

PROGRAM AND CURRICULUM DEVELOPMENT GUIDE

2020-2021



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FY 2020-2021

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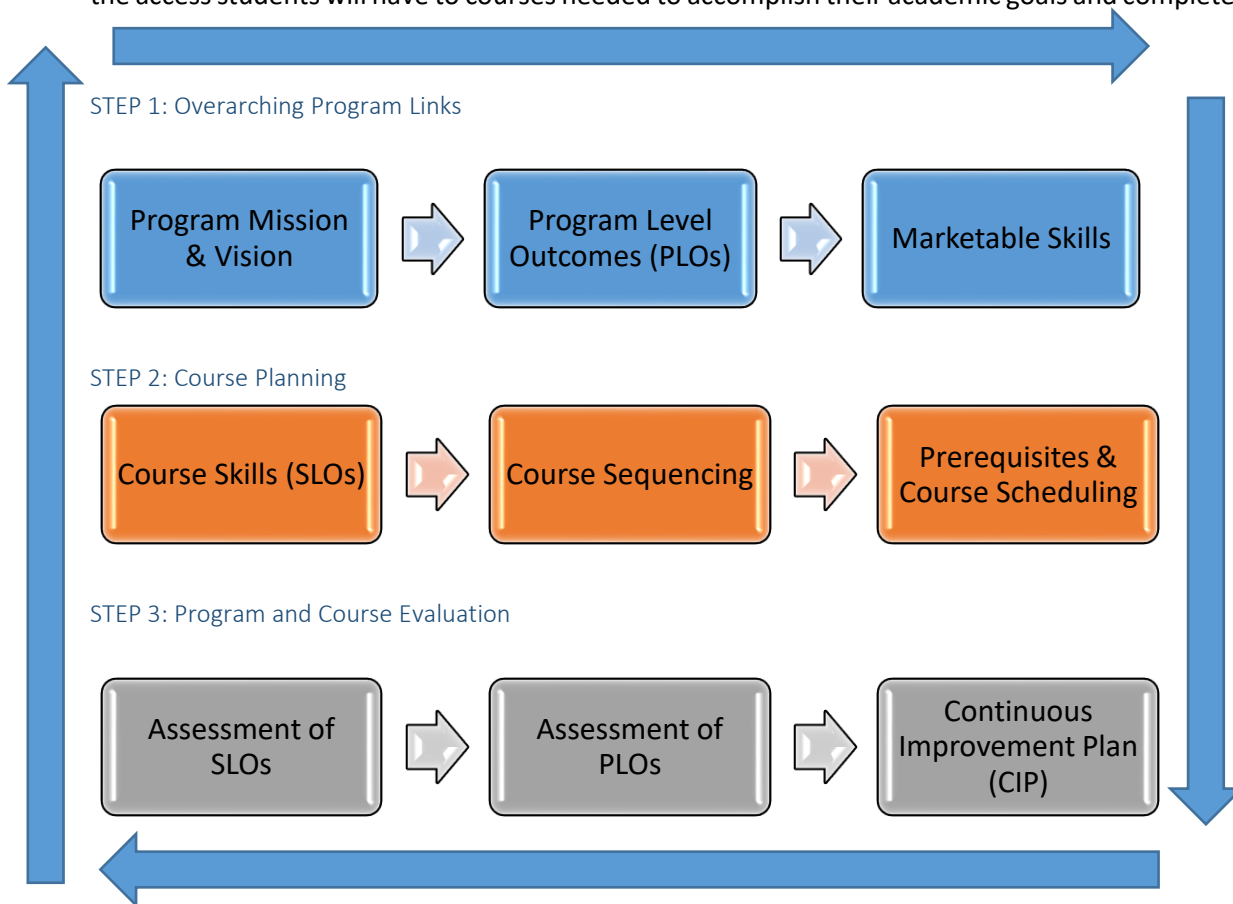
INTRODUCTION

What is curriculum?

The courses offered by an educational program or institution.

The development process of curriculum is critical to the quality of any educational program. Each step and phase of the process requires thoughtful, deliberate, and forward thinking to ensure program coherence and appropriate sequencing. The goal is to demonstrate that student learning is progressively advancing from knowledge and understanding to analysis and application of critical skills.

The Backward Planning Design (beginning with the end of mind), can be an effective way to design curriculum that meets the program's goals. Not only is the assessment of student learning outcomes and program level outcomes important to consider in the development stages, but also equally important is the access students will have to courses needed to accomplish their academic goals and complete on time.



PROGRAM AWARDS

This **Academic Program and Curriculum Development Guide** is designed to assist faculty, staff, and administrators in the processes of new program and curriculum development, program and course changes, and program and curriculum evaluation. Collin College offers three degree options in the general academic college transfer area:

- **Associate of Arts (AA)**
- **Associate of Science (AS)**
- **Associate of Arts in Teaching (AAT)**

Field of Study Curricula Certificates

A Field of Study (FOS) curriculum is a set of courses that together with the core curriculum fulfill lower-division (freshman and sophomore) requirements for a specific major/degree plan in addition to the core curriculum. Courses in the FOS certificates are guaranteed to transfer to any public college or university in Texas and apply towards a bachelor's level degree plan corresponding to the field of study. To propose the adoption of a Field of Study certificate, please complete the Area of Study/Field of Study Form found in the Curriculum Resources site.

Associate of Arts/Associate of Science with Field of Study Courses Degree Plan Options

Guided by the THECB rules and regulations, colleges may offer an AA or AS degree that combines the core curriculum, the THECB - approved field of study curriculum, and other appropriate courses to complete a degree. Colleges may also offer a **specialized academic associate degree** that incorporates a **portion** of the THECB - approved field of study curriculum and a **portion** of the college's approved core curriculum if the coursework for both would total more than 60 SCH. Students who complete an AA or AS degree with only a portion of the core curriculum and/or Board-approved field of study curriculum may return to complete the remaining courses after completing the AA or AS degree. Please contact the Curriculum Office for more details.

