2019-2020

Curriculum Management Manual

Southern Crescent Technical College

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Curriculum Management Manual

Academic Year 2018-2019

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# EQUITY STATEMENT

Southern Crescent Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, programs financed by the federal government including any Workforce Investment Act of 1998 (WIA) Title 1 financed programs, educational programs and activities, including admissions, scholarships and loans, student life, and athletics. It also encompasses the recruitment and employment of personnel and contracting for goods and services.

The following persons have been designated to handle inquiries regarding the nondiscrimination policies: Title IX/Equity Coordinator (Griffin Campus, Butts County Center, Henry County Center, and the Jasper County Center) Toni Doaty, Griffin Campus, Mobile Unit 6B, 501 Varsity Road, Griffin, GA 30223, (770) 228-7382, [toni.doaty@sctech.edu](mailto:toni.doaty@sctech.edu); ADA/Section 504 Coordinator (Griffin Campus, Butts County Center, Henry County Center, and Jasper County Center), Teresa Brooks, Griffin Campus, Room 303, 501 Varsity Road, Griffin, GA 30223, (770) 228-7258, teresa.brooks@sctech.edu; Title IX/Equity and ADA/Section 504 Coordinator (Flint River Campus) Mary Jackson, Thomaston Campus, Room 252A, 1533 Highway 19 South, Thomaston, GA 30286, (706) 646-6224, mary.jackson@sctech.edu; Title IX/Equity and ADA/Section 504, (Employee complaints) Sharon Irby, Griffin Campus, Human Resources, 501 Varsity Road, Griffin, GA 30223, (770) 229-3454, sharon.irby@sctech.edu. Any complaints filed against the Title IX/Equity Coordinator or ADA/Section 504 Coordinator on any campus/center shall be handled by Dr. Xenia Johns, Griffin Campus, Room 700, 501 Varsity Road, Griffin, GA 30223, (770) 228-7348, xenia.johns@sctech.edu.

Revision requests

Revision requests for the Curriculum Management Manual may be submitted to the Executive Director of Library and Academic Support Services, Kate Williams at [Kate.Williams@sctech.edu](mailto:Kate.Williams@sctech.edu). When requesting a revision, please identify the section of the manual and the information to be updated with a reference to the new source of information.

# GENERAL INFORMATION

## Context

Curriculum decisions directly influence student success in academic programs and in the workplace. Every unit of the institution plays a valuable role in the management curriculum, and unit participation in the development and implementation of curriculum is critical to students’ successful navigation through programs of study. For this reason, decisions regarding curriculum require careful consideration, research, community and industry feedback, local and TCSG board approvals, open channels of communication, and engagement of college personnel. This Curriculum Management Procedure Manual addresses responsibilities and questions pertaining to curriculum management.

## Oversight and Accountability

Pursuant to the Technical College System of Georgia’s Policy and Procedure Manual (<https://tcsg.edu/tcsgpolicy/>), the Southern Crescent Technical College Curriculum Management Procedure Manual describes the procedures for the following actions:

* creating, modifying, and terminating academic programs or courses;
* notifying internal and external stakeholders of curriculum changes;
* managing updates to documentation and services impacted by curriculum changes.

The processes outlined in this manual are informed by the TCSG Policy and Procedure 5.1.9: Program Approval and Termination. According to this policy, a technical college must be approved by the State Board to offer any instructional program leading to a technical certificate of credit, a diploma, or a degree. The termination of authority to offer a program must be approved by the State Board. As such, the process described in this manual will ensure compliance with this policy/procedure. In addition, it will ensure the timely and effective communication of changes to program offerings with the College’s internal and external stakeholders.

When implementation of a proposed program entails new capital construction or substantial modifications of existing facilities, an appropriate request for approval of such construction or modification must be submitted as part of the Performance Accountability System (PAS) process, as well as accompany the proposal for a new program. The same is true when implementation of a proposed program entails the purchase of new equipment, the hiring of new personnel, or the shifting of existing personnel, and the procurement of academic resources to support the program. As a result, the processes associated with the origination, modification, or termination of programs are a crucial component of the College’s compliance with the sexennial Performance Accountability Review (PAR) and annual PAS review. For more information, please review (http://teched.tcsg.edu/all\_forms/PAR-Standard-PAR-Checksheet-FY-2018.docx).

Proposals that require additional facilities or modification of facilities will necessarily require more time and advanced planning. Certain requests may require a capital outlay project request through TCSG, while other requests may involve the SCTC Foundation’s participation. As proposals are routed through the approval process, note stakeholders in the process must keep records concerning decisions that are made. Documentation may include correspondence (paper or electronic), meeting minutes, forms, or materials distributed at events connected to the proposal. Such documentation may be needed during programmatic reviews, accreditation processes, or other reporting events.

As a member of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the College is responsible for the timely and correct communication of changes to the College, including program offerings. Since SACSCOC accredits an entire institution, including all of its programs and services, wherever they are located or however they are delivered, the Commission is interested in significant changes that are occurring at member institutions because the scope of accreditation extends to the total college or university. Such changes are commonly referred to as substantive changes. As program requests are made through the curriculum management process, the following questions will be asked to determine if a substantive change is involved:

* Does the change support the mission or objectives of the college and the program?
* Does the request result in any change in legal status, form of control, or ownership of the institution?
* Does the request involve a significant departure in content or method of delivery for courses or programs of study at the institution based on when the institution was last evaluated by SACSCOC?
* Does the request add courses or programs of study at a degree or credential level different from what is included in the institution’s current accreditation or reaffirmation?
* Does the request result in a change from clock hours to credit hours?
* Does the request result in a substantial increase in the number of clock or credit hours awarded for successful completion of a program?
* Does the request establish an additional location geographically apart from the main campus at which the institution offers at least 50% of the program involved?
* Does the request result in the establishment of a branch campus?
* Does the request close a program, an off-campus site, a branch campus, or an institution?
* Does the request result in the college entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution?
* Does the request require the college to acquire another institution or program or location of another institution?
* Does the request add a permanent location at a site where the institution is conducting a teach-out program for a closed institution?
* Does the request require the college to enter into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution’s programs?
* Note that any reference to location also includes the online environment, which is considered a location.

