises a course in a workforce program, the division must submit the program for revision. Please see the Chapter 4 for submission requirements.

Course changes that require a program revision include:
- changes in lecture/lab hours,
- additions of a course to a program,
- any changes affecting the curriculum on file with the THECB.

Revisions to a program must be submitted to the CAB before they are sent to the THECB; however, WECM initiated changes, without program or course revisions do not require CAB approval.

After the program submissions are reviewed by the AVPAA office, the appropriate faculty member or dean must schedule a presentation to CAB. CAB

presentations are scheduled through the Coordinator of Curriculum in the AVPAA's office. The faculty member or dean will then make the presentation to CAB. After the presentation, the CAB Chair makes the recommendation to the VPAA. If the VPAA approves the revision, the AVPAA office will electronically submit the revision packet to the THECB, as required.

The AVPAA Office completes a Course Inventory Maintenance Form (CIM) for all new, revised or deleted courses contained in the program, and sends this completed form to the Institutional Research Office (IRO) for verification. After obtaining VPAA approval, a copy is then sent to the Data Management Assistant to be entered on SIS screen 125, and to the division office.

After the electronic notification is received from the THECB that the revision has been approved, the VPAA notifies the AVPAA. The AVPAA office then notifies the division office(s). Should there be any changes made to the revision by the THECB to the submission, the AVPAA office will make the changes. After the annual catalog development process is completed, all curricular changes are forwarded to the ARO and Academic Advising.

Adding a New Academic or WECM Course

A new academic course may be taken from the ACGM and a new workforce education course may be taken from the WECM and adopted by CCCCD without THECB approval; however, all **CAB procedures** must be followed. The AVPAA office will assist academic deans and faculty who wish to add new courses to the curriculum. The AVPAA office will review proposal for any technical content errors.

After the submissions are reviewed by the AVPAA office, the appropriate faculty member or dean must schedule a presentation to CAB. CAB presentations are scheduled through the Coordinator of Curriculum in the AVPAA's office. After the presentation, the CAB Chair makes the recommendation to the VPAA.

NOTE: Division offices should not send any submissions directly to the THECB.

Adding a New Unique Need Academic Course

A unique need course is a freshman/sophomore level course that is not listed in the ACGM. The AVPAA Office will assist in the process of adding such courses to the curriculum, following all THECB and CAB procedures. Questions or concerns regarding the proposed courses should be directed to the AVPAA.

The AVPAA office will review proposals for any technical content errors. Please note that two letters of transferability, obtained from accredited four-year colleges/universities are required each year by THECB for Unique Need courses. These letters must be included in the packet submitted to CAB.

After the submissions are reviewed by the AVPAA office, the appropriate faculty member or dean must schedule a presentation to the CAB. CAB presentations are scheduled through the Coordinator of Curriculum in the AVPAA's office. The faculty member or dean will then make the presentation to CAB. After the presentation, the CAB Chair makes the recommendation to the VPAA.

NOTE: Contact the AVPAA office for submission deadlines. Go online to http://intranet.ccccd.edu/avpaa for the CAB meeting dates. <u>Keep in mind that the final date for all curricular changes with the exception of Special Topics subtopics is the first business day in November.</u> *Special Topics subtopics must be ready to be presented to the CAB for approval (all AVPAA office reviews completed) no later than the 1st of February for a fall term course, no later than August 1st for a spring term course, and no later than December 1st for a summer term course.*

Adding a New Local Need WECM Course

A local need course is a course that we intend to offer on a regular basis that is not listed in the WECM, for which we have a documented local need to offer. The AVPAA office will assist in the process of adding such courses to the curriculum, following all THECB and CAB procedures. Please note that we cannot add as a local need a course for which there is an equivalent course in the WECM. All local need courses must be renewed every two years. Questions or concerns regarding the proposed courses should be directed to the AVPAA.

The AVPAA Office will review proposal for any technical content errors. After the submissions are reviewed by the AVPAA office, the appropriate faculty member or dean must schedule a presentation to CAB. CAB presentations are scheduled through the Coordinator of Curriculum in the AVPAA's office. After the presentation, the CAB Chair makes the recommendation to the VPAA.

