

**CAROLINAS COLLEGE OF HEALTH SCIENCES
POLICY AND PROCEDURE**

Section II – Academic/Student

SUBJECT: ACADEMIC PROGRAM AND CURRICULUM DEVELOPMENT

REVIEWERS: Provost
Chair, College Curriculum Committee
Dean of Assessment and General Studies
Dean, Student *Affairs* & Enrollment Management

Related Policies/Procedures to Consult:

[Academic Calendar \(Sec. I\)](#)
[Academic Program Review \(Sec II\)](#)
[Application and Admission Criteria \(Sec II\)](#)
[Decision Making \(Sec. 1\)](#)
[Degree, Diploma, and Certificate Requirements \(Sec. \(II\)\)](#)
[Distance Education \(Sec II\)](#)
[Graduation Requirements \(Sec II\)](#)
[Substantive Change \(Sec I\)](#)

I. POLICY

Carolinas College of Health Sciences (CCHS) has the responsibility to design, administer, and deliver rigorous and coherent academic programs and curricula to meet the mission of the college. This policy establishes a comprehensive college-wide process of academic and program curriculum development and review at CCHS. The college curriculum committee and the provost are responsible for implementation and management of the process.

The purpose of this policy is to institutionalize procedures for course and program curriculum development, review and action, to identify related administrative functions, and to provide guidance to administrators, faculty and staff regarding review and approval of curricular issues. Program development and curriculum review and approval is a collaborative process of faculty and academic administration designed to ensure that all courses and programs are based upon fields of study appropriate to higher education, aligned with the college mission and strategic goals, consistent with institutional standards of quality, and in compliance with regional and program accreditation standards.

The provost and college curriculum committee review all proposed new academic programs and curriculum changes. Course and program proposals, reviews, and evaluations must adhere to the format described in this policy. All curriculum actions must be submitted for review and approval at all appropriate levels. The college provost and curriculum committee facilitates and monitors the institutional approval, review and evaluation processes.

II. PROCEDURE

The curriculum review and approval process follows a well-defined sequence of actions between the initiation of a change and its final approval at the college level. All such proposals for changes, not being of the same importance, may not follow the same steps for approval. There will be a well-orchestrated information flow process in place so that all stakeholders including faculty members, the concerned administrators, students, alumni, business community, etc., can participate in the curriculum development and approval process. The intention of this procedure is to determine whether academic program and curricular changes are consistent with the college's mission, vision, and strategic plan, and/or whether those changes respond to an emerging and relevant opportunity. Additionally, adherence to the procedure described assures that areas of compliance with criteria for appropriate accreditation are addressed.

- Proposals to initiate curricular revisions or additions may originate at any level within the college. Proposals are presented to the appropriate department dean or director and considered by faculty at the program/departmental level.

- If consensus is reached at the program/departmental level, a program/department faculty sponsor prepares a recommendation for curricular revision for presentation and action by the respective program/department dean or director. Proposals not approved by the dean or director of the program are sent back to the faculty sponsor for revision.
- Originating departments submit a completed Decision-Making Checklist and Form along with any supporting documents. In addition, for new for-credit academic programs, the attached New Academic Program Proposal Outline (Appendix A) is followed and included with the Decision-Making Checklist and Form. Forms and proposals should be completed by the appropriate dean, director or other supporting party and submitted to the provost for review.
- All departments affected by a proposed program or curriculum change must be consulted before the approval process is initiated. In order to ensure broad-based discussion of academic changes, involvement of all involved departments must be documented and should accompany the proposal as it proceeds through approval channels. When applicable and available, student feedback and involvement should be included.
- At each step of the review and approval process, comments and recommendations may be added to a proposal.
- The provost confers with the appropriate college and CHS leaders, and external stakeholders to ensure the proposal is thoroughly developed. Proposals that are not complete, clear, consistent, or accurate are returned to the originating unit with proper remarks so that the department can suitably modify the proposal and resubmit.
- The provost forwards the reviewed proposal to the college curriculum committee for consideration. Proposals should be submitted to the curriculum committee at least two weeks in advance of the meeting date for proposal consideration. Proposals are reviewed by the college curriculum committee at scheduled meetings each month.
- Originating departments/schools must be notified by each approval group (respective program faculty groups, program deans or directors, college curriculum committee, etc.) when a proposed change has been placed on the agenda.
- If approved by the college curriculum committee, the Decision-Making Checklist and Form is signed by the chair of the college curriculum committee and forwarded to the provost and program dean or director for implementation, and to any other department leaders involved in the implementation or evaluation of the proposed plan (e.g., dean of students affairs and enrollment management, dean of administrative and financial services, dean of assessment and general studies).
- The originating department receives the following feedback if a proposed curriculum or program change is not approved: (a) notification that the change was not approved; (b) specific feedback as to why it was not approved; and, (c) suggestions for modifications, if applicable.
- New academic program proposals approved by the college curriculum committee are forwarded to the college board of directors for review. Upon board approval, the new program proposal is sent back to the provost for implementation.
- For approved curricular or program proposals that include changing or adding web-enhanced, hybrid, and/or online courses, an Online Course Request Form is forwarded to the learning resources committee for review and action (approval/denial). Online course requests not approved by the learning resources committee are sent back to the program/department with suggested revisions as appropriate and the faculty sponsor and program dean or director are notified. If the learning resources committee approves the online course request, the committee chair notifies the originating program/department.
- When necessary, the provost informs the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) of program and/or curriculum changes. Depending upon the nature of the program or change, this may be a notification, or it may require a request for substantive change (See Substantive Change Policy [Sec I]). The provost ensures that all appropriate steps are taken to satisfy the information needs of SACS in reviewing the proposal.
- Approved course/program changes are reflected in college publications and schedules.
- Minutes of all meetings where curricular changes are proposed and actions are taken at the department/program, learning resources committee, and college curriculum committee levels are completed, recorded, and disseminated to appropriate college groups and committees and posted appropriately on the college data drive.