Collin College also offers workforce program degrees and bachelor degrees :

- **Associate of Applied Science (AAS)**
- **Bachelor of Science in Nursing (BSN)**
- **Bachelor of Applied Technology (BAT) - Cybersecurity**

AAS degrees are designed to prepare students for specific workforce occupations. Some AAS degree programs [transfer](#) into a Bachelor of Applied Arts and Sciences degree at specific universities. Collin College also offers a variety of certificate programs designed to help students secure employment or gain a promotion by improving their professional workplace skills. Please see Table 1 for more detailed information on program awards.

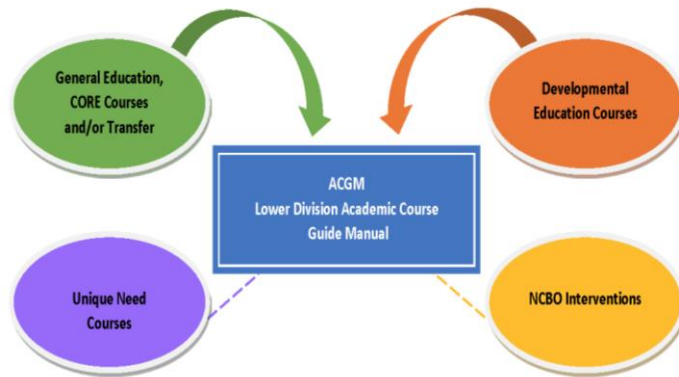
Table 1: Programs and Awards Quick Guide

| AWARD | SCH | NOTES |
|--|------------|--|
| Occupational Skills Award (OSA) | 9-14 | Institutional award; Advisory Board recommended; May not contain any courses requiring TSI standards be met; WECM coursework only unless external committee recommends otherwise |
| Level I Certificate (max:2 Level I certificates per AAS) | 15-42 | State-approved; Federal Financial Aid requires 16 although the THECB minimum is 15 SCH; May not contain any courses requiring TSI standards be met |
| Level II Certificate (max: 1 Level II certificate per AAS) | 30-51 | State-approved; Students are subject to TSI requirements; There must be an eligibility requirement |
| Enhanced Skills Certificate (ESC) | 6-12 | State-approved; May be earned post associate or concurrent with degree; Cannot be required for the degree; ESC+AAS may not total more than 72 SCH; Students are subject to TSI requirements |
| Advanced Technical Certificate (ATC) | 16-45 | State-approved; Has defined associate or bachelor degree as a prerequisite; Students are subject to TSI requirements |
| AAS (Associate of Applied Science) | 60 | State approved; Some disciplines may exceed 60 SCHs based on statewide waiver; 15 SCH of general education required: 3 SCHs each in Fine Arts/Humanities; Math/Natural Sciences; Social/Behavioral Sciences + ENGL 1301 + 3 additional SCHs; AAS requires TSI standards be met |
| AA (Associate of Arts) AS (Associate of Science) AAT (Associate of Arts in Teaching) | 60 | 42 SCHs core plus other discipline specific course requirements and/or electives; students are subject to TSI requirements |
| Academic Fields of Study (FOS) Workforce Programs of Study (POS) | Varies | THECB-led, statewide faculty committees set the curriculum for these programs |
| <ul style="list-style-type: none"> • Certificates should provide stackable pathway to a degree. • Financial Aid eligibility requires every course in certificate to be included in related AAS degree. • All prerequisites must be included within the number of hours listed for the degree or certificate. • All programs are directly connected to Collin College’s mission and embody a coherent program of study that appropriately sequences courses so that it is evident that learning is progressively advancing, challenging, and growing students’ critical skills. • Program CIP should reflect statewide use of CIP in THECB Program Inventory. | | |
| Program Contact Hours | | |
| <ul style="list-style-type: none"> • Contact hours must be within allowable range per THECB workforce (WECM) or academic (ACGM) course manuals. • Any lab contact hours must be included. | | |
| Program Outcomes | | |
| <ul style="list-style-type: none"> • Program should have an appropriate mission statement, aligned with college mission. • Program must have verified set of competencies, confirmed by Program’s Advisory Committee minutes. • Competencies must be cross -walked to courses and to program-level outcomes. • Programs should have 3-4 program-level outcomes; at least 2 courses support each program outcome • Each outcome has an appropriate measure of student learning. • Each outcome has an appropriate learning target set. | | |
| Coursework | | |
| <ul style="list-style-type: none"> • The majority of courses should be selected from rubrics associated with the program CIP. • State course titles and descriptions from WECM or ACGM must be used, along with any THECB-identified student learning outcomes. Collin SLOs may be added to the syllabus after the phrase, “Additional Collin Learning Outcomes.” • All courses with prerequisites must be identified and appropriately sequenced in the degree and certificates. | | |

THE TEXAS HIGHER EDUCATION COORDINATING BOARD COURSE INVENTORIES

Lower Division Academic Course Guide Manual (ACGM) and Workforce Education Course Manual (WECM)

The Lower Division [Academic Course Guide Manual](#) (ACGM) is the official list of approved courses for general academic transfer to public universities offered for state funding by public community, state, and technical colleges in Texas. The ACGM lists course alphabetically by discipline. To assist students who wish to transfer, the college is a member of the [Texas Common Course Numbering System Consortium](#). The common course number facilitates the transfer of these courses between and among participating colleges and universities.

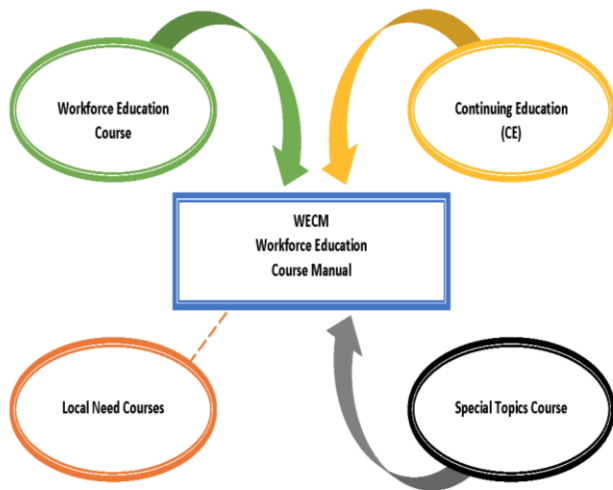


Texas Core Curriculum

The Texas Core Curriculum is a 42 – Semester Credit Hour (SCH) collection of general education courses for all undergraduate students in Texas, [Collin College Core Curriculum](#).