NOTE: Contact the AVPAA office for submission deadlines. Go online to http://intranet.ccccd.edu/avpaa for the CAB meeting dates. Keep in mind that the final date for all curricular changes with the exception of Special Topics subtopics is the first business day in November. *Special Topics subtopics must be ready to be presented to the CAB for approval (all AVPAA office reviews completed) no later than the 1st of February for a fall term course, no later than August 1st for a spring term course, and no later than December 1st for a summer term course.*

Adding a New Special Topics WECM Course and new Subtopics to Existing Special Topics Courses

The Special Topics course is provided for temporary use or transitional content. The college specifies discipline-specific learning outcomes for the Special Topics course. Topics may address recently identified current events, skills, and knowledge pertinent to the technical area and relevant to the occupational development of the student. Please note that we cannot add as a subtopic, a course for which there is an equivalent course in the WECM. The AVPAA office will assist in the process of adding such courses to the curriculum, following all THECB and CAB procedures. Questions or concerns regarding the proposed courses should be directed to the AVPAA.

The AVPAA Office will review proposal for any technical content errors. After the submissions are reviewed by the AVPAA office, the appropriate faculty member or dean must schedule a presentation to CAB. CAB presentations are scheduled through the Coordinator of Curriculum in the AVPAA's office. After the presentation, the CAB Chair makes the recommendation to the VPAA.

NOTE: Contact the AVPAA office for submission deadlines. Go online to http://intranet.ccccd.edu/avpaa for the CAB meeting dates. Keep in mind that the final date for all curricular changes with the exception of Special Topics subtopics is the first business day in November. *Special Topics subtopics must be ready to be presented to the CAB for approval (all AVPAA office reviews completed) no later than the 1st of February for a fall term course, no later than August 1st for a spring term course, and no later than December 1st for a summer term course.*

New/Revised Academic and WECM Course Checklist

This checklist should be used by faculty and deans when proposing new courses prior to submission to the CAB.

1. Is the new course a duplication of an existing course in the CCCCD Course Inventory? Check the current catalog for active courses.

2. If it is an academic course:

   - Is the proposed or revised course listed in the <u>ACGM?</u>
   - Is it being proposed to be taught for appropriate contact/credit hours?
   - If there are additional courses currently being taught under the same CIP approval number, are there adequate hours available for this course? If so, be mindful of the maximum SCH's a student can earn.
   - Does the proposed course description address the learning outcomes/course expectations listed in the <u>ACGM</u>?
   - Is the title appropriate for the course description?

3. If it is a workforce education course:
   - is the proposed or revised course listed in the <u>WECM?</u>
   - Is it being proposed to be taught for appropriate contact/credit hours?
   - Does the proposed title, course description, and learning outcomes match the <u>WECM</u>?

4. Are prerequisites listed? If you are changing an entire series of courses, have you updated the prerequisite course numbers and titles in other courses/programs?

5. Do deleted or changed courses (prefix, number, title, description) affect other programs within or outside of your division?

6. Check the following for accuracy:

Prefix	Description	Lab Required
Course Number	Prerequisite(s)	Credit Hours
Course Title	Total Contract Hours	

Deletion of Courses

If a division no longer plans to offer a given course, the division must fill out a course transmittal form requesting the deletion of the course from our inventory. Prior to submitting the request, a thorough review of all programs (<u>in the division and in other divisions</u>) must be conducted in order to determine if the course is a requirement in another degree/certificate program. Should the course be used in another program, the course deletion initiator, must contact the Chair/Dean of the affected program and inform them of the intent to delete the course. In many instances, courses being deleted are in fact being replaced by another course. This

information should also be shared. If the other program does not agree with the course deletion, the initiator must contact the AVPAA for options. If the deletion does not affect any other program, the initiator must fill out the course transmittal form requesting the deletion of the course from our inventory and state that this action will not be affecting any other area. The Dean will then sign the form and send it to the AVPAA Office electronically. There is a CAB presentation required for this action.