- Departments and approval groups should monitor all changes in programs that, accumulated over time, might change the scope of programs in ways that are not congruent with the role and mission of the department or the college.

III. Course Numbering

- A. The numbering system for all courses is consistent across programs. Courses taken for continuing education or not-for-credit are designated as less than 100-level (e.g., 001). Courses generally taken as part of the first year of study or that are prerequisites for advanced courses are designated as 100-level courses. Courses typically taken during the second year or that require prerequisites are generally designated as 200-level courses.
- B. Prefixes used in course numbers are clearly delineate three categories of courses, as follows:
 - Courses that fall into a specific general education discipline are denoted with a prefix appropriate to the discipline (e.g., PSY, ENG, and BIO).
 - Program-specific healthcare courses are considered applied coursework and are denoted with a prefix appropriate to the healthcare discipline (e.g., MLS, NUR, RAD, SUR, and RTT).
 - Special studies classes are those not categorized as general education and which may be either applied in nature (*HLC prefix) or interdisciplinary in nature (IDS prefix).
- C. Additionally, the master curriculum plan for each program identifies those courses that fulfill general education requirements.
- D. The Academic Program and Curriculum Development policy and procedure will be reviewed bi-annually.

IV. APPROVAL:

Name: _____

Title: President

Date: _____

APPENDIX A
NEW ACADEMIC PROGRAM DEVELOPMENT OUTLINE

Proposals for new for-credit academic programs should provide a clear, concise and accurate narrative, including tables, figures or appendices in response to each of the outline sections included below. Completed proposals should be submitted to the provost for review.

1. Program Overview
 - a. Description of the Proposed Program
 - b. Needs Assessment
 - c. Program Competitors
 - d. *Impact on Existing Programs*

2. Program Administration and Faculty
 - a. Program Dean/Director Requirements, Job Summaries, and Credentials
 - b. Community Advisory Committee
 - c. Program Faculty Requirements, Job Summaries, and Credentials
 - d. Faculty Workload
 - e. Professional Development
 - f. Faculty Evaluation Process
 - g. Instructional Quality Improvement Process

3. Program Structure and Curriculum
 - a. Program Mission
 - b. Credential Level (Certificate/Diploma/Degree)
 - c. College and Accreditor Requirements
 - d. Consortial Agreements and Requirements
 - e. Admission Requirements
 - f. Program Curriculum
 - g. Specific Course Descriptions
 - h. Clinical Requirements
 - i. General Education Requirements/Rationale

4. Program Assessment
 - a. Institutional Effectiveness Goals, Measures, and Trends
 - b. Student Learning Outcomes Goals
 - c. Student Learning Outcomes Assessment Process
 - d. Benchmarking/Best Practices Identification

5. Program Students
 - a. Recruitment and Admissions and Enrollment Processes
 - b. Program Student Feeder School Statistics and Trends
 - c. Projected Student Enrollment
 - d. Projected Program Graduate Placement
 - e. Student Support Requirements (advising, tutoring, placement, etc.)

6. Program Resources and Financial Support
 - a. Financial Resources Required for Program Start-Up
 - b. Financial Resources Required for Program Sustainability (Annual)
 - c. Proposed Tuition and Fee Structure
 - d. Financial Aid Available to Students
 - e. Facilities Required (classroom, lab, clinical)
 - f. Equipment, Materials and Supplies Required
 - g. Learning Resources Required
 - Instruction
 - Library
 - Technology
 - Other Learning Resources

7. New Program Implementation Plan

8. Tables and Appendices (as appropriate to illustrate Sections 1 – 6)

Reviews and Approvals Required:

College Provost (review): _____

Date: _____

Curriculum Committee Chair (approval): _____

Date: _____

Board of Directors (approval): _____

Date: _____