Should the program request be considered a substantive change, then the approval process will be lengthened as a prospective will be sent to SACSCOC for review. Program planning may continue as the prospectus is being reviewed, however, implementation of the program request may not be undertaken until notification of approval by SACSCOC has been received by the institution. For more information, please review (<http://www.sacscoc.org/SubstantiveChangeFAQs.asp>).

## Program Accreditation

Program faculty who would like to pursue industry or programmatic accreditation are encouraged to consult with the Office of Institutional Effectiveness (IE) to learn more about the requirements for submitting an application to an accrediting body. The accreditation process will also require the involvement of other offices at the college, including Administrative Services (to assist in the budgeting for application and other fees) and the Office of the President (approvals and participation in on-or-off site reviews). Programs that are currently accredited must maintain appropriate documentation per the standards of the accrediting body in order to be ready for reaffirmation. Coordinators of these programs must also request adequate allowance in their budgets to cover maintenance fees due to accrediting bodies, if applicable. All correspondence with accrediting bodies must be approved by the appropriate Dean, Vice President for Academic Affairs, and Vice President for Institutional Effectiveness before submission.

## Articulation Agreements

An articulation agreement is a contract formed between two institutions permitting students to transfer specifically named courses or credentials for the purpose of continuing to a higher credential. These agreements are generally initiated by the other institution. Should another institution propose an articulation agreement to a faculty member, then the faculty member should forward this request to the academic dean, who will work with the faculty member and the Vice President of Academic Affairs to determine the viability of the agreement and to develop a response to the institution making the request.

Articulation agreements must be reviewed regularly to determine their continued relevance and to evaluate the currency of their course requirements. The review period will be determined by the Office of Institutional Effectiveness as part of the assessment cycle for the college. Academic Affairs will be responsible for completing the review and submitting the findings to IE.

## Program Offerings

Programs should be offered based on documented, established need within the service area. The college may make decisions concerning program offerings based on such criteria as the utilization of space, the faculty-to-student ratio per class, the faculty course load, program costs, and enrollment trends.

Programs with persistent low enrollment or retention over a designated period of time are identified through the Performance Accountability System review process (PAR). Should a program be identified through this process, a performance improvement plan must be developed and implemented. This plan requires the program to work closely with Academic Affairs and the Office of Institutional Effectiveness to ensure that student needs within the program are being met.

The college must regularly report information about its program offerings to various external entities, including (but not limited to) the Technical College System of Georgia, the Department of Education, and the Southern Association of Colleges Commission on Colleges (SACSCOC). For this reason, it is of the utmost importance that all internal curriculum stakeholders have the most up-to-date information possible. This manual addresses the procedure by which stakeholders should be notified of curriculum change.

# CURRICULUM CHANGE

SPECIAL NOTES

All changes to curriculum must comply with the policies and procedures of the Technical College System of Georgia, Southern Crescent Technical College, Southern Association of Colleges and Schools Commission on Colleges, and program accrediting bodies.

Curriculum changes will necessitate updates to appropriate institutional procedure manuals and/or handbooks. Owners of these documents will be informed of changes as they are approved and are asked to keep their documents current for the benefit of the college and community.

## 

## Types of Curriculum Change

PROGRAM ORIGINATION

New program ideas may originate at SCTC or be adopted from a model created by another institution. Once the idea is conceived, the college must determine the program’s viability in the service area. The Office of Institutional Effectiveness can assist in the process of reviewing the occupational outlook for the new program, identifying existing programs of a comparable nature in the state, and assessing the college’s ability to host the program. All new program requests require local and TCSG level approvals, which necessitates advance planning. If the program already exists in the TCSG Knowledge Management System (KMS) AND has TCSG Standards that have been approved, then the process *may* be fast-tracked, based on the judgment of TCSG personnel. Typically, a program must meet at least one of the following three criteria in order to be fast-tracked:

* The program might be offered at one campus successfully and is now proposed for another location.
* The program might be embedded in a longer program already offered by the college.
* The courses in the program are already taught by the college and the proposal suggests a new combination of those courses.

Aside from the criteria listed above, the TCSG Board will review each new program request. Once approved at the TCSG level, the program must still be evaluated as a candidate for substantive change notification to SACSCOC. In the event that a new program represents a substantive change, then the college must submit a formal request to SACSCOC. Implementation of the program must wait until a response is rendered by SACSCOC.

PROGRAM MODIFICATION

Any change requested to an existing program of study would be considered a program modification. Modifications may include any of the following: adding, changing, or deleting a credential (diploma, degree, or technical certificate of credit) or adding, changing, or deleting courses; or expansion of a program to a new site. Modifications may require varying levels of approval at the local and TCSG levels. Expansion of a program to a new site may represent a substantive change, which would require a formal request be sent to SACSCOC.