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Process for New Workforce Education Program Development

R esponsibility for fostering the identification of possible new workforce education programs and courses lies primarily with the Vice Presidents, Campus Provosts and Deans. After programs are identified as possible additions to the curricula, the AVPAA should be notified. The AVPAA is available to assist in all aspects of new program development.

The THECB Guidelines for Instructional Programs in Workforce Education(GIPWE) must be followed. GIPWE provides very clear explanations, as well as examples of what must be included in a submission. To facilitate compliance with the THECB program development guidelines, a complete new program application must include each of the following:

- A Program Timeline listing when courses will be ready, when 1st graduates of the program are expected, etc.
- Short description of program (included in the Request for New Program form)
- Complete the Request for New Program form and Course Transmittal forms for each new course created for the program
- List of advisory board members and minutes
- Demonstration of need (e.g., industry survey results, labor market information, national, state, regional and/or local industry based standards)
- Impact of new program on enrollment/resources of existing programs

- Proposed facilities
- Faculty requirements

For a step-by step outline and details regarding the submission process to the CAB and the THECB, please see Chapter 4.   For the Timeline for Implementation of a New Program, see the end of this chapter.

Procedures

Discuss the proposal with your dean and colleagues, conduct a needs assessment and research the cost of the proposal.   Obtain dean's approval and then contact the AVPAA office, for assistance.

The AVPAA Office will help the new program meet THECB requirements and will assist in researching the request and help shepherd it through the requisite approval processes, including the CAB, and the THECB.

After the program submissions are reviewed by the AVPAA office, the appropriate faculty member or dean must schedule a presentation to CAB. CAB presentations are scheduled through the Coordinator of Curriculum in the AVPAA's office. The faculty member or dean will then make the presentation to CAB. After the presentation, the CAB Chair makes the recommendation to the VPAA.   If the VPAA approves the AVPAA office will assist in completing the final THECB proposal. The VPAA will then send the proposal to the President who, upon approval will send it to the CCCCD Board of Trustees.

NOTE: The College cannot include new programs in the Catalog until it receives electronic notification of official THECB approval. **No correspondence to the THECB will be originated at the division level. Any curriculum information must be coordinated by the AVPAA before being distributed.**

If the Board approves the program proposal, the VPAA sends a Letter of Intent to the THECB. Then the AVPAA office makes the formal submission to the THECB.

After the electronic notification is received from the THECB that the program has been approved, the VPAA notifies the AVPAA. The AVPAA office then notifies the division office(s). Should there be any changes made to the program by the THECB, the AVPAA office will make the changes. The AVPAA office will then complete a CIM for all new, revised or deleted courses contained in the program, and sends this completed form to the IRO for verification. After obtaining VPAA approval, a copy is then sent to the Data Management Assistant to be entered on SIS screen 125, and to the division office. After the annual catalog development process is completed, all curricular changes are forwarded to the ARO and Academic Advising.

Definitions of Program Submission Elements

Demand Information

CCCCD is always sensitive to regional and statewide labor market information, new and emerging technologies, as well as programs offered by neighboring educational institutions and local business. Labor market information is obtained through a local employer survey, which will help establish the need for a program. College personnel will work closely with area businesses and employment leaders to ensure that the curricula is current and relevant to the knowledge and skills needed by employees to be successful in the workforce. A program advisory committee will be utilized for the development and evaluation of program curriculum, long-range planning, and development of on-the-job training and employment opportunities for students.

Student interest should be established through a survey or other verifiable information. Projected student enrollment and graduate data will be needed.

Curriculum Design and Resources

Steps included in the curriculum design process will include preparing:
- a program purpose
- program objectives
- a curriculum outline
- course descriptions and objectives
- a description of program integration, industry standards and workplace competencies

A SCANS Matrix of basic skills will need to be completed for each program. See Chapter 5 of GIPWE for specific requirements.

CAB Presentation

After the program submission is reviewed by the AVPAA office, the appropriate faculty member or dean must schedule a presentation to the CAB. CAB presentations are scheduled through the Coordinator of Curriculum in the AVPAA's office. The CAB will ask questions during or after the presentation. The presenter must be prepared to answer all questions listed on the AVPAA forms or the proposal may be tabled or disapproved.