Workforce Education Courses

The [Workforce Education Course Manual \(WECM\)](#) is a statewide course inventory. These courses have been designated by the Texas Higher Education Coordinating Board as workforce education (technical) courses offered for credit and/or continuing education units (CEUs). These courses are used by the college to respond rapidly to the needs of business and industry, [Collin College General Education Curriculum](#).



Academic Program Development

Section

1

Elements of a New Program Submission

New programs can be proposed by faculty, staff and/or administrators who have been authorized to initiate the process. Curriculum Office staff is available to support, guide, and assist during all phases (before, during, and after) of the process. Please note that all new program proposals must have dean approval. Moreover, some programs will require both THECB and SACSCOC approval while others may only require THECB approval. Answer the questions below to determine the level of approval the program will need:

- Will the program have new content, new courses (will 25% or more of the courses will be new)?
Do not include the General Education Component as part of the new course percentage.
- Will new faculty need to be hired?
- Will new library resources need to be purchased?
- Will the program require new facilities and/or equipment?

If 3 out of the 4 responses are 'Yes', then most likely the program will require both THECB and SACSCOC approval.

New Program Proposal Process

Complete the ***Pre-Proposal for New Program*** form found in the Curriculum Resources intranet page and email complete form to curriculumoffice@collin.edu. This form should be completed for all new programs.

After securing approval to initiate the new program process, program initiators should use the guidelines in this guide and the New Program Proposal Packet found in the Curriculum Resources intranet site to start the process.

Note: For new programs, institutions must demonstrate that it has at least one qualified faculty member to develop and/or teach discipline courses in the new program prior to the submission of the SACSCOC prospectus.

Table 2: Timeline-at-a-Glance for New Academic Programs Requiring Full Review and Approval

| TASK | DURATION |
|--|-----------------------|
| From Curriculum Advisory Board Presentation to Approval by Academic Leadership | 4 Weeks |
| From Academic Leadership Approval to Collin College Board of Trustees Approval | 4 Weeks |
| From Collin College Board of Trustees Approval to MHERC Notification | 30 Days* |
| From MHERC Notification to THECB Comment Period and Approval | 30 to 45 Days |
| From THECB Comment and Approval to SACSCOC** Submission | 4 Weeks |
| SACSCOC Approval Timeline January 1 st to start on the fall semester July 1 st to start on the spring semester | 6 to 8 Months |
| Department of Education Authorization | 4 to 6 Weeks |
| Approximate Timeline | 1 to 1.5 Years |

*Inquiries and/or Objections from institutions within the 50-mile radius may impact the 30-Day period.

** Program must have an assigned faculty member prior to submitting for SACSCOC approval.

Research and Background

Researching and gathering background information about the prospective program is an important component of the process. The following guiding questions can help generate essential information that can be used to develop the program rationale as well as guide and facilitate the various phases of the design process:

- **Are there other institutions offering this program? If so, what types of awards are they offering? What courses are they offering? What features stand out from these current programs?**

THECB Degree Program (Clearinghouse) Awards

<http://www.txhighereddata.org/interactive/CTCClearingHouse/>

- **How will this prospective program be different or similar?**
- **How will this new program expand on the college curriculum or create a new curriculum for the college?**

THECB Academic Course Inventory

<http://www.txhighereddata.org/interactive/ACGM/>

THECB Workforce (Technical) Course Inventory

<http://www.txhighereddata.org/interactive/WECM/>

- **Are there industry certifications for this field?**
 - **What skills/competencies/knowledge is expected for this certification?**
 - **What kind of training is available?**

Program Demand

Collin College 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 businesses.

The program initiator -

- ✓ Obtains labor market information through a local employer survey, which should help establish the short-term and long-term demand. (AAS and Bachelor Programs)
- ✓ Establishes an advisory committee to support the development and evaluation of the program curriculum and long-range planning. (AAS)
- ✓ Assesses student interest through a survey or other verifiable information. Projected student enrollment and completers will be needed. (AAS, AA/AS and Bachelor Programs)
- ✓ Works with the Office of Institutional Research to develop a comprehensive JobsEQ report on the demand, saturation, and projected employment opportunities in Collin County, the DFW area, and the state. (AAS and Bachelor Programs)

Program Rationale and Viability

Program initiator compiles data showing the program-specific information listed below:

- There is a Postsecondary Educational requirement for program-related employment. (AAS and Bachelor)
- The entry level wage is a minimum of 150% above poverty rate for an individual in the Dallas-Fort Worth-Arlington Metropolitan Statistical Area (MSA). (AAS and Bachelor Programs)
- The program supports the mission and vision of the college and is evident that the program also supports the needs of the community and students. (AAS, AA/AS, and Bachelor Programs)

Enrollment Plan Strategies

The program initiator has calculated enrollment projections that reflect student demand estimates sufficient to ensure financial stability of the program by the end of the program's fifth year. In calculating yearly FTSE, 30 SCH equals one FTSE for associate degree programs.

Elements of an Enrollment Management Plan (THECB Guidelines) for both Workforce and AA/AS programs:

Enrollment Management Plan

The institution should design a program-specific enrollment management plan. The plan should provide evidence that the proposed new program will have sufficient enrollment to support the program, including the following:

- (1) identification of articulated feeder institutions and programs (e.g., high schools offering programs of study or dual credit courses);
- (2) a strategy for enrollment projection and management that includes student recruitment and program marketing;
- (3) a plan that specifies activities for access, recruitment, retention, and placement of students from special populations;
- (4) a history of enrollment in related continuing education/workforce education courses (if applicable); and
- (5) projected enrollment, including the anticipated number of program majors for the first year of program operation, the anticipated average annual enrollment thereafter, and the anticipated annual number of graduates once the program is fully implemented.

Following, is a list of best practices and strategies for developing a targeted enrollment plan.

Build your recruitment database and inquiry pool by design, not by chance

Getting the enrollment you want begins with a plan to build and manage a database, including an inquiry pool of the right size. You need to set specific goals so that you can manage your inquiry pool more strategically. Different types of applications require different types of strategies. Paper, online and other web-based applications will track, change, and/or grow differently, so be sure to monitor these and plan accordingly.