The following modifications may be finalized at the local level: co-requisite and pre-requisite changes, course sequence changes, addition and/or deletion of an elective approved for the curriculum in KMS, and a course number or name change (per a TCSG Information Ticket).

PROGRAM TERMINATION

The termination of a program or a credential within a program requires local and TCSG level approvals, as well as a teach-out process. Justification must be provided for the termination request. The program will not be terminated until all enrolled students have been notified of the teach-out process.

COURSE CREATION

New courses may be institutionally developed by faculty or staff and submitted for approval. Local and TCSG level approvals will be necessary. Courses must be suitable to the needs of existing programs of study offered at the institution and therefore in keeping with the mission of the college.

COURSE MODIFICATION

Changes proposed to the standards of an existing course may be requested at the institutional level, but will need to involve the Instructional Faculty Consortium Committee (IFCC) and, if warranted, the TCSG Information Ticket process. Modifications to the status of a course at the institution (elective, sequence, co-requisite or pre-requisite status) may be institutionally determined.

COURSE TERMINATION

When the need arises to terminate a required course within an active program, then the proposal should be discussed at the program’s IFCC meeting. Once feedback has been received, the institution or the IFCC may proceed with a TCSG Information Ticket or initiate a probe. The institution can make the determination locally not to offer an elective course within an active program.

## Process for Curriculum Change

The SCTC Curriculum Management Request Form (Appendix A) recommends curriculum change for review by the institution. The Academic Dean or Department Chair may submit this form when proposing a new course or program, a course or program modification, a course or program termination, or a request for updates to institutional databases, manuals, or handbooks relevant to curriculum. The process will involve the steps described below.

1. The form should first be submitted to the Executive Director for review.
2. The Executive Director will present New Program, Program Modification, and Program Termination Requests to the Curriculum Committee, which will ensure compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) prior to submission for final approval.
3. Following the committee review, the Executive Director will forward the request to the Vice President for Academic Affairs (VPAA).
4. The VPAA will submit the program to the College President (CP) and senior leadership for review.
5. The CP or CP’s designee will submit the program to the local board for review.
6. The CP or CP’s designee will submit the program (via KMS) to the TCSG board for review.
7. Following TCSG board review, TCSG will notify the CP or CP’s designee that the program is approved and ready for implementation, typically within one year from the date of approval.
8. The CP or CP’s designee will forward notification to the VPAA.
9. The VPAA will forward the notification to the Executive Director.
10. The Executive Director will coordinate the release of information concerning the program to curriculum stakeholders with the Vice President of Institutional Effectiveness. At this time, the Executive Director will also notify the Director of Financial Aid, the Registrar, and the Directors of Library and Academic Support Services to begin advance planning to accommodate the program.
11. Following the VPIE’s determination of whether the program represents substantive change (and therefore a prospectus sent to SACSCOC), the Director of Curriculum will proceed with notifications to college stakeholders.

The pages that follow provide more information on this workflow, including a description of the responsibilities of the stakeholders in the process. In some cases, change will be made on a local level and will not require external stakeholders to be involved. In such cases, college personnel should still request an update or revision to the academic catalog, handbook or other manuals, Degree Works, and Banner by completing the Curriculum Management Request form.

## Evidence Gathering

SCTC’s mission states that the college provides relevant technical education that promotes service, workforce and economic development in the west central Georgia region that spans south of Atlanta and north of Macon. In order to ensure relevance and to ascertain the needs of community partners, academic programs must be built, changed, or terminated only after a careful study of the marketplace into which they are being introduced. For this reason, the ‘evidence gathering’ stage of any proposed change is crucial. Any faculty member, Department Chair, or Academic Dean proposing a new program or any modification or termination outside of a catalog/handbook/manual update should be able to respond to the following questions with data before submitting a draft of the proposal into KMS and requesting review by the Director of Curriculum.

**Q:** What does Georgia job trend data say about the program/course or the change proposed?

**A:** Consult with the Institutional Effectiveness office, Career Services personnel, the Program Advisory Committee of a closely related program, and/or the Library to access this data. Be sure to review at least a three-year period in the trend data.

**Q:** Does the service area for the college have a need for this proposed program/course or change?

**A:** Consult with the Institutional Effectiveness office, the Economic Development office, the Program Advisory Committee of a closely related program, and Career Services personnel to access data or conduct surveys with stakeholders. The outlook for the program over the next five-to-ten years should be considered for the specific communities where the program will be taught.

**Q:** What will the program request cost? Include equipment, personnel, materials, facilities, and supplies in your estimate. Prepare a budget proposal.

**A:** Consult with the Administrative Services office, the Human Resources office, the Facilities and Operations office, and the Team GA Marketplace (to estimate supply costs) for data. It may also be necessary to get quotes from business or industry partners or statements if equipment will be donated. In the event that equipment is donated, the Advancement office will need to be consulted.

**Q:** Does the Technical College System of Georgia already feature this program, a variation of it, or a comparable program?

**A:** Consult the KMS database for information about available programs. Follow up with a call to the TCSG curriculum specialist covering the program area to determine whether the addition, modification, or termination will influence any other offerings in the college system. In some cases, communication with sister colleges will be necessary before proceeding with a request.

**Q:** What is the proposed start date for the change being proposed?

**A:** Allow a minimum of six months following your submission in selecting a start date. The approval process can range from six to twelve months on average.