Letter of Intent

Once the need for a new program is established and approved, a Letter of Intent is sent to the THECB. This is due no later than August 1 of each year.

Board of Trustees Presentation

If the VPAA approves the program proposal, it will then be sent to the President. Upon approval, it will then be sent to the CCCCD Board of Trustees (Board). When the Board approves the proposal, the AVPAA office will assist in the completion of the final THECB packet.

Program Defense

The THECB staff will notify CCCCD if a program review will be held. THECB staff will provide suggestions for program approval. The initiating dean, the campus provost, the VPAA, and AVPAA will participate in the program defense. If possible, members of the program advisory board will be asked to support the proposal. Any suggested changes will be integrated and provided to the THECB.

Program Approval

Upon official approval from the THECB, the program will be implemented by CCCCD. New programs can only be included in the catalog after they have received official THECB approval.

Timeline for Implementation of a New Program

FALL IMPLEMENTATION Year 2 (Y2) Work starts at latest—January Year 1 (Y1) **Complete packets, including the letter of intent, are due no later than August 1st.	AUG Y1	SEP Y1	OCT Y1	NOV Y1	DEC Y1	JAN Y2	FEB Y2	MAR Y2	APR Y2	AUG Y2
Complete Packet to AVPAA**	X									
Presentation of Program to CAB		X								
VPAA Review of CAB Recommendation		X								
President and CCCCD Board			X							
THECB Gets Letter of Intent				X						
THECB Review of Entire Packet						X				
THECB Approval								X		
Create Catalog Copy and Start Promoting Program*						X				
Implementation of New Program										X

*Program should not be promoted until THECB approval. If approval does not come before the catalog press date, program will be removed from catalog copy.

Curriculum Advisory Board Procedures

T he Curriculum Advisory Board (CAB) is comprised of representatives from the faculty who are appointed to serve 3-year rotating terms. The CAB is charged with reviewing all changes in curricula or catalog listings, including the addition of new courses and programs in any division, and making recommendations to the VPAA.

Duties

All members of the CAB shall review each course/program proposal to verify the following:

- The course/program is consistent with the mission and strategic plan of CCCCD
- The course/program is relevant to its degree/certificate plan
- The course/program is not a duplication of other courses/programs offered at CCCCD
- The course/program title seems appropriate
- The course description is appropriate and includes all necessary information (prerequisites, lab hours, etc.)
- The program includes the necessary courses to satisfy the core curriculum requirements

- Members are encouraged to report to their respective divisions all CAB proceedings to facilitate increased communication to and from the CAB.

In addition, the CAB will work to eliminate duplication of subject matter between courses and unnecessary proliferation of courses. The master calendar publishes the deadline for curricular changes. To meet this deadline all edits must be finalized through the AVPAA office prior to this date. If this deadline is not met the revisions will not be reviewed by the CAB until the next academic year.

Only voting members will be eligible to participate in recommendation voting. Compliance with common course numbering, accuracy of approval numbers, and other administrative details consistent with the THECB guidelines will be referred to the appropriate advisory members.

Process

After the program submission is reviewed by the AVPAA office, the appropriate faculty member or dean must schedule a presentation to the CAB. CAB presentations are scheduled through the Coordinator of Curriculum in the AVPAA's office. The CAB will ask questions during or after the presentation. The presenter must be prepared to answer these questions or risk having the proposal tabled or disapproved. Additional information is available at http://intranet.ccccd.edu/avpaa/cab.html

Actions

Program/course(s) will be "approved," "disapproved," or "tabled" by the CAB. The Coordinator of Curriculum sends the action to the appropriate instructional dean and the VPAA.

When program/course is tabled and changes/revisions are recommended by the CAB, the Chair will notify the appropriate dean and presenter of the proposal. If the recommendations are agreed upon by the division a revised copy of the proposal will be resubmitted to the CAB before the next meeting.

In the event that the CAB recommendation(s) are not agreed upon by the division written justification for forwarding the program "as is" should be provided to the CAB before the next meeting. It is the responsibility of the AVPAA to forward the CAB recommendations(s), along with copies of revisions or justifications for non-revision of proposals to the VPAA for review and action.

