

**AIKEN TECHNICAL COLLEGE
PROCEDURE**

Policy Title:	CURRICULUM AND INSTRUCTIONAL DEVELOPMENT PROCESS	Procedure Number: 4-4-105.1
Institutional Authority:	Vice President of Education and Training	
Associated SBTCE Policy/Procedure:		
Associated ATC Policy:	4-4-105	

Approved: 
President


Vice President of Education and Training

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DISCLAIMER

PURSUANT TO SECTION 41-1-110 OF THE CODE OF LAWS OF SC, AS AMENDED, THE LANGUAGE USED IN THIS DOCUMENT DOES NOT CREATE AN EMPLOYMENT CONTRACT BETWEEN THE EMPLOYEE AND THE AGENCY.

Aiken Technical College (ATC) places the primary responsibility for the content, quality, and effectiveness of the curriculum with the faculty. New and revised curricula are approved by the faculty and the administration. A Curriculum and Instruction Committee oversees the curriculum approval process and makes recommendations for both faculty professional development and student development to enhance excellence in teaching and learning and student success.

I. Definition of Terms and Concepts Used in this Procedure

1. Student Learning outcomes (SLOs) are specific results-oriented statements of intended learning outcomes describing what students should know, think (values, attitudes, dispositions), or apply, when they are successful in their programs and courses.
2. Assessment of SLOs is the systematic gathering and analysis of evidence of actual student learning outcomes as compared to established benchmarks and using the resulting information to improve student learning.
3. Assessment methods include direct and indirect assessment methods. Direct methods provide evidence that a student has (or has not) achieved a SLO. Indirect methods

involve students or others reporting their perception of how well a given SLO has been achieved.

4. Closing the loop – In order for improvement to occur, the assessment feedback loop must be closed. Ways of closing the loop may include revising/improving teaching methods, incorporating additional learning strategies in courses, selecting alternative teaching strategies such as active and collaborative learning, revising course prerequisites, adding lab time, adopting a mastery learning approach, ensuring that students successfully complete foundational courses, scaffolding courses with progressive success opportunities, and/or requiring tutoring when critical skills are not achieved followed by re-testing.
5. ATC Core Educational Outcomes – See Addendum 1 for a full listing of the seven outcomes.
6. DACUM is an acronym for developing a curriculum. It is a one or two day storyboarding process that provides a picture of what the worker does in terms of duties, tasks, knowledge, skills, traits and in some cases the tools the worker uses. The information is presented in graphic chart form and can include information on critical and frequently performed tasks and the training needs of workers.

II. Role and Purpose of the Curriculum and Instruction Committee

The role of the Curriculum and Instruction (C&I) Committee is to ensure quality of curriculum and instruction and that the curriculum meets the mission and vision of the College. The C&I Committee engages in a dialogue and process to:

1. Guide and approve new and revised curriculum proposals including modifications in descriptions, credit hours, prerequisites, and program admissions requirements.
2. Recommend faculty professional development and student development needs to enhance excellence in teaching and learning and student success.
3. Ensure that the following program curriculum requirements are followed.
 - a. Each program has a mission and SLOs.
 - b. All ATC Core Educational Outcomes are embedded, as appropriate, across program courses, and incorporated into the program via selected general and technical education courses.
 - c. Each program and course has college level student learning outcomes (SLOs) and assessment methods that measure the level at which students achieve the SLOs.
 - e. Course and program SLOs are publicized via the Web site.
 - d. Program and course SLOs assessment is ongoing. Program SLOs assessment is reported annually. Program and course assessment results are used to plan improvements in instruction, student services, courses, and programs.

- f. Programs use course technologies and pedagogical activities that ensure student engagement, including active and collaborative learning and critical thinking, to enhance student learning.
- g. All online courses follow the Quality Standards for Online Learning.

III. Curriculum and Instruction Committee Documentation

New and revised curriculum proposals (including modifications in descriptions, credit hours, prerequisites, and program admissions requirements) are documented on the C&I Proposal Form. Curriculum proposals approved by the C&I Committee are forwarded to the Vice President of Education and Training for review and approval.

IV. Procedures for Proposing New Curriculum, Curriculum Review, Curriculum Revision, Admission Requirements, and Curriculum Assessment

1. New Curriculum

- a. New Curriculum Proposals are in response to DACUM results and/or recommendations from business, industry, agencies, and other postsecondary institutions. They may originate from faculty or academic coordinators in consultation with department chairs and deans.
- b. The proposer of the new curriculum prepares the C&I Proposal based on the following requirements.
 - The proposed curriculum is in compliance with State Board for Technical and Comprehensive Education (SBTCE) and Commission on Higher Education (CHE) program models, curricular policies and procedures, guidelines and timelines, and program specific accrediting standards, if applicable.
 - A DACUM (if feasible) is conducted and results are used to ensure program curriculum meets employer and student needs. Program and course SLOs and curriculum are developed based on the DACUM results.
 - The proposal is consistent with the appropriate program curriculum requirements listed in section II.3.
 - The proposer justifies the new curriculum and obtains the signature approval from all appropriate supervisory levels prior to submission to the C&I Committee.
- c. The C&I Committee reviews the proposal and, if necessary, makes recommendations for revision. Upon completion of any required revisions, the C&I Committee approves the proposal before submission to the Vice President of Education and Training for review and approval or disapproval.
- d. The Vice President of Education and Training carries forward approved proposals to the Executive Staff, the ATC Commission, and the SBTCE and CHE, if required.
- e. The Vice President of Education and Training ensures compliance with the SACS Commission on Colleges policy on substantive change for accredited institutions.