**Q:** What is the CIP code for the program?

**A:** Consult either the KMS page (<https://kms.tcsg.edu/DPR/AppSupport/BannerCodes.aspx>) or IPEDS data on the Classification of Instructional Programs: <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

**Q:** What is the Performance Accountability System (PAS) group? What code is assigned to the PAS group?

**A:** Consult KMS for this information.

**Q:** What business or industry accreditation(s) are available for the program?

**A:** Consult the Institutional Effectiveness office, Career Services personnel, and potentially the Program Advisory Committee of a closely related program for this information.

**Q:** What licensure(s) or certificate(s) are helpful or necessary for graduates of this program to secure employment in this field?

**A:** Consult the Institutional Effectiveness office, Career Services personnel, and potentially the Program Advisory Committee of a closely related program for this information.

**Q:** Describe the program/course of study or the modification to the program/course.

**A:** Consult comparable programs at other institutions, as well as the curriculum specialists at TCSG to develop new curriculum. When modifying or terminating existing curriculum, the change should be informed by IFCC and TCSG curriculum specialist feedback when possible. If the change is the addition of an embedded Technical Certificate of Credit (TCC)—a credential that can be earned while pursuing a larger credential like a degree or diploma, then determine whether or not that TCC would serve as a viable “exit point” should a student stop the program of study and enter the job market. If the change is an expansion of a program to a new site, consult with the Institutional Effectiveness office to determine whether a SACSCOC substantive change needs to be reported. All types of change will impact resource allocation at the college, thus the individual should consult the Library and Academic Support Services unit within Academic Affairs to explore the level of support that might be required for students in the program area. Finally, if the change involves preparation of faculty or course shells in the Learning Management System used by the college, then consultation with the Distance Education department will be necessary.

**Q:** What relationship does this program of study have to existing programs at the college?

**A:** If a new program is being proposed, consider what department aligns closely with this program. Consult with the VPAA and Academic Deans to determine the right fit for the program. If a modification or termination is being proposed, consider how the change will influence other programs that may be tied to this change. Consult with the VPAA and Academic Deans to examine the full impact of the change on other program areas. If the change is the addition of an embedded TCC, consult with the VPAA and Academic Deans as to whether or not the addition of this “exit point” in the curriculum will do any harm to enrollment in other programs (and consequently, their achievement of benchmarks).

**Q:** If a new program is being proposed, anticipate the enrollment in the first three years of the program. If a modification or termination is proposed, provide data on the program’s enrollment over the past three years.

**A:** Consult Banner Reports and the Institutional Effectiveness office to obtain these reports. Consider whether the program has had PAS Improvement Plans, low retention, or low graduation rates.

**Q:** What admission requirements need to be in place or need to change for the program?

**A:** Consult the Director of Recruitment about the eligibility of dual enrolled students; Consult TCSG cut scores for degree or diploma or TCC programs. Compare admission test scores against other, comparable, programs in TCSG. Determine whether a background check is required for the program. Identify immunizations or tests that must be completed if students are to participate in clinical or intern settings. Specify the minimum age requirement for the program, which may be determined by industry standards or clinical restrictions.

## New Program Development and Request (NPR)

New program requests require advance planning. Prior to the Academic Dean or Department Chair’s submission of a new program, the following information—at a minimum—should be collected:

* Environmental scan to determine the need for the program in the service area where it would be offered.
* Specific job trend data for Georgia.
* Advisory Committee feedback.
* Cost of the program (including equipment, personnel, materials, facilities).
* Existing or comparable programs in the Technical College System of Georgia.
* Existing or comparable programs offered through other competitors (private or public).
* Anticipated start date of the program.
* PAS & CIP codes assigned by the Department of Education.
* Accreditations, licensures, or certificates required to work in the industry.
* Description of the program of study and/or change.
* Relationship to the existing programs of study at the institution.
* Anticipated enrollment in the first three years of the program.
* Admissions requirements (including high school graduation or Dual Enrollment eligibility, test scores, background check, and other expectations).
* Minimum age requirement to enter the program.

## Drafting the NPR

The faculty member, Department Chair, or Academic Dean should take the information described in the Evidence Gathering section of this procedure manual and transfer it to the Curriculum Management Request Form. (This form is stored in TigerNet.) It may be necessary to attach additional pages of documentation and/or support for the proposed change. Once the form has been completed, the information can be entered into KMS.

The proposed change has several possible classifications and the approval process will be determined based on the classification assigned. The possible classifications include:

* TCSG program standard not currently offered at any campus, or
* New institutionally developed program not offered at another TCSG college, or
* Institutionally developed program offered at another TCSG college, or
* Embedded TCC or diploma existing in larger program, or
* New institutionally developed program using actively taught courses.

The program’s estimated enrollment must be calculated to include in the request in KMS. The description of the process or formula used to arrive at the enrollment estimate should be kept in the documentation. Estimates should be offered for the program in three formats: day, evening, and online. If a format is not applicable, then no estimation will be necessary, although the individual may be asked to explain why that format is not being selected to offer the program.

When describing the hours for the program, it will be necessary to calculate contact hours for students in both lecture and lab environments. If the program already exists in TCSG, then the information on contact and credit hours will be available in KMS. If the program is new, then contact hours and credit hours are determined through consultation with the TCSG curriculum specialist. Contact information for these individuals can be found on KMS or in the following document: <http://teched.tcsg.edu/all_forms/aa_cps_assignments_012518.pdf>. Faculty workload will also need to be considered in developing the proposal and should be discussed with the TCSG curriculum specialist and the VPAA.