The AVPAA office will submit all completed curriculum proposals to the VPAA for approval and to the President when appropriate, before a packet is sent electronically to the THECB (if applicable).

New Workforce Education Programs

By August 1st, the following must be completed and submitted to the AVPAA office:

- A Program Timeline listing when courses will be ready, when 1st graduates of the program are expected, etc.
- Short description of program (included in Request for New Program Form (npf))
- Complete the Request for New Program Form (npf) and a Course Transmittal Form (ctf) for each new course created for the program
- List of advisory board members and minutes
- Demonstration of need (e.g., industry survey results, labor market information, national, state, regional/local industry based standards)
- Impact of new program on enrollment/resources of existing programs
- Proposed facilities
- Faculty requirements

For detailed information see Chapter 3.

NOTE: Deans should discuss upcoming proposals for new programs at the Dean's Council in order to get input from the group. This will facilitate an awareness of all of the programs being developed for CCCCD. By involving the Dean's Council early, the program developer /division can avoid problems or concerns which could delay the recommendation process.

Timeline for Implementation of a New Program

FALL IMPLEMENTATION Year 2 (Y2) Work starts at latest—January Year 1 (Y1) **Complete packets, including the letter of intent, are due no later than August 1st.	AUG Y1	SEP Y1	OCT Y1	NOV Y1	DEC Y1	JAN Y2	FEB Y2	MAR Y2	APR Y2	AUG Y2
Complete Packet to AVPAA	X									
Presentation of Program to CAB		X								
VPAA Review of CAB Recommendation		X								
President and CCCCD Board			X							
THECB Gets Letter of Intent				X						
THECB Review of Entire Packet						X				
THECB Approval								X		
Create Catalog Copy and Start Promoting Program*						X				
Implementation of New Program										X

*Program should not be promoted until THECB approval. If approval does not come before the catalog press date, program will be removed from catalog copy.

Program/Course Revisions

A request for program revision should include the following:

- Request for Program Termination/ Revision Form (rpt) (Use this for program deletions, revisions)

- Course Transmittal Form (ctf) (Use this for course additions, deletions, modifications)

Timeline for Implementation of Program/Course Revisions

FALL IMPLEMENTATION Year 2 (Y2) Work starts at latest—June Year 1 (Y1) CAB reviews take place from August through November. VPAA approvals take place from September through December. **Completely accurate packets are due to AVPAA office no later than the 1st business day in November. If this deadline is not met the revisions will not be reviewed by the CAB until the next academic year.	Aug-Oct Y1	Nov Y1	Dec Y1	Jan Y2	Feb Y2
Submission to AVPAA (early)	X				
CAB Deadline/Review**		X			
VPAA Review			X		
THECB (If required)					X

Course Additions

Academic & WECM Inventory Courses

Any course that is listed in the ACGM or in the WECM may be added to the CCCCD course inventory maintained by the college by submitting to the CAB the following paperwork:

- Generic course syllabus

- Course Transmittal Form (ctf)

Any course taken from the ACGM does not need to be submitted to the THECB. However, a CIM form will be submitted by the AVPAA office to update the course inventory once the course has been recommended for approval.

Note: If the course is an academic course, titles may be changed. If the course is a workforce education course, we can only add to the title, not delete any wording.

Unique Need Courses

THECB approval is required for any course not listed in the ACGM. These courses must be submitted to the CAB with the following:

- Generic course syllabus
- Unique Need course form
- Course Transmittal Form
- Letters documenting transferability obtained from at least two universities

After the course has been approved by the THECB, a CIM form will be submitted by the AVPAA office to update the course inventory. For additional information on Unique Need courses, see Chapter 2.

NOTE: Unique Need courses are reviewed annually. Letters of transferability must be obtained <u>every year</u>.

Local Need Courses

THECB approval is required for any course not listed in the WECM. A local need course is a course that we intend to offer on a regular basis that is not listed in the WECM, for which we have a documented local need to offer. Please note that we cannot add as a local need, a course for which there is an equivalent course in the WECM. These courses should be submitted to the CAB with the following:

- Local Need Course Form
- Generic course syllabus
- Course Transmittal Form

After the course has been approved by the THECB, a CIM form will be submitted by the AVPAA office to update the course inventory. For additional information on Local Need courses, see Chapter 2.