2. Curriculum Review

- a. Program and course SLOs are reviewed and validated annually to ensure that program curricula are current and consistent with business, industry, agency, and transfer needs. Faculty consult Advisory Committees, businesses, industries, agencies, DACUMS, and baccalaureate or other postsecondary institutions in the development and updating of SLOs and assessments.
- b. DACUMs, if appropriate, are conducted every three to five years and results used to ensure program curriculum is meeting employer and student needs. Program and course SLOs and content are revised based on the DACUM results.

3. Curriculum Revision

- a. Proposals for curricular revision of existing programs may originate from faculty or academic coordinators in consultation with department chairs and deans.
- b. The proposer of the curriculum revision prepares the C&I Proposal based on the following requirements.
 - The proposed curricular revisions are in compliance with SBTCE and CHE program models, curricular policies and procedures, guidelines and timelines, and program specific accrediting standards, if applicable.
 - The proposed revision(s) is/are consistent with the appropriate program curriculum requirements listed in section II.3.
 - Proposed revision(s) is/are in response to one or more of the following:
 1. DACUM results.
 2. An analysis of strengths, challenges, opportunities, and threats identified in the Program Review.
 3. Recommendations from Advisory Committees, businesses, industries, agencies, and/or baccalaureate or other postsecondary institutions.
 - The proposer of the curricular revision justifies the new curriculum and obtains the signature approval from all appropriate supervisory levels prior to submission to the C&I Committee.
- c. The C&I Committee reviews and, if necessary, makes recommendations for revision. Upon completion of any required revisions, the C&I Committee approves the proposal before submission to the Vice President of Education and Training for review and approval or disapproval.
- d. The Vice President of Education and Training carries forward approved proposals to the Executive Staff, the ATC Commission, and the SBTCE and CHE, if required.
- e. The Vice President of Education and Training ensures compliance with the SACS Commission on Colleges policy on substantive change for accredited institutions.

4. Admission Requirements

Recommended admission criteria and/or placement scores for new programs and changes for existing programs may be proposed by the faculty or academic coordinators in consultation with department chairs and deans. The proposer prepares the C&I proposal based on the following.

- a. The proposal must be accompanied by data that support the recommended admission standards and/or placement scores.
- b. The proposer justifies the admissions requirements and obtains the signature approval from all appropriate supervisory levels prior to submission to the C&I Committee.
- c. The C&I Committee reviews and, if necessary, makes recommendations for revision.
- d. Upon completion of and required revisions, the C&I Committee approves the proposal before submission to the Vice President of Education and Training for review and final approval or disapproval.

5. Curriculum Assessment

In accordance with policy, each program conducts assessment of program SLOs, including: (1) identifying expected program SLOs, (2) assessing the extent to which program students achieve the SLOs, and (3) documenting this continuous cycle of assessment results, and (4) closing the loop by planning and implementing improvements based on the analysis of the results. Programs are expected to act upon their assessment results and conclusions and make the indicated changes to improve student learning.

- a. Academic coordinators and program faculty consult Advisory Committees, businesses, industries, agencies, DACUMS, and baccalaureate and other postsecondary institutions in the development and updating of SLOs and assessments.
- b. Academic coordinators (or designees) prepare annual Program SLOs Assessment Plans and record/report results, conclusions, and recommendations for improvement of student learning, instruction, courses, programs, and/or student services.
- c. A C&I Assessment Subcommittee annually reviews all Program SLOs Assessment results, conclusions, and recommendations, and may make additional recommendations for incorporation in the program and College's annual planning.

VI. Curriculum and Instruction Committee Membership and Meetings

1. The membership of the C&I Committee includes all department chairs and one academic coordinator from each division – nominated by the division dean. Each academic coordinator is appointed to serve a two year term. The Director of Learning Resources and E-Learning, Academic Deans, Dean for Teaching and Learning, and one Student Services Counselor sit Ex Officio on the committee. A C&I Chair is elected in the

spring semester to serve a two year term beginning in August and may be re-elected for an additional term.

2. Meetings are scheduled by the C&I Chair on a monthly basis or as needed, starting at the beginning of each semester, and meet, at a minimum, once per semester. A meeting agenda is developed by the C&I Chair with input from the Committee members and the Dean for Teaching and Learning. Members of the Committee may request additional meetings.
3. C&I Proposals must be submitted two weeks before each C&I meeting so the membership can review the proposals and note recommendations and questions in advance of the meetings. Meeting agendas, minutes, and proposals are retained in an electronic C&I share folder. Minutes are completed and posted within ten instruction days.
4. The C&I Assessment Subcommittee is also elected in the spring semester to serve a two year term beginning in August and may be re-elected for an additional term. The Subcommittee reviews the Core Educational Outcomes and all the Program SLOs Assessment results, conclusions, and recommendations at the end of each annual assessment cycle.