Academic Dean:

Responsibility in Curriculum Management

1. Conduct or review the evidence-gathering process for the new program development in conjunction with the Program Coordinator or Department Chair.
2. Discuss the new program with other college stakeholders as part of the evidence-gathering process to determine what resources, funding, facilities, and other requirements will affect the successful implementation of the request.
3. With the exception of documentation update requests, enter proposal into KMS or submit *complete* paper proposal to Director of Curriculum for entry into KMS. Documentation requests will be processed by the Director of Curriculum and will not require submission to the Curriculum Committee.
4. Notify the Director of Curriculum that program addition/modification/termination request is ready to review in KMS. ***The proposal will not be reviewed by senior leadership until this step has occurred.***

Executive Director of Library and Academic Support Services:

Responsibility in Curriculum Management

The Director of Curriculum is available for consultation in any phase of the development of a new program, but specifically the Director is responsible for reviewing the Curriculum Management Request Form carefully for accuracy and attention to detail and for presenting the request to the Curriculum Committee. The Director will relay the Curriculum Committee’s decision concerning the request to the VPAA. Documentation updates will be processed upon receipt by the Director of Curriculum.

Curriculum Committee:

Responsibility in Curriculum Management

The Curriculum Committee is a sub-committee under the Student Learning Committee established by Academic Affairs that shall evaluate curriculum decisions for their appropriateness as programs or courses of study, adherence to the mission of Southern Crescent Technical College, and coherence as programs or courses of study. The Director of Curriculum serves as the Advisor and a non-voting member of this committee. Membership on the committee should consist primarily of faculty, but may include individuals from other units of the college. The Curriculum Committee should maintain a roster of at least nine voting members who agree to serve a minimum of two years. This sub-committee meets quarterly, but may occasionally be called upon to meet more often. The Chair, or designee, calls the meeting to order and runs the meeting. A quorum is met when more than 50% of the voting members are present (simple majority). The committee reviews TCSG updates and all proposed curriculum change for the college.

Vice President of Academic Affairs:

Responsibility in Curriculum Management

Following review by the Curriculum Committee, the Vice President will review the proposal. Should any revisions be requested by the VPAA, then the Director and the Academic Dean will work together to complete the revisions.

Once the VPAA approves the request, then the VPAA will present the proposal to the College President (CP) and senior leadership. Should the CP or senior leadership request any revisions, then the VPAA will communicate this information to the Director and the Academic Dean, who will work together to prepare the revision.

Once the CP approves the request, then the CP, or the CP’s designee, will present the request to the local board. If the local board rejects the request, then revisions will again need to be made. If the local board approves the request, then the CP (or designee) will present the proposal to the TCSG board via KMS for approval. If the TCSG board rejects the request, then revisions will be necessary. Pending TCSG board approval, then the CP will be notified.

## Notification Process

Following approval and notification by the TCSG board, the CP (or designee) will inform senior leadership and specifically the VPAA. In turn, the VPAA will inform the Director of Curriculum. At this stage, the Director will consult with the Vice President of Institutional Effectiveness (VPIE) to determine whether the proposal constitutes a substantive change. In the event that a prospectus is required, then the VPIE will be responsible for writing and submitting the prospectus to SACSCOC. Attention should be given to the program’s proposed start date, noting that the program cannot be implemented until a response is received from SACSCOC. Should the VPIE determine that only a notification to SACSCOC is necessary (or that the change does not require any notification), then the Director will proceed with further notifications.

As the VPIE is reviewing the program proposal, the Director of Curriculum will also communicate the program information to the Director of Financial Aid, the Executive Director of Library and Academic Support Services, the Director of Human Resources as these offices will need advance notice in order to plan for the program’s implementation pending its approval by SACSCOC.

Following an approval by or notification of SACSCOC, the Director can communicate information about the program to the remaining stakeholders, whose responsibilities concerning the curriculum are defined in Appendix A of this manual.

## Tracking Process

Stakeholders who have a role in approving the items related to the request, updating institutional documentation or databases, or in implementing the curriculum change request will have electronic access to the tracking process for curriculum. Documentation will be maintained by the Director of Curriculum in the Curriculum Super List, which is housed in Office 365 in OneDrive.

## Summary of Curriculum Approval Process

Senior Team

Local Board

TCSG Board

SCTC

Institutional Effectiveness

Academic Affairs

## Catalog Update Process

The catalog update process begins when a faculty member completes and submits a Curriculum Management Request Form to the Executive Director of Library and Academic Support Services. The form is then routed through the curriculum approval process if it requires a modification of the curriculum. In the case of basic data corrections or updates, the form is routed to the appropriate person(s): Banner Data Entry Specialist, Webmaster, and/or DegreeWorks manager. The Executive Director of Library and Academic Support Services makes any required edits to the draft of the physical catalog. Once a draft of the catalog (or addendum) is ready, it is sent to the Academic Deans and Vice-President of Academic Affairs for review. Once approved, it is published on the College’s website. All employees are notified of the new catalog and/or addendum via email. After official publication of the catalog and/or addendum, the website, Degreeworks, and any other relevant student/community-facing documentation is updated.

# Appendix A: Curriculum Management Request Form

[NOTE TO EMPLOYEES: THIS FORM IS AVAILABLE ON TIGERNET.]

Please note that this form will be used by a variety of curriculum stakeholders throughout the approval process and for documentation updates following the approval process. Complete all sections of the form relevant to your request.

## Type of Request

**New Course** (Sections A, B, & C)

**New Program** (Sections A, B, & D)

**Program or Course Modification** (Sections A & B)

**Program or Course Termination** (Sections A, B, & E)

**Catalog, Website, Degree Works** **Update** (Sections A & B)

## Section A: Basic Program Information

This section must be completed by everyone submitting a request.