NOTE: Local Need courses need to be renewed every two years.

Special Topics Courses

THECB approval is required for any course that is not listed in the WECM. A special topics course is a course that will be taught infrequently—not on a regular basis. Please note that we cannot add as a special topic <u>or as a special topic subtopic</u>, a course for which there is an equivalent course in the WECM These courses should be submitted to the CAB with the following:

- Special Topics Form

- Generic course syllabus

- Course Transmittal Form

After the course has been approved by the THECB, a CIM form will be submitted by the AVPAA office to update the course inventory. For additional information on Special Topics courses, see Chapter 2.

NOTE: Special Topics courses need to be renewed every two years.

Contact the AVPAA office for submission deadlines. Go online to http://intranet.ccccd.edu/avpaa for the CAB meeting dates. <u>Keep in mind that the final date for all curricular changes with the exception of Special Topics subtopics is the first business day in November.</u> *Special Topics subtopics must be ready to be presented to the CAB for approval (all AVPAA office reviews completed) no later than the 1st of April for a fall term course, no later than September 1st for a spring term course, and no later than January 1st for a summer term course.*

Program Closure

T he final step of CCCCD's Curriculum Development Process is program closure. There are two primary functions that lead to program closure. The first is an internal procedure of program evaluation and the second is the Texas Higher Education Coordinating Board's Institutional Effectiveness process. The following is an overview of these program review procedures and the conclusions and recommendations of the Program Closure Task Force.

Internal Five Year Program Evaluation

Each program area is evaluated every five years by a special evaluation task force. CCCCD's Five Year Program/Service Evaluation process includes a formative evaluation component which focuses on quantitative information provided by the Institutional Research Office. Evaluation task force members are provided with empirical data that can be used to make judgments about where a program's strengths and weaknesses lie so that the task force can formulate recommendations for improvements.

Each dean or director of a unit that was evaluated during the previous year makes a six-month status report to the council on Planning & Institutional Effectiveness (CPIE) in which he/she summarizes the actions taken to address the recommendations made by the evaluation task force. A twelve-month status report to CPIE is made that summarizes the actions taken to address the evaluation task force's recommendations as well as the results of those actions. Also covered are the recommendations which have not been fully addressed by that time. It would be appropriate after a review of the actions taken or not taken, the Associate Vice President of Institutional Research in consultation with the VPAA and appropriate dean, could make a recommendation of program closure.

THECB Institutional Effectiveness Evaluation

The second primary reason for program closure would be lack of compliance with the Institutional Effectiveness portion of the Guidelines for Instructional Programs in Workforce Education (GIPWE). The current guidelines state, in part, "that there must be an indication that the college's current programs meet Board (Texas Higher Education Coordinating Board) standards for graduation, which includes 15 graduates/completers over three years and placement of 90 percent of student completers in jobs, further education, or the military within one (1) year of graduation ." A program that recently received THECB approval or was first offered within the last three years is exempted from these measures.

The THECB's Institutional Effectiveness Evaluation process consists of three components:

- An annual self-evaluation

- An Annual Data Profile

- A desk or on-site review

After this process is completed, the THECB may recommend one of the following actions be taken:

- Continue the Program with Revision – Formal revision forms or action plans for revisions must be filed with the THECB within three months. This status is recommended for A.A.S. degrees and certificates which fail to meet certain curriculum standards or for programs which need to be revised to update program inventories.

- Sunset Review – Program fails to meet several key standards of effectiveness. The college must file an action plan with the THECB within three months.

- Deactivation – Program does not meet most standards and must suspend new enrollment while concerns are addressed. The college must submit an action plan to the THECB within three months. Students currently enrolled may be taught out.

- Closure – Program must be removed from inventory within three months.