Set realistic enrollment goals—not projections

Think about the enrollment goals in your own department. Do you know what they are? Do other key personnel know them? Does everyone support them? It is crucial to look at who you have been enrolling and who your competition enrolls before you set future goals. Enrollment goals also need to go beyond one number. They need to be segmented into subpopulations — major, ethnicity, geography, nontraditional, transfer, and so on.

Identify and secure sufficient resources to meet enrollment objectives

As part of a realistic goal-setting process, you have to know what resources you will need to implement the activity that will allow you to achieve your goals. If you say that you will send faculty to conduct outreach at a college fair, will you have the manpower to do it? If you say you will visit county high schools, do you have the manpower to make that happen? Be prepared to support your enrollment management plan with a resource request.

Develop an annual marketing and recruitment plan as well as a three-to-five-year strategic enrollment and revenue plan

Much like asking what your goals are, do you know what is in your annual enrollment plan? Successful enrollment plans are living enrollment plans. They are working action documents that should be referred to regularly and routinely modified. They should also include daily tasks, monthly objectives, and 90-day action plans. They should have sufficient detail to enable you to hand them to someone else to execute.

In addition, it is important to have a working, realistic strategic enrollment plan that looks three to five years ahead. That plan should chart a course for your program from what it is now, at start-up, to what it will become.

Devote as much attention to student retention as you do to recruitment

Retention requires attention. Your program has to be committed to persistence and completion, and must develop a system for identifying which students need and want assistance, so you can help more succeed and graduate.

Track your marketing and recruitment activities

In an era of limited resources for program marketing and recruitment, you cannot afford to put time and dollars into activities with no measurable return on investment. 1) Identify which metrics to track. 2) Know how to track the metrics you identified. 3) Guide your decisions with the data you collect. 4) Monitor the effect of your efforts and adjust accordingly. Having a solid set of marketing and recruitment metrics you can track allows you to benchmark your efforts from year to year and make crucial decisions about allocating resources and strategies.

Faculty Qualifications

Qualified, effective faculty members are essential to carry out the mission of the institution and to ensure the quality and integrity of its academic programs. The emphasis is on overall qualifications of a faculty member, rather than simply academic credentials. While academic credentials in most cases may well be the standard qualification for faculty members, other types of qualifications may prove to be appropriate. Examples could include appropriately related work experiences in the field, professional licensure and certifications related to the teaching assignment, honors and awards, continuing professional development, relevant peer-reviewed publications, and/or continuous documented excellence in teaching. These types of qualifications are especially important in professional, technical, and technology-dependent fields.

Workforce Program Coordination and Faculty

Workforce education programs must be directed by an administrator who has appropriate authority to ensure that the quality of the program is maintained and that the program complies with all applicable laws, rules, and guidelines.

Workforce education Associate of Applied Science (AAS) degree program must have at least one full-time faculty member whose primary teaching assignment is with that program.

All certificate programs must have an assigned program coordinator who is a full-time employee of the college qualified in an occupational/technical area (but not necessarily assigned full-time to the certificate program). Certificate programs must have at least one appropriately credentialed part-time faculty member teaching in the subject area.

Program coordinators must be familiar with state, federal, and national program accreditation, certification, and approval and credentialing requirements for graduates, including licensure, certification, and/or registration.

Assurance of Adequate Funding

The institution should detail the initial resources needed for the program, including existing and additional faculty, facilities, equipment, and an estimate of annual operating costs.

- 1) Faculty: At least one full-time faculty member with appropriate credentials must have his or her primary teaching assignment in the major, curriculum area, or concentration.
- 2) All certificate programs must have at least an assigned program coordinator who is a full-time employee of the college and at least one part-time faculty member with appropriate credentials. See Chapter Two of the GIPWE for more information about personnel requirements.
- 3) Facilities: These must be adequate for the delivery of the program. All out-of-district or off-campus resources must be adequate to support a program of quality equal to that of the main campus.
- 4) Equipment: A general list of required equipment, estimated costs, and potential in-kind donations must be provided.
- 5) Supplies: A general list of consumables like software licenses is required.
- 6) Five-year Costs and Revenue: Details of how the institution will meet projected new program costs for the first five years, including personnel, operating expenses, and capital outlay, must be provided.

About the Certification Form

The Chair of the Collin College Board of Trustees must sign the certification below documenting that each of the listed steps has been completed for the new program. A Certification Form is not required to add certificates to an existing program. For this purpose, an application for program revision may be used.

Workforce Certification Form

The Certification Form certifies that –

The institution proposing the new program has notified all public institutions within 50 miles of the teaching site of their intention to offer the program at least 30 days prior to submitting their request to the Coordinating Board.

The program has institutional and governing approval.

The institution has researched and documented current market need for the program and/or that program would lead to opportunities for further education.

There is recent evidence of both short-term and long-term student demand for the program.

Enrollment projections reflect student demand estimates to ensure the financial self-sufficiency of the program.

Basic and career technical/workforce skills have been integrated into the curriculum.

The institution has an enrollment management plan for the program.

The institution has or will initiate a process to establish articulation agreements for the program with secondary and/or senior level institutions.

The program is designed to be consistent with the standards of the Southern Association of Colleges and Schools Commission on Colleges, and with the standards of other applicable accrediting agencies, and is in compliance with appropriate licensing authority requirements.

The program would not unnecessarily duplicate existing programs at other institutions.

Representatives from private sector business and industry have been involved in the creation of the program through participation in an advisory committee.

Adequate funding is available to cover all new costs to the institution over the first five years after the implementation of the program.

New costs during the first five years of the program would not exceed \$2 million.

A new associate degree program is not being requested in a program which the institution previously offered an associate degree and has been closed due to low productivity in the last 10 years.

The institution has an improvement plan in place for all career technical/workforce programs that do not currently meet Board standards for both graduation and placement.

The appropriate Higher Education Regional Council has been notified in writing of the proposal for a new program, and no unresolved objections to the program have been reported.

Skill standards recognized by the Texas Skill Standards Board, if they exist for the discipline, have been reviewed and considered for inclusion in the curriculum for the program.

AS and AS Certification Form

The program has institution and governing board approval.

There is recent evidence of both short-term and long-term student demand for the program.

Enrollment projections reflect student demand estimates to ensure the financial self-sufficiency of the program.