1. Program/Course Name: Click or tap here to enter text.
2. Major Code: Click or tap here to enter text.
3. Award Level:

Degree

Diploma

Technical Certificate of Credit

Alternate Diploma Path

1. Minimum Credit Hours for the program/course: Click or tap here to enter text.
2. Academic Dean: Click or tap here to enter text.
3. Department: Click or tap here to enter text.
4. Program Coordinator: Click or tap here to enter text.

## Section B: Describe Change Requested

This section must be completed by everyone submitting a request.

1. Describe the requested change (addition, modification, or termination): Click or tap here to enter text.
2. Provide a rationale or justification for the change. Occupational outlook data, program advisory feedback, business or industry partner feedback, or economic development data can be used to support this statement. (Attach supporting documentation.) Click or tap here to enter text.
3. Select the items that need to be modified:

Catalog

Website

Degree Works

## Signatures

All forms must be signed by the Program Coordinator and Dean before they are submitted for review.



## Section C: New Course Details

You must provide a copy of the curriculum from KMS. If the course does not exist in KMS, a course outline in .docx format can be submitted instead.

1. Is this course standard or institutionally developed?

Standard

Institutionally Developed

1. List course pre-or-co-requisite information. Click or tap here to enter text.
2. Provide a description of the course. (This description will be provided to the public and should clearly state what training is offered in the program.) Click or tap here to enter text.
3. Does the course require the use of clinical sites?

Yes

No

N/A

1. What is the estimated enrollment for the new course?
   1. First year: Click or tap here to enter text.
   2. Second year: Click or tap here to enter text.
   3. Third year: Click or tap here to enter text.
   4. What formula or method was used to determine the estimated enrollment? Click or tap here to enter text.
2. Will new faculty need to be hired to implement this new course?

Yes; Credentials required for the new faculty: Click or tap here to enter text.

No

1. What is the estimated cost of equipment needed to implement the course? Click or tap here to enter text.
2. What facilities will be needed to implement the course?

Classroom space

Lab space

Office space

Other: Click or tap here to enter text.

1. Where is the course (to be) offered?

Butts County Center

Ellis Crossing

Flint River Campus

Griffin Campus

Henry County Center

Jasper Center

Center of Innovation (Fayette)

Griffin Region College and Career Academy

Henry County College and Career Academy

Lamar County College and Career Academy

Piedmont Career Academy

Upson Lee High School

Other: Click or tap here to enter text.

1. When is the course (to be) offered?

Day

Evening

Online

## Section D: New Program Details

You must provide a copy of the curriculum from KMS. If the program does not exist in KMS, a course outline in .docx format can be submitted instead.

1. Is this program standard or institutionally developed?

Standard

Institutionally Developed

1. Provide a description of the program. (This description will be provided to the public and should clearly state what training is offered in the program.) Click or tap here to enter text.
2. What is the minimum age for admission? Click or tap here to enter text.
3. Is a GED or High School diploma required for admission?

Yes

No

1. Is a GED or High School diploma required for graduation from the program?

Yes

No

1. Does admission to the program require a background check?

Yes

No

N/A

1. Does the program lead to accreditation or licensure?

Yes

No

N/A

1. Will the program need to be (or is the program) accredited?

Yes

No

N/A

If yes, then what is the expected accreditation (or reaffirmation) date? Click or tap here to enter text.

If yes, then what process must be followed to become accredited? Click or tap here to enter text.

1. Does the program require the use of clinical sites?

Yes

No

N/A

1. Create the program if no TCSG improvement funds are allocated?

Yes

No

N/A

1. What relationship does this program have to the following:
   1. Other programs at your institution? Click or tap here to enter text.
   2. Other programs (TCSG or non-TCSG) in your service area or region? Click or tap here to enter text.
   3. Other TCSG programs in the state? Click or tap here to enter text.
2. What is the estimated enrollment for the new program?
   1. First year: Click or tap here to enter text.
   2. Second year: Click or tap here to enter text.
   3. Third year: Click or tap here to enter text.
   4. If a new or modified program, what formula or method was used to determine the estimated enrollment? Click or tap here to enter text.
3. Will new faculty need to be hired to implement this new program?

Yes; Credentials required for the new faculty: Click or tap here to enter text.

No

1. What is the estimated cost of equipment needed to implement the program? Click or tap here to enter text.
2. What facilities will be needed to implement the program?

Classroom space

Lab space

Office space

Other: Click or tap here to enter text.

1. Is the program eligible for dual enrollment?

Yes

No

1. Where is the program (to be) offered?

Butts County Center

Ellis Crossing

Flint River Campus

Griffin Campus

Henry County Center

Jasper Center

Center of Innovation (Fayette)

Griffin Region College and Career Academy

Henry County College and Career Academy

Lamar County College and Career Academy

Piedmont Career Academy

Upson Lee High School

Other: Click or tap here to enter text.

1. When is the program (to be) offered?

Day

Evening

Online

## Section E: Program and Course Termination Details

1. What was the program/course enrollment over the last three years?
   1. First year: Click or tap here to enter text.
   2. Second year: Click or tap here to enter text.
   3. Third year: Click or tap here to enter text.
2. Will faculty positions be terminated?

Yes

No

1. List the equipment to be reallocated and/or scrapped following the program/course termination: Click or tap here to enter text.
2. List the facilities to no longer be occupied by the program/course:

Classroom space

Lab space

Office space

Other: Click or tap here to enter text.