Once a program has been found to be deficient in an area by either the Internal Program Evaluation process or the THECB Institutional Effectiveness process,

the Division Dean has the responsibility to discuss the success criteria with the Chair. A letter from the Vice President for Academic Affairs should be sent to the Chair advising that the program is in jeopardy. The program faculty will be advised by letter the retraining needs to begin and/or the program curriculum, schedule, marketing plan, advising policies, and criteria need to be analyzed.

Program results will be analyzed again after the following year's Annual Data Profile is received from the THECB. If the program continues to show a lack of improvement, a meeting between the Dean, the Chair and the VPAA will be held to review all options for faculty and program managements. The result of this conference could lead to a recommendation that the program be deactivated.

Program deactivation would trigger suspending new student enrollment and submitting a notice of program deactivation to the THECB. Provisions for teaching out currently enrolled students must be on file and available for THECB review. The students will be notified by the Dean or the Chair of the deactivation. A program may remain deactivated no longer than three academic years. The program must either be reactivated or closed at the end of the third year.

The following information from GIPWE 2000 Chapter 6 may be of further assistance:

Program Deactivation

a. Notice of Program Deactivation

An institution may deactivate a program by suspending new student enrollment and submitting an electronic application for program deactivation to the Coordinating Board. Institutions should have on file and available for Coordinating Board staff review provisions for teaching out currently enrolled students.

b. Deactivation Time Limit

A program may remain deactivated no longer than three academic years. *A program that is not reactivated by the institution within three years will be closed by the Coordinating Board.*

Program Reactivation

To reactivate a deactivated program, the institution must submit an electronic application for program reactivation that includes the proposed curriculum outline. The institution must have on file and available for Coordinating Board staff review a description of how it has corrected or will correct the reason(s) for which the program was deactivated.

NOTE: A program can only be reactivated within three years of being deactivated. If more than three years have lapsed, a new program application is required.

Institution-Initiated Closure

A program or award may be closed voluntarily by an institution. If students are currently enrolled in a program that the college wishes to close, the program should be deactivated before being formally closed.

An institution must submit an electronic application for program closure to notify the Coordinating Board staff of its intent to close a program. Institutions should have on file and available for Coordinating Board staff review the reason(s) for closure and provisions for teaching-out currently enrolled students.

Closed programs may only be reopened if they are resubmitted as new programs.

Sunset Review

The Coordinating Board staff has discontinued the use of the Sunset Review process for technical programs. Programs previously placed under sunset review will be automatically deactivated three years after the sunset review was initiated unless the college requests that the program be reactivated.

(GIPWE 2003 Chapter 6)

Appendix 1

Curricular Change Flow Charts

CCCCD Process for Course Creation

Legend:
- Initiator Actions (white)
- AVPAA Actions (light blue)
- Decisions (blue)

Initiator of Request

↓

Meet with Department Chair and/or Dean → **Initial FYI**

↓

Development of course creation completed

↓

Curriculum Coordinator reviews Submissions

↔ If revision required, materials sent back to request Initiator, else CAB presentation date/time set.

↓

Contact Division CAB Representative to review presentation to CAB

↓

CAB Presentation

↓

CAB Decision

Consult the ACGM if course requested is academic/transfer, consult the WECM if course requested is a Workforce Education course.
Check ACGM / WECM to see if:

1. Course proposed is listed and that learning outcomes cover what is listed in the ACGM / WECM.

If the course is not in the ACGM,
    Find a college/university that is offering the course at either a freshman or sophomore level. (You will also need to fill out a Unique Need form and submit it, with two letters of transferability [contact your Dean before obtaining these], along with the Course Transmittal form.).
If the course is not in the WECM,
    Fill out a Local Need form and submit it along with the Course Transmittal form.