The institution has an enrollment management plan for the program.

If the program does not follow a Board-approved field of study curriculum or a Board-approved statewide articulation transfer curriculum, the institution has or will initiate a process to establish transfer of credit articulation agreements for the program with senior-level institutions.

The program is designed to be consistent with the standards of the Southern Association of Colleges and Schools (Commission on Colleges), other applicable accrediting agencies, and is in compliance with applicable licensing authority requirements.

Adequate funding is available to cover all new costs to the institution over the first five years after the implementation of the program.

The program complies with all applicable provisions contained in Coordinating Board Rules, Chapter 9, Subchapter J and adheres to the [Standards for Academic Associate Degree Programs](#) approved by the Board.

Application Deadlines

Program certification forms must be received at least 45 days prior to the planned start date of the program in order to allow an adequate amount of time for public comment. By statute, the THECB has one year to respond to new program applications.

Curriculum Development Process

Section

2

CAB Review

The Curriculum Advisory Board (CAB) is a faculty-driven committee charged with reviewing all new programs and courses, changes in curricula, catalog listings, or other academic issues through a curricular perspective. CAB makes recommendations to Academic Leadership in accordance with the policies of the Collin College Board of Trustees, the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). More information about CAB may be found inside CougarWeb in the Curriculum webpage.

Curriculum Planning and Development

Curriculum planning for new programs must be carefully developed and considered by all involved in the curriculum process. A degree should have a technical component composed of 50 percent to 75 percent of the course credits drawn from a common technical specialty identified by the program CIP code. This ensures that each degree or certificate program has a clearly defined subject matter focus and provides students with opportunities for employment and career advancement. Curriculum Office staff will support program faculty to ensure that any new program curriculum is compliant with SACSCOC and THECB compliance. 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 inside CougarWeb in the Curriculum webpage.

Course Sequencing

Curricula must demonstrate appropriate course sequencing to promote student learning that is **progressively advancing from knowledge and understanding to analysis and application of critical skills**.

Selection of Program Courses

To select program courses, faculty should refer to the Workforce Education Course Manual (WECM) and the Lower Division Academic Course Guide Manual (ACGM). These manuals describe established courses as well as guidelines for developing and proposing Special Topics, Local Need, and Academic Unique Need courses. Note that AA/AS programs may only use the ACGM.

Adding Academic and WECM Inventory Courses

Any course that is listed in the ACGM or the WECM may be added to the Collin course inventory. A generic course syllabus is required to be submitted to CAB. The Curriculum Office will assist academic deans, directors and discipline leads who wish to add new courses to the curriculum. All WECM courses should be tied to an approved degree/certificate. The Curriculum Office prepares the documentation to update Collin's course inventory once the course has been recommended and approved.

Notes: The THECB guidelines for ACGM and WECM courses require that the exact course title, description, and student learning outcomes be used. There are a few exceptions in the ACGM, please contact the Curriculum Office for more information.

Unique Need Courses

A unique need course is a freshman/sophomore level course that is not listed in the **ACGM**. The Curriculum 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 Curriculum Office.

NOTE: Unique Need courses must either be assigned permanent numbers by the statewide ACGM committee or be renewed every three years. To renew a course, documentation must be updated.

Local Need Courses

THECB approval is required for any workforce course not listed in the **WECM**. A Local Need course is one that the college intends to offer on a regular basis but that is not listed in the WECM. There must be a documented local need for the course. It is recommended that no more than three local need courses be added to a new program, more than three courses will require additional documentation. Local Need courses are identified by a "7" in the third digit of the course number.

The Curriculum 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. Questions or concerns regarding the proposed courses should be directed to the Curriculum Office.

NOTE: If the Local Need course is not adopted as a regular WECM course, it must be renewed every two years. A SCH Local Need lecture-lab course may not have fewer than 16 or more than 176 contact hours. The courses must follow the established ratios for contact hour and credit hour assignments.

Special Topics Courses

WECM provides Special Topics, which are open topic courses, allowing an institution to add subtopic courses. Special Topics course should be used only when course content does not exist in a current WECM course. The Special Topics course is provided for temporary use or transitional content. The college specifies discipline-specific learning outcomes for the Special Topics course. Special Topics courses are identified by a "9" in the third digit of the course number. These are courses that are not taught on a regular basis.

NOTE: If the Special Topics course is not adopted as a regular WECM course, it must be renewed every two years with updated information as necessary.

Choice of Prerequisites

All college-level, non-developmental courses that require course prerequisites and/or requirements for entry into a degree or certificate must be included in the total hours for the award and must be clearly identified in the proposed curriculum plan. Developmental education course hours must not be included in the total credit hours for the award.

Note: a program may not enroll a student in both a course and its prerequisite course during the same semester, unless both courses can be delivered in a compressed format without an overlap in the two courses. Courses that have prerequisites may be offered concurrently (course and its prerequisite in the same semester). Please refer to the ACGM for guidance and/or contact the Curriculum Office to discuss prerequisite requirements.

Length of Semesters

Semesters, both traditional sixteen-week and shortened formats, should not award more than one SCH per week of instruction. More information about requirements for courses offered in shortened formats is available in [Coordinating Board Rule 4.6](#).

Instruction should be scheduled in a manner that maximizes students' opportunities for success. When a program has a full-time, lock-step schedule, institutions are encouraged to provide alternative tracks such as part-time schedules or other means to allow non-traditional students greater opportunities for success.

Verification of Workplace Competencies – Required for all AAS Programs

To verify entry-level workplace competencies, the institution must provide at least one of the following for each approved award: a) capstone experience, b) eligibility for a credentialing exam, and/or c) an external learning experience. The experience should occur during the last semester of the student's educational program.

Capstone Experience

The capstone is a learning experience resulting in consolidation of a student's educational experience and certifies mastery of entry-level workplace competencies. Methods of providing a capstone experience include the following:

- a comprehensive, discipline-specific examination prepared by the faculty of the workforce education program and administered at the conclusion of the program;

- a course involving simulation of the workplace, case studies, portfolios, and employment scenarios; and

- a discipline-specific project involving the integration of various teams of students performing activities to simulate situations that may occur in the workplace.