# Appendix B: SCTC SACSCOC Substantive Change Checklist

Southern Crescent Technical College

SACSCOC Substantive Change Checklist

SCTC’s Academic Affairs team, Chief Academic Officer, and President are to review this checklist with any program or institutional/administrative change.

If a YES is checked for any entry, or it is not understood whether the change meets the guidelines or not, the SCTC Accreditation Liaison must review the SACSCOC Substantive Change Policy at <http://sacscoc.org/pdf/081705/SubstantiveChange.pdf> AND speak with the SACSCOC Vice President for SCTC.

|  |  |  |
| --- | --- | --- |
| Action or Process/Academic Program Change | Yes | No |
| Is this a new academic program, certificate, or diploma, or degree for SCTC? |  |  |
| Is the new academic program, certificate, or diploma, or degree made up of a majority of new courses? |  |  |
| Will SCTC be re-instating a credential-granting program? |  |  |
| Will SCTC be discontinuing an academic program or approved off-campus site? |  |  |
| Will SCTC be initiating distance learning for a program? |  |  |
| Is this a new location where at least 50% of an educational program, certificate or degree will be offered? (Note some certificate programs have very few hours to the credential.) |  |  |
| Is SCTC moving an off-campus instructional site? |  |  |
| Is there a substantial change in the number of credit hours required for a program? |  |  |
| Is SCTC entering into a collaborative academic arrangement that includes a joint academic program with another institution? |  |  |
| Is SCTC entering into a collaborative academic arrangement that includes a joint academic program with another institution? |  |  |
| Is SCTC entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of SCTC’s academic programs? |  |  |
|  |  |  |
| Institutional/Administrative Change | Yes | No |
| Is SCTC altering the educational mission of the institution? |  |  |
| Is SCTC merging with another institution? |  |  |
| Is SCTC establishing a branch campus (separate budget and hiring authority)? |  |  |
| Is SCTC changing from clock hours to credit hours? |  |  |
| Is SCTC adding a permanent location at a site where the institution is conducting a teach-out for students from another institution that is closing? |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Committee Use Only |  |  |  |
| Program Major Code | Program Name | Award Level | PAS Group |
|  |  |  |  |
| CIP Code | Proposed Implementation | New Costs of Program | Other Details |
|  |  |  |  |

# Appendix C: Curriculum Stakeholders

Stakeholders in the Curriculum Management process are defined as individuals both internal and external to the college who have an interest, investment, or concern regarding changes to programs or courses of study. Stakeholders who will be responsible for designated actions or who will be notified in the process of curriculum change are listed below alphabetically by category.

Internal Stakeholders—Responsibility in process

Academic Dean—Evidence gathering, submission of request for review, collaborate with Director of Curriculum following approval process

Administrative Services—Notification to Facilities and Operations, Notification to Bookstore, Determine lab and other fees in collaboration with Academic Affairs, Determine need for new budget code

Advancement—Determine student scholarship needs and eligibility

CAP Center—Notification of changes to make adjustments needed for advisement and career planning

Executive Director of Library and Academic Support Services—Review, monitoring of approval process, notifications to internal stakeholders

College VPAA—Approval / denial of request, notification to senior leadership

College President—Approval / denial of request, notification to Local Board and to TCSG

Economic Development—Support in researching viability of program in service area

Faculty—Knowledge of changes

Financial Aid Office—Determine program eligibility for student financial aid

Human Resources—Determine personnel needs in conjunction with program

Institutional Effectiveness—Notification to SACSCOC, Documentation for PAS / PAR, Degree Works

Library and Academic Support—Determine resource allocation necessitated by program change, ensure updates

are made to Academic Affairs manuals

Marketing—Determine advertisement needs of program

Registrar—Banner updates, Catalog updates

Student Affairs—Notification to Veteran’s Affairs, Financial Aid, Registrar, Director of Enrollment Management, Recruitment Office

Veterans Affairs—Determine program’s eligibility for VA funding

External Stakeholders—Responsibility in process

Industry-specific accreditors—Approval / denial of request

Local Board—Approval / denial of request

SACSCOC—Approval / denial of change

TCSG Board—Approval / denial of request / notification to College President

WIOA—Three Rivers Regional Commission Workforce Development / TRRC Workforce Development: determine funding available to students in program

# Appendix D: types of requests, notifications, or documentation

KMS

The Technical College System of Georgia maintains a database called the Knowledge Management System (KMS). While some general information can be accessed by the public on KMS, a login will be required to access reports or program management tools. Individuals can request a KMS login credential from the Office of Institutional Effectiveness. The login credential will be based on the individual’s rank at the college. Note that the preferred web browser for this database is Internet Explorer.

tcsg information ticket

The Technical College System of Georgia tracks changes to curriculum through an Information Ticket System inside KMS. All current, proposed curricular change may be viewed at <http://teched.tcsg.edu/aa_probe_notices_info_tickets.php>.

ifcc probe

An Instructional Faculty Consortium Committee is composed of technical college faculty and staff representing program areas in the Technical College System of Georgia. These System-wide committees meet at least twice a year to discuss program and course standards, professional development, technology, and instructional materials. Probes generated by IFCCs are reviews, or evaluations of proposed curricular change. More information is available at <http://teched.tcsg.edu/aa_ifcc.php>. To review the Probe Process, please consult <http://teched.tcsg.edu/all_forms/probeprocess_2016%20proposedrevise.pdf>.