Then go to the following websites:
http://intranet.ccccd.edu/avpaa --for the CAB website and the forms
http://www.thecb.state.tx.us/ctc/ip/default.htm --for the ACGM & WECM manuals

1. Fill out course transmittal form(s)
2. Submit forms and any additional material electronically to division office.
3. Division dean must review submission and digitally sign transmittal form.
4. Division office will place the approved materials (forms and other materials) in the division's CAB folder on the AVPAA I-drive and notify Curriculum Coordinator

CAB Decision branches to:
- **Tabled: Returned to division for additional information and resubmission**
- **Approved** → **Recommendation sent to VPAA**
- **Denied** → **Recommendation sent to VPAA**

Recommendation sent to VPAA branches to:
- **VPAA reviews and forwards to President when appropriate**
- **If denied, AVPAA office informs division dean.**

VPAA reviews and forwards to President when appropriate branches to:
- **If denied, AVPAA office informs division dean.**
- **If approved, signed forms are forwarded to AVPAA office for electronic submission to THECB**

↓

Coordinator of Curriculum informs division of current status and inputs submission to THECB as necessary.

↓

THECB Electronic Notification (Divisions can check online after Oct./Mar 1st)

THECB Electronic Notification branches to:
- **Coordinator of Curriculum notifies divisions.**
- **Divisions note changes for following year's catalog.**
- **Notifies IRO, ARO and Advising of changes as necessary.**

b.o.d. 10.23.03

CCCCD Process for WECM Program Development

Initiator Actions
AVPAA Actions
Decisions

Initiator of New Program

Must meet with Dean first and then Must Follow Guidelines Outlined in Ch. 3 of Curriculum Development Manual & GIPWE Ch. 5

This process is quite involved and **should be started 18 months** in advance of when the program is to be first implemented.

Start paperwork for new program initiation. This will involve the Dean and AVPAA office.

1. Fill out New Program forms and if needed, Course Transmittal forms.
2. Submit forms and any additional material electronically to your division office.
3. Division dean must review submission and digitally sign transmittal form.
4. Division office will place the approved materials (forms and other materials) in the division's CAB folder on the AVPAA I-drive and notify Curriculum Coordinator

Initial FYI

Contact AVPAA and AVPAA Curriculum Coordinator

Development of New Program completed

If revision required, materials sent back to Request Initiator, else CAB presentation date/time set.

Curriculum Coordinator and AVPAA Review Submissions

Contact Division CAB Representative to review presentation to CAB

CAB Presentation

CAB Decision

Tabled: Returned to division for additional information and resubmission

Approved

Denied

Recommendation sent to VPAA

If denied, AVPAA Office informs dean

VPAA Reviews and Forwards to President and then to Board of Trustees for Approval

If denied, AVPAA Office informs dean

If approved, signed forms are forwarded to AVPAA for electronic submission to THECB

Coordinator of Curriculum notifies divisions and PR.

Coordinator of Curriculum informs the division of status and inputs submission to THECB.

Division notes changes for following year's catalog

Notifies IRO, ARO and Advising of Changes

THECB Electronic Notification

bod 10.23.03

CCCCD Process for WECM Program Revisions

Legend:
- Initiator Actions
- AVPAA Actions
- Decisions

Initiator of Program Revision → **Meet with Advisory Committee + Dean to Discuss Revision**

Revision Accepted?
- No → **Discard Revision**
- Yes →

Meet with Department Chair

Contact AVPAA Curriculum Coordinator → **Initial FYI**

Development of program revision completed

1. Fill out Program Revision forms and if needed, Course Transmittal forms.
2. Submit forms and any additional material electronically to your division office.
3. Division dean must review submission and digitally sign transmittal form.
4. Division office will place the approved materials (forms and other materials) in the division's CAB folder on the AVPAA I-drive and notify Curriculum Coordinator.

Curriculum Coordinator reviews submissions

If revision required, materials sent back to Request Initiator, else CAB presentation date/time set.

Contact Division CAB Representative to review presentation to CAB

CAB Presentation

CAB Decision
- Tabled: Returned to division for additional information and resubmission
- Approved
- Denied

Recommendation sent to VPAA

If denied, AVPAA office informs division dean.

VPAA reviews and rorwards to President when appropriate
- If denied, AVPAA office informs division dean.
- If approved, signed forms are forwarded to AVPAA for electronic submission to THECB

Coordinator of Curriculum informs the division of status and inputs submission to THECB

THECB Electronic Notification
- Coordinator of Curriculum notifies divisions
- Divisions note changes for following year's catalog
- Notifies IRO, ARO and Advising of Changes

bod. 10.23.03

Curriculum Development Manual