Curriculum Development and Revision

Tarrant County College (TCC) is committed to an inclusive process for developing and maintaining sustainable academic programming delivering state-of-the-art curriculum and instruction. Academic Curriculum Teams (ACTs)/non-ACT Curriculum Committees exist to provide all faculty a voice in TCC curriculum and educational planning processes, assessment processes, student learning material (SLM) selections, and any other instructional processes (Academic Curriculum Team Chart, 2020[1]).

The curriculum and educational planning process includes strategies for revising, deleting, and adding curriculum at the College District. Curriculum changes are proposed by faculty originators and reviewed via a curriculum management tool. Academic Curriculum Teams, faculty, and staff can respond to proposed curriculum changes and leave comments for originators. Proposed curriculum changes are reviewed by Academic Curriculum Teams, Divisional Deans, and Vice Presidents for Academic Affairs (VPAAs) prior to an open hearing.

Curricular revisions, deletions, and additions are presented and discussed during an open hearing in the fall semester. Following the open hearing, District Academic Affairs staff and the VPAAs review the submissions and pose questions. Faculty originators respond to pending questions, and issues are addressed. The VPAAs, after reviewing the responses, recommend to table or move the proposals forward for review by the Presidents and Provost. Once the process is completed, approved changes are included in the next academic catalog. The curriculum changes include:

- **Curriculum and Educational Planning Open Hearing** – Designed for curriculum revisions, additions, deletion of courses and/or programs (*Annual*)

- **Curriculum and Educational Planning Lite** – Designed to document changes as a result of Program Mapping process *(Annual)*

- **Core Curriculum** – Designed to review core curriculum offerings; add/delete core curriculum offerings *(Annual)*

- **Compliance and Maintenance –** Designed to address internal and Coordinating Board curriculum compliance and curriculum maintenance (*As needed*)

Research and Development Program

For new academic programs, the District Academic Affairs office implements a process to engage campus, District, and Real Estate and Facilities teams to address the market demand and business and industry need for new degree and certificate offerings. Campus

teams present to the Academic Council, the VPAAs, and the Chancellor's Team during an open and transparent hearing (Go/No Go Presentations). If campus originators receive a "Go" recommendation from College District leadership, they will continue with the process of preparing information for an open hearing, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) prospectus, and Coordinating Board guidelines. An open hearing is available for participants to attend in person or via live video/audio streaming, and the presentation is archived for historical context. New programs are recommended for consideration and approval by the Board of Trustees.

The planning meeting facilitated by the District Academic Affairs office provides an opportunity for campus teams to review the proposed program and the fit with existing curriculum, discuss resource needs (faculty, space, technology, and equipment needs), market analysis, data needs to support program proposal, and milestones and timelines for the proposed program implementation date.

The planning meeting includes:

- Campus academic teams (faculty, dean, VPAAs);

- District Academic Affairs (Associate Vice Chancellor for Academic Affairs and Student Development, District Director of Curriculum and Educational Planning, Assistant Director of Curriculum and Educational Planning);

- SACSCOC liaison;

- Facilities; and

- Institutional research.

A milestones and timelines document summarizes the pending action items for the new program proposals by date and responsible area (campus or District). Milestones and timelines are created once the campus has identified an implementation date for the proposed program. New program milestones include:

- **Market Analysis** – data to predict future jobs and/or employment needs *(District) High demand, high wage, high skill*

- **ACT/non-ACT Curriculum Committee Discussion** – conversation with appropriate ACT/non-ACT Curriculum Committee regarding new program offerings and opportunity for campus collaboration *(Campus)*

- **Needs Statement Presentation** preparation including:

- Proposed curriculum pathway CE>Certificates>AAS >CE *(Campus)*

- Occupational need, Business and Industry Need *(District)*

- Number of jobs available (national and regional) *(District)*

- Potential salary for entry and mid-level positions *(District)*

- Other regional colleges offering (MHERC) *(District)*

- Facilities Needs Analysis – New/renovated facilities required *(Campus)*

- New/existing equipment required:

- IT need

- Instructional resources

- Note: If other campuses plan to offer the program, will need to schedule conversation with Facilities colleagues to identify space needs there (even if general purpose classroom)

- Faculty need *(Campus)*

- **Go/No Go Presentation** to Academic Council

- **Go/No Go Presentation** to Chancellor's Team to determine if proposed program plan aligns with current fiscal and institutional plans before campus team proceeds

- **Proposed Program Template** – Program Information and Curriculum Quality *(Campus):*

- Program objectives

- Curriculum

- Appropriate accrediting body

- Program demand

- Documentation of any existing programs in District and/or surrounding area *(District)*

- Transfer opportunities (program linkages)

- Expected enrollment

- Program support needed (faculty and staff) *(Campus)*

- Institutional effectiveness *(Campus)*

  - Graduation/placement standards

  - Licensure, certifications, or registrations available

Program Support, Cost/Budget *(Campus):*

- First year budget including faculty salaries and benefits

- Supplies and travel

- Facilities and equipment including rough order of magnitude for space, technology, equipment needs

- New costs

- Breakeven point (revenue from state reimbursement and tuition) *(District)*

- Additional student costs (specialized tools and/or fees beyond normal tuition, textbook costs)

- Specialized scholarships or financial aid beyond normal TCC options

Compliance/Collaboration/Connection *(Campus/District):*

- Curriculog submission *(Campus)*

- Marketing and promotion strategy

- Recruitment

- SACSCOC prospectus

- Coordinating Board reporting

- Collaboration with partners (high school, university, business and industry, Advisory Committee) *(Campus)*

Curriculum and Educational Planning Open Hearing – New Program offerings

Program Proposal Recommendation to the Provost for review and inclusion in the TCCD Board of Trustees packet:

- Three weeks prior to Board meeting – all Board materials due

- One week prior to Board meeting – Board Governance meeting

- Board of Trustees meeting

(Campus and District)

Board Governance Meeting *(District)*

(District will provide Board template to include curriculum and budget/staffing needs; Board will approve curriculum with the additional context of forthcoming budget requests.)

Presentation to Board of Trustees

Coordinating Board Program Certification and Statement of Assurance signed by Board of Trustees

MHERC Letter of Intent submitted *(District)*

Coordinating Board Submission *(District)*

SACSCOC Prospectus due – mailed prior to January 1 or July 1 of calendar year. *Can promote program as long as documents stipulate – Pending SACSCOC Approval*

Student Recruitment (*Campus*)

Budget submission for Program Needs (*Campus*)

Response from Coordinating Board regarding program approval

Response from SACSCOC regarding program approval

Academic Support Services builds Program of Study and Degree Audits pending SACSCOC approval *(District)*

Federal Financial Aid *(District):*

- Coordinating Board- and SACSCOC-approved associate degree programs are automatically approved by the Department of Education (DOE) for federal financial aid eligibility.

- Certificate programs are submitted to the DOE on TCC's program participation agreement for approval.

- DOE-approved certificate programs are added and made eligible to receive federal financial aid in Colleague; DOE-denied certificate programs are added to a Colleague table that blocks these programs from qualifying for federal financial aid.

- Timeline for approval is three – six months for eligible certificate programs. Requests are submitted once a year. Approvals are generally finalized for the beginning of spring semester if the program starts in fall.

Program built and sections built and added to schedule *(Campus):*

- Academic Support Services builds Program and Degree Audits *(District)*

- Approved programs are added to the next academic catalog

- Sections added to schedule *(Campus)*

Degree Audit and student registration dependent on SACSCOC approval.

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[1] Academic Curriculum Team Chart, 2020: https://inside.tccd.edu/academic-affairs/forms-and-documents