local procedure manuals / handbooks

Following any curriculum change, it is recommended that the following manuals be reviewed to determine if updates are required as a result of the curriculum change: the Faculty Handbook, the Faculty Credential Manual, the Student Handbook (if not combined with the Academic Catalog), and the Academic Affairs Procedure Manual (if changes are applicable).

banner / student catalog / degree works

Banner revisions will need to be made with any curriculum change and may include some or all of the following: CIP Codes, credit hours, contact hours, program location(s), awards or credentials, faculty, start date(s), admission requirements, minimum age requirements, placement scores (Accuplacer or other tests), lab requirements, course names, course IDs, and course descriptions. Updates to Banner will facilitate revisions to the Schedule of Courses available to students in Banner Web. Updates to Degree Works must be requested through the Office of Institutional Effectiveness following the Banner updates. Finally, updates to the Academic Catalog will be submitted and scheduled for publication in the next available update to the Catalog.

website

Maintained by SCTC’s Marketing division, the website is one of the College’s principal conduits of information to the community. New programs and program modifications will be searchable on the college website within the program pages.

other notifications

Many stakeholders are involved in the process of curriculum management. Once approved, program notifications will be released by the Director of Curriculum in a timely manner.

# Appendix E: Glossary

**Accreditation**—Essentially, a peer-review process after which the accrediting entity issues a statement concerning the institution or program’s ability to provide the services and/or programs according to agreed-upon requirements. For more information on the Philosophy of Accreditation, see the *SACSCOC Principles of Accreditation* document.

**ADP**—Alternate Diploma Plan; High School Joint & Dual Enrollment plans, also formerly known as Move On When Ready programs allow eligible high school students to take designated college courses while still enrolled in high school and earn both high school and college credit. For more information on how these students are admitted, read <https://kms.tcsg.edu/DPR/AppSupport/DataPolicies/CR1742.pdf>.

**Advisory Committee**—A committee composed of a minimum of three professionals from business and industry relevant to the program area served by the committee that voluntarily agree to review a program and provide feedback on college-wide initiatives at least twice a year.

**CIP Code**—Classification of Instructional Programs code that provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.

**Dual Enrollment**—Dual Enrollment/Dual Credit courses provide opportunities for Georgia high school students to take college-level courses and earn concurrent credit toward a high school diploma and a college degree. For more information, read <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/CollegeCreditNow-DE.pdf>.

**Environmental Scan**—A process of systematically surveying and analyzing relevant data about business, industry, the marketplace, the institution, and the community. The office of Institutional Effectiveness can assist in part in this area by providing access to the Economic Development and Employer Planning System.

**IFCC**—Instructional Faculty Consortium Committee; each program and general education core area is represented by an IFCC composed of participants from the state’s technical colleges

**IPEDS**—The Integrated Postsecondary Education Data System is maintained by the National Center for Education Statistics (NCES), which is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences (IES). NCES fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally. NCES conducts an annual system of interrelated surveys and reports it through IPEDS. For more information, please read <https://nces.ed.gov/ipeds/Home/AboutIPEDS>.

**KMS**—TCSG’s Knowledge Management System, which is a database of information concerning technical education, adult education, and economic development, as well as benchmark reports

**Licensure—**A license is a permission granted by competent authority to engage in a business or occupation or in an activity otherwise unlawful. Certain program areas require employees to maintain licensure as a condition of employment; licensure may require additional, ongoing educational requirements or assessment, depending on the discipline.

**Notification—**In this document, notification refers to the responsibility of an individual, entity, or department to relay information to another

**PAS—**The Performance Accountability System promote quality and excellence in technical education and training. PAS is used to evaluate the institutional effectiveness and efficiency of the programs offered by the technical colleges. PAS will measure the degree to which the technical colleges and the Technical College System of Georgia are successful in carrying out their mission. For more information, read <http://teched.tcsg.edu/all_forms/PAS_FY_2017_PAS_Manual.pdf>.

**PAR—**The Performance Accountability Review (PAR) supports continuous improvement in the quality and effectiveness of technical programs and services within the Technical College System of Georgia (TCSG). It is the capstone of the annual self-evaluation, Performance Accountability System (PAS). The purpose of PAR is to verify that program standards are being properly implemented, to monitor the implementation of improvement plans and to verify the college’s compliance with federal Perkins regulations. For more information, read <http://teched.tcsg.edu/all_forms/PAR_Performance_Accountability_Review(PAR)Handbook_August2016.pdf>.

**Program/Course Modification—**Proposed change to an existing program of study or individual course.

**Program/Course Origination—**Proposed new program of study or individual course.

**Program/Course Termination—**Proposed cancellation of an existing program of study or individual course.

**Standard Occupational** **Classification**—A system used by U.S. Federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

**Substantive Change—**Substantive change is a significant modification or expansion in the nature and

scope of an accredited institution. The types of substantive change and the procedures for addressing them appropriately may be found in [Substantive Change for SACSCOC Accredited Institutions](http://www.sacscoc.org/pdf/081705/SubstantiveChange.pdf).

**TCSG**—Technical College System of Georgia; the governing body for technical education,

adult education, and customized business and industry training.

**TCSG Information Ticket**—Essentially a tracking system featuring documents that explain changes or

modifications to an existing program of study that do not change program structure significantly.

**TCSG Probe**—Investigation into specific changes made to courses and programs in a PAS group

that significantly affect the structure/content.

**WIOA**—Workforce Innovation and Opportunity Act; designed to improve our nation's public workforce system and help get youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers. For more information, read <https://www.doleta.gov/wioa/>.