Credentialing Exams

Credentialing exams are licensure, certification, or registration exams provided by state or national agencies or by professional organizations.

External Learning Experiences

An external learning experience, paid or unpaid, enhances lecture and laboratory instruction and is provided at work sites appropriate to the discipline. The inclusion of an external learning experience in

both certificate and applied associate degree plans is strongly recommended. The external learning experience allows a student to have practical, hands-on training and to apply learned concepts and theories in a workplace setting. There are five types of external learning experiences: clinicals, internships, practica, cooperative education, and apprenticeships.

Credit, Lecture, Lab, and Contact Hours

For transfer courses, please refer to the ACGM for allowable credit, lecture, and lab hours. WECM preferred and allowable combinations are outlined in Table 4.1 below (expert from GIPWE). A range of contact hours with lecture-lab components is specified for each number of SCH. Local Need external learning courses must follow the established ratios for the appropriate type of external learning course as outlined in the WECM Protocol Manual.

Table 4.1: Lecture – Lab Credit/Contact Hour Combinations for SCH, Local Need, and Special Topics Courses

| SEMESTER CREDIT HOURS (SCH) | PREFERRED* Contact Hour Range per Semester | Lecture /wk | Lab /wk | Contact /sem | ALLOWABLE** Contact Hour Range per Semester*** | Lecture /wk | Lab /wk | Contact /sem |
|-----------------------------|--|-------------|---------|--------------|--|-------------|---------|--------------|
| 1 | 16-48 | 1 | 0 | 16 | 16-64 | 1 | 1 | 32 |
| | | 0 | 2 | 32 | | 0 | 4 | 64 |
| | | 0 | 3 | 48 | | | | |
| 2 | 32-80 | 2 | 0 | 32 | 32-128 | 2 | 1 | 48 |
| | | 1 | 2 | 48 | | 0 | 5 | 80 |
| | | 0 | 4 | 64 | | 0 | 6 | 96 |
| | | 1 | 3 | 64 | | 0 | 7 | 112 |
| | | 1 | 4 | 80 | | 0 | 8 | 128 |
| 3 | 48-96 | 3 | 0 | 48 | 48-144 | 3 | 1 | 64 |
| | | 2 | 2 | 64 | | 1 | 4 | 80 |
| | | 2 | 3 | 80 | | 1 | 5 | 96 |
| | | 2 | 4 | 96 | | 1 | 6 | 112 |
| | | | | | | 1 | 7 | 128 |
| | | | | | | 1 | 8 | 144 |
| 4 | 64-128 | 4 | 0 | 64 | 64-160 | 4 | 1 | 80 |
| | | 3 | 2 | 80 | | 2 | 5 | 112 |
| | | 3 | 3 | 96 | | 2 | 7 | 144 |
| | | 2 | 4 | 96 | | 2 | 8 | 160 |
| | | 2 | 6 | 128 | | 1 | 9 | 160 |
| | | 3 | 4 | 112 | | | | |
| | | | | | | | | |
| 5 | 80-144 | 5 | 0 | 80 | 80-176 | 5 | 1 | 96 |
| | | 4 | 2 | 96 | | 3 | 4 | 112 |
| | | 4 | 3 | 112 | | 3 | 5 | 128 |
| | | 4 | 4 | 128 | | 3 | 7 | 160 |
| | | 3 | 6 | 144 | | 3 | 8 | 176 |
| | | | | | | 2 | 9 | 176 |

*Preferred contact hours and combinations are those that typically represent best practices or the most common course patterns.

**Allowable Range includes Preferred Combinations and Other Allowable Combinations.

***Other allowable combinations are available for specific circumstances.

Curriculum/Degree Outline Sample

Program Title

Degree Title

xx Credit Hours

FIRST YEAR

First Semester

| Rub | Num | Title |
|-------------|-------------|----------------------------|
| <u>xxxx</u> | <u>xxxx</u> | <u>xxxx underline CORE</u> |
| xxxx | xxxx | xxxx |
| xxxx | xxxx | xxxx |

Second Semester

| Rub | Num | Title |
|-------------|-------------|----------------------------|
| <u>xxxx</u> | <u>xxxx</u> | <u>xxxx underline CORE</u> |
| xxxx | xxxx | xxxx |
| xxxx | xxxx | xxxx |

SECOND Year

First Semester

| Rub | Num | Title |
|-------------|-------------|----------------------------|
| <u>xxxx</u> | <u>xxxx</u> | <u>xxxx underline CORE</u> |
| xxxx | xxxx | xxxx |
| xxxx | xxxx | xxxx |

Second Semester

| Rub | Num | Title |
|-------------|-------------|----------------------------|
| <u>xxxx</u> | <u>xxxx</u> | <u>xxxx underline CORE</u> |
| xxxx | xxxx | xxxx |
| xxxx | xxxx | xxxx |

*Footnotes go here

Developing Program Level Outcomes

Identifying the student learning outcomes important to the program of study and aligning these outcomes to both the instructional and the assessment plans are two vital processes in curriculum development. Preparing a curriculum map is an effective way to align program outcomes and curriculum goals coherently and to appropriately sequence students' learning experiences. Faculty in the program should work collaboratively to discuss the program's mission, program's outcomes and student learning outcomes to determine how students will develop and master the skills/competencies. Program goals should connect to these important elements. Remember "less is more". Develop 3-4 succinct measurable goals that -

- Are well-formulated outcomes, describing what faculty want to accomplish by offering this particular degree program.
- Articulate the skills and competencies faculty believe students graduating from this program will have attained when they complete this degree.
- Are broad enough to encompass the overall learning outcomes of the coursework, yet, succinct enough to be achieved and measured.

Developing an Assessment Plan for Program Level Outcomes

Review existing assessment methods and current practices for collecting/gathering student data. Identify direct and indirect methods of assessment. Remember that the data will need to be gathered, analyzed, and used to support the program's continuous improvement processes.

- Include specific program goals, measurable student learning outcomes, and direct and indirect assessment methods.
- Clearly articulate a) what will be assessed, b) how will it be assessed, c) who will be assessing it, and d) when will it be assessed.

Note: Program curricula should be reviewed and revised, as needed, to ensure it continuously meets the changing academic and changing needs of students and the community. Please see Section 4 for more information on Annual Program Review, Evaluation, and Compliance.

