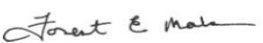



## AIKEN TECHNICAL COLLEGE PROCEDURE

Procedure Title:	CURRICULUM AND INSTRUCTIONAL DEVELOPMENT PROCESS	Procedure Number:	4-4-105.1
Institutional Authority:	Chief Advancement Officer		
Associated SBTCE Policy/Procedure:			
Governing ATC Policy:	4-4-105		
Approved:			
	President	Chief Advancement Officer	

Date

Adopted: 07/01/2004

Date

Revised: 10/23/2023

### 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. All faculty are assigned the primary responsibility for courses/programs as identified in their Faculty Performance Management System (FPMS) annual evaluation. 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. The impact of such academic improvements must be assessed and documented.
5. ATC Core General Educational Outcomes - The four outcomes are: "Graduates will..."
  - a. Demonstrate effective oral communication skills.
  - b. Demonstrate effective written communication skills.
  - c. Solve problems using critical thinking skills and formulate strategies to identify, collect, analyze, develop, and evaluate information.
  - d. Demonstrate quantitative skills and analysis appropriate to their area of study.
6. DACUM is an acronym for developing a curriculum. It is a 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 the 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, program admissions requirements, and the cancellation of existing curriculum.
2. Ensure each new and revised program has a clear mission statement, SMART (Specific, Measurable, Attainable, Relevant, and Time-framed) Program Student Learning Outcomes, and embodies the core ATC General Education Outcomes.
3. Recommend faculty professional development and student development needs to enhance excellence in teaching and learning and student success.

## III. Curriculum and Instruction Committee Documentation

New, revised, and cancellation curriculum proposals (including modifications in descriptions, credit hours, prerequisites, and program admissions requirements) are documented on the C&I Proposal Forms. Curriculum proposals approved by the C&I Committee are forwarded to the Chief Academic Officer (CAO) for review and approval and archived by the CAO's Office.

## 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 in consultation with Department Chairs and Academic 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 the 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) or extensive employer survey is conducted, and results are used to ensure the program curriculum meets employer and student needs. Program and course SLOs and curriculum are developed based on the results.
  - The proposer investigates whether program accreditation will be needed and, if so, the requirements and timeline for achieving program accreditation.
  - The proposer justifies the new curriculum and obtains 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.
- d. The proposer obtains signature approval of the C&I reviewed and approved curriculum from all appropriate supervisory levels before submission to the Chief Academic Officer (CAO) for review and approval or disapproval. The CAO reviews the proposal in collaboration with the Director of Institutional Effectiveness, Teaching, and Technology.
- e. The Chief Academic Officer carries forward approved proposals to the Executive Staff, the ATC Commission, and the SBTCE and CHE, as required.
- f. The Director of Institutional Effectiveness, Teaching, and Technology coordinates with the Chief Academic Officer to ensure compliance with SACSCOC policies as well as the substantive change policy 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, extensive employer surveys, and/or program accreditation processes, as appropriate, are conducted every three to five years, and results are used to ensure the program curriculum is meeting employer and student needs. Program and course SLOs and content are revised based on the results.

### 3. Curriculum Revision and Cancellation

- a. Proposals for curricular revision and/or cancellation of existing programs may originate from faculty in consultation with Department Chairs and Academic 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.
  - 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.
    4. Requirements or recommendations from program accrediting bodies.
  - The proposer of the curricular revision justifies the new curriculum and obtains 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.
- d. The proposer of the curricular revision obtains signature approval of the C&I reviewed and approved curriculum from all appropriate supervisory levels prior to submission to the Chief Academic Officer for review and approval or disapproval.
- e. The Chief Academic Officer carries forward approved proposals to the Executive Staff, the ATC Commission, and the SBTCE and CHE, if required.
- f. The Director of Institutional Effectiveness, Teaching, and Technology coordinates with the Chief Academic Officer to ensure compliance with SACSCOC policies and guidelines.

### 4. Admission Requirements

Recommended admission criteria and/or placement scores for new programs and changes for existing programs may be proposed by the faculty in consultation with Department Chairs and Academic 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 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 and, upon completion of any required revisions, approves the proposal.
- d. The proposer obtains signature approval of the reviewed and approved revised standards and/or placement scores from all appropriate supervisory levels before submission to the Chief Academic Officer for review and final approval or disapproval.

## 5. Curriculum Assessment

In accordance with policy, each program conducts an 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. Department Chairs and program faculty consult Advisory Committees, businesses, industries, agencies, DACUMS, baccalaureate, and other postsecondary institutions in the development and updating of SLOs and assessments.
- b. Department Chairs (or designees) prepare annual Program SLO Assessment Plans and record/report results, conclusions, and recommendations for improvement of student learning, instruction, courses, programs, and/or student services.
- c. The Academic Deans and Chief Academic Officer annually review Program SLO 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 voting membership of the C&I Committee includes three (3) faculty representatives appointed by the Dean of each Academic School and confirmed by the CAO, one (1) representative appointed by the Dean of Student Success and Retention, as well as an at-large faculty member who is nominated by the Academic Deans. Voting members serve a two-year term, which begins at the start of the Fall contract. The Academic Deans, Dean of Student Success and Retention, Director of Enrollment Services or representative, Director of Financial Aid, and a representative from the Office of Institutional Effectiveness, Teaching, and Technology, as well as a recorder, serve Ex-Officio on the committee. A C&I Chair is elected in the spring semester to serve a two-year term beginning at the start of the subsequent Fall contract and may be re-elected for an additional two-year term.
2. Meetings are scheduled by the Committee Chair on a monthly basis, or as needed, starting at the beginning of each semester, and meet, at a minimum, once each Fall and Spring. A meeting agenda is developed by the Institutional Effectiveness, Teaching, and Technology representative with input from the Committee members. Members of the Committee may request additional meetings.
3. C&I Proposals must be submitted one week before each C&I meeting so the membership can review the proposals and note recommendations and questions in advance of the meetings. Meeting minutes and proposals, as well as the C&I Bylaws, are retained in an online C&I site. Minutes are completed and posted within ten (10) instructional days.