Program and Course Additions and Revisions

Section

3

Course/Program Additions and Revisions

The Curriculum Office is a valuable resource to assist with all curricular changes. The Curriculum Office staff will help guide you through the process required to submit changes for review and recommendation/approval from the Curriculum Advisory Board (CAB), instructional leadership and external stakeholders.

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

Faculty members desiring to revise a course/program must work with their discipline lead, associate dean, dean, and/or director. Prior to initiating any curricular changes, an academic dean must approve the initial request before it can go forward.

The Curriculum Office staff works collaboratively with faculty to prepare the documentation needed for all new, revised, or deleted courses contained in the program. This form is then verified by the Institutional Research Office (IRO) and entered into Banner by the Student Information System (SIS) Reporting Office.

Revising Workforce Education Courses or Programs

When a workforce course/program needs to be revised (addition/deletion/revision), please contact the Curriculum Office. The Curriculum Office staff will determine which of the following is appropriate:

- The revision needs to be submitted to CAB for informational purposes. Informational items do not require a vote from CAB members.
- The revision needs to be submitted to CAB as an expedited proposal and no formal presentation is required. While such revisions do not require a formal presentation, upon review by the CAB members, it may be determined that a formal presentation is needed after all.
- The revision must be formally presented to CAB for review and recommendation to Academic Leadership. Changes in lecture, lab, and/or contact hours
 - Changes to course/program titles
 - Changes to student learning outcomes
 - Addition or removal of a course in a program

- Addition and deletion of course prerequisites
- Changes to course sequencing
- Changes to program admission and/or special program requirements
- Any changes not initiated by statewide WECM or ACGM committees affecting the curriculum on file with the THECB

Course/Program Deletion Deactivation

Deletion of Courses

If a course will no longer be offered, contact the Curriculum Office to request the deletion of the course from the college's inventory. Prior to submitting the request, a thorough review of all Collin programs 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 dean or director of the affected program must be contacted. In many instances, courses being deleted are being replaced by another course. This information should also be shared. If the other program does not agree with the course deletion, contact the Curriculum Office for options.

Deactivation of a Degree or Certificate

In the event that an academic area wishes to deactivate a program, student enrollment must be suspended, and the dean, associate dean, or director must notify students as well as verify that a procedure is in place for **teaching out** currently enrolled students. A notice of program deactivation will be submitted to the THECB and SACSCOC. 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. Please note that SACSCOC may or may not approve the teach-out arrangements. Revisions must be made to achieve SACSCOC approval before the program may be delivered.

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 THECB and SACSCOC 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.

Continuing Education Program Criteria

A new continuing education program or activity must be planned in response to educational needs that have been identified for a target audience. A **Certification Form** for automatic approval should be submitted to offer a sequence of workforce continuing education courses for which the total number of contact hours is **360 or more**.

A coherent sequence of continuing education courses that total 360 or more contact hours must be approved as a postsecondary workforce education program. Courses are considered to be part of a coherent sequence if they meet one of the following requirements:

- include required and/or recommended prerequisites or co-requisites;
- lead to an external credential (license, certification, or registration); or
- are taken by a majority of students in sequence to meet occupational qualifications

No single workforce continuing education lecture or laboratory course may require more than 176 contact hours. CEU external learning courses must follow the same contact hour limits as SCH external learning courses.

For continuing education units, a ratio of 1 CEU to 10 contact hours is used. The total number of contact hours is divided by 10 to determine the number of CEU, which may be expressed as a decimal. (For example, 17 contact hours equals 1.7 CEU.)

Unless it specifically addresses local, state, or national licensure, certification, regulatory, or accreditation requirements, a CEU Local Need course cannot have fewer than 7 contact hours.

Course Numbering

The four-digit number after the rubric indicates the course level, SCH or CEU value, the course type, and the suggested sequence. For SCH and CEU courses, an introductory course is denoted by a “1,” and an advanced course is denoted by a “2.” An intermediate course may be denoted with either a “1” or a “2.” The second digit defines the SCH or CEU value. For example, a “3” indicates a three SCH course and a “0” denotes a non-credit course (that is, a CEU course.)

Course Titles

For CEU courses, workforce marketing titles may be used to better describe the nature of the courses being offered and may be listed in transcripts. However, **all CEU linked courses must** use the published WECM title for the course. Course titles cannot contain product-, vendor-, or version-specific names unless the course is a vendor specific course.

State Funding

Institutions may provide up to 144 hours of job-related classroom instruction as **CEU** or **SCH** for a degree or certificate program. The college may enroll regular as well as apprenticeship students in such courses and obtain regular contact hour funding for them. These courses should be chosen from the Workforce Education Course Manual (WECM). To be approved for state funding, workforce continuing education courses must be consistent with the role and mission of the institution and must be designed to respond effectively to workforce needs identified by the following:

- preparatory education in occupations addressed in credit workforce education programs
- occupations that require less than an associate’s degree for which there is a documented demand within the Texas economy
- or education to enhance or extend the skills of employees already working in a particular field

College Credit

The above-referenced 144 hours of job-related classroom instruction per year may be transcribed by colleges as **CEU** or as SCH, resulting in a maximum award of 14.4 CEU or approximately 6-9 SCH per year.

Linked Courses

When a course may be delivered in either a SCH or a CEU format, the course is defined as a linked course and must be offered as published in the WECM. The college may add additional outcomes but must not substantially change the intent of the course. Institutions awarding credit for linked courses taught in CEU format must meet all SACSCOC requirements, including faculty requirements.

Program Review, Evaluation and Compliance

Section 4

Texas Higher Education Coordinating Board: Program Review, Evaluation, and Compliance

Collin College's Institutional Research Office (IRO) annually compiles program data to monitor and report progress on the following measures:

Measure 1a - Duplicated Enrollment

Measure 1b - Unduplicated Enrollment

Measure 2a - Award Completions by Program

Measure 2b - Certified Awards by CIP Code-Type

Measure 3 - Gainful Employment

Measure 4 - Average Section Size

Measure 5 - Classroom Utilization

Measure 6 - Grade Distribution, Course Completion and Success

Measure 7 - Faculty Contact Hours (End-of-Term)

Measure 8 - Licensure-Cert Pass Rates

Program-Based Course Performance

In addition to the above program data, IRO also compiles course-specific reports to monitor and assess the following measures:

- Enrollment by Term
- Completion %
- Pass % (D & Up)
- Success % (C & Up)

To access these data, please login to **CougarWeb**, click on the **My Workplace** tab, scroll down to center of page and click on **Curriculum Office**. Next click on the **Resources** link, and finally click on the **Program-Based Course Performance Report** link.

Measurement of Learning Outcomes

- 1) Each public institution of higher education shall identify, adopt, and make available for public inspection measurable learning outcomes for undergraduate courses (exclusive of independent studies, labs, practicums, or discussion sections) offered by the institution.
- 2) Statements of the measurable learning outcomes shall be kept on file for at least two years after the course is taught and made available for public inspection upon request to the Provost's office of each institution.
- 3) If the institution is in compliance with Subchapter N, §§4.225 - 4.228 of this chapter (relating to Public Access to Course Information), then the institution is also in compliance with this section since learning outcomes are required to be a part of each course syllabus posted on the institution's website.

Evaluation of Core Curriculum

Criteria for Evaluation of Core Curriculum

Each public institution of higher education shall evaluate its core curriculum through the assessment of the core objectives on an ongoing basis, reporting the results of the assessment to the Board every ten years on a schedule that accords with the institution's accreditation reaffirmation self-study report to the Southern Association of Colleges and Schools Commission on Colleges. The evaluation and report must include:

- 1) a description of the assessment process for each of the six core objectives
- 2) an explanation of measures, methodology, frequency and the timeline of assessment activities
- 3) the criteria and/or targets used to benchmark the attainment of the six core objectives
- 4) the results of the assessment, including evidence of the level of attainment targeted and achieved for each of the six core objectives
- 5) an analysis of the results, including an interpretation of assessment information, and
- 6) any actions planned, including how the results and analysis of the assessment process will be used to improve student learning and achievement

Collin College Core Objectives Assessment Team (COAT)

COAT is responsible for overseeing implementation of the general education core curriculum assessment process, training assessors, and maintaining the assessment rubrics.

Rubric Development/Maintenance

- Assessment rubrics must be created and updated to conform to THECB standards as necessary for each core objective or general education competency.
- After each Assessment Day, the COAT Co-Chairs assimilate the information gathered by note takers at each table from the inter-rater reliability session. This step is particularly important to identify any potential changes or issues with the rubrics.
- The standing Rubric Review Standing Committee reviews the rubrics used in each assessment cycle.
- The full COAT Committee is informed of any potential changes to the rubrics, and these changes are discussed and voted on by the full committee.
- Rubric changes need to be completed in the semester prior to the usage of the rubrics to ensure faculty have enough time to amend artifacts to fit the rubric changes.

Participate in the Assessment Process

- The process is organized on a two-academic year cycle for assessing the six Texas Core Objectives, mandated by the THECB. Two objectives are assessed each academic year during the long semesters only.
- At regular intervals the standing Assessment Schedule Review committee will examine the cycle used to assess each of the Texas Core Objectives to determine if modifications are needed.
- A sample of sections from a variety of disciplines and modalities is chosen each semester based on foundation component areas. Each foundational component area must be represented for assessment of at least one of the Core Objectives during the academic year.
- The standing Assessment Schedule Review committee is responsible for establishing the schedule by which courses will be formally assessed each academic year.
- Rankings 1 through 4 are used to assess artifacts.
- Inter-rater reliability is established through an initial inter-rater reliability session run by COAT Co-Chairs and the Curriculum Office support team.

Analysis of Data

- The Curriculum Office and IRO compile the data and submit it to the COAT Co-chairs by August 1 of each Academic Year.
- Co-Chairs disseminate the results to discipline leads, Faculty Council Teaching and Learning Committee, Associate Deans and Deans in the form of percentages of students reaching each benchmark.

- Because the assessment process is undertaken at the institutional level, it is not the responsibility of individual instructors or disciplines to develop and implement strategies for improvement. Rather, the process for continuous improvement is guided by a combination of faculty, discipline leads, COAT members, and other stakeholders. Strategies for improvement are based on assessment results distributed to faculty. Once such strategies have been identified, the Discipline Leads will discuss the plan of action with COAT and other relevant stakeholders.

Make Recommendations for Improving Teaching and Learning

- Recommendations are made by COAT and based on feedback from Discipline Leads. Appropriate enhancements for continuous improvement are requested from faculty throughout the district for each objective.
- COAT Co-chairs are responsible for submitting assessment-based presentations for the Faculty Development Conferences based on continuous improvement needs as well as recruiting presenters from the COAT.

THECB Institutional Effectiveness Evaluation

Each institution must note field of study curriculum courses on student transcripts as recommended by the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) [Rule §4.32].

Field of Study Curriculum

Criteria for Evaluation of Field of Study Curricula

Every five years, each public institution of higher education shall review and evaluate its policies and practices regarding the acceptance and application of credit earned as part of a Board-approved field of study curriculum, and report the results of that evaluation to the Board. These reports shall be submitted following the same timetable as the regular reports of core curriculum evaluations.

The evaluation should include:

- the extent to which the institution's compliance with the acceptance of transfer credit through field of study curricula is being achieved;
- the extent to which the institution's application to the appropriate degree program of credit earned as part of a Board-approved field of study curriculum facilitates academic success;
- the effectiveness of field of study curricula in the retention and graduation of transfer students in those degree programs that have Board-approved field of study curricula.

Each institution's evaluation report must contain at least the following:

- a listing of the institution's degree programs that have Board-approved field of study curricula;
- a description of the institution's policies and practices regarding applicable Board-approved field of study curricula, including admission-point evaluation of transfer credit, advising practices

(including catalogue and website information on existing field of study curricula and advising/counseling practices for enrolled students), and transcribing practices to show field of study participation and completion;

- a chart or table showing the number of total transfer students for each degree program that has a Board-approved field of study curriculum, for each of the last five years; the chart should indicate year-by-year the percentage of students who transferred having completed the applicable field of study curriculum, the percentage of students who transferred without having completed the applicable field of study curriculum, and any information about progress toward graduation or graduation rates that can compare transfer student performance with non-transfer student performance during the evaluation period.

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