



Academic Curriculum Development

POLICY NUMBER

1-4110

Responsible Office: <i>Office of the Vice Chancellor for Academic and Student Affairs</i>	Effective Date: <i>08/31/2018</i>
Responsible Official: <i>Vice Chancellor for Academic and Student Affairs</i>	Last Reviewed Date: <i>08/31/2018</i>
Policy Classification: <i>Academic Affairs</i>	Origination Date: <i>02/21/2007</i>

I. POLICY STATEMENT

The development of Baton Rouge Community College’s (BRCC’s) academic curriculum is based on long-range strategic planning and/or emerging community workforce needs and is the joint responsibility of faculty and administration. This policy applies to courses and programs offered for academic credit – the academic curriculum – developed to achieve the College’s mission “to identify and meet the educational and workforce needs of our community through innovative, accessible, and dynamic programs.” The development of the academic curriculum is an ongoing process achieved by means of the curricular actions of adding, modifying, and deleting academic courses and programs of study.

Faculty of BRCC are responsible for (1) initiating all curricular actions, (2) establishing, reviewing, maintaining, and revising the College’s credit courses and programs, and (3) assuring that the courses, programs, and procedures are consistent with the policies of the College, the Board of Supervisors of the Louisiana Community and Technical College System, the Board of Regents (Louisiana’s coordinating body for public postsecondary education), the College’s accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and with the Mission of the College. The Faculty Senate Committee for Courses and Curricula is responsible for all operational management of the academic curriculum review and development process. The specific procedures and responsibilities for developing the academic curriculum are outlined in *Manual for Courses and Curricula*.

II. POLICY RATIONALE AND SCOPE

The purposes of this policy are to provide a general description of the components of the academic curriculum and its development and to describe the responsibility and authority of faculty and administration in the development of the academic curriculum.

Academic curriculum development encompasses the initial analysis of the educational and workforce needs of the community, and includes the preparation, review, and approval of proposals for curricular actions, the assessment of student achievement of learning outcomes, and the determination of the rates of program completion and attainment of professional licensure.

The final approval authority for curricular actions for academic courses is the Vice Chancellor for Academic and Student Affairs. BRCC informs but does not require the approval of the Academic Affairs office at the Louisiana Community and Technical College System for course actions.

The final approval authority for academic programs is determined by the award level and nature of the program. The Board of Supervisors for the Louisiana Community and Technical College System has the final approval authority for career and technical certificates, certificates of technical studies, and technical diplomas; the Board of Regents has the final approval authority for programs that require General Education courses (certificate of general studies, certificates of applied science, and associate degrees). BRCC must seek the approval of SACSCOC prior to offering a new academic program that represents a significant departure from currently offered programs.

With assistance from program managers (faculty), department chairs (faculty), and deans (administrative staff), faculty are responsible for assessing the course and program outcomes, reflecting on the outcomes assessment, and implementing plans to improve student outcomes. Faculty and administration work together to ensure that student completion of programs and attainment of professional licensure are recorded.

III. POLICY AUDIENCE

The audience for this policy includes faculty, inclusive of program managers and department chairs; deans; any staff that assist departments or divisions in the development of academic courses and programs and the recording and reporting of student success; the Director of Curriculum and Articulation; BRCC's SACSCOC Accreditation Liaison, and the Vice Chancellor for Academic and Student Affairs.



IV. POLICY COMPLIANCE

Active engagement of faculty in the development of the College curriculum affirms faculty responsibility in academic matters and ensures that faculty are stakeholders in student success. Maintenance of SACSCOC accreditation requires compliance with curriculum-related Policies (Substantive Change, for example) and Principles (on Faculty, Student Achievement, Educational Program Structure and Content, and Educational Policies, Procedures, and Practices). The consequences of non-compliance range from placement on sanctions to loss of accreditation.

V. POLICY DEFINITIONS

Academic: credit-earning; may be applied to both courses and programs.

Academic Curriculum Development: the ongoing process of making available to students the courses and programs of study that prepare them for the workforce, for transfer to a four-year college or university, and/or provide for personal enrichment. The processes by which the Academic Curriculum is developed are collectively called curricular action; individually, these actions consist of adding, modifying, and deleting academic courses and programs of study.

Accreditation: recognition that an institution maintains standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice. The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality.

United States Department of Education, <https://ope.ed.gov/accreditation/FAQAccr.aspx>

Course: a unit of instruction covered in a single term or semester, an academic course has an instructor, a roster of students fixed at a specific point of time in the term or semester, on a subject identified in the unit's title. Students receive a grade for the course and earn credit upon successful completion of the unit. Components that define an academic course are recorded in the course Master Syllabus.

Course Syllabus: the document based on the Master Syllabus and developed by faculty for distribution to students enrolled in a specific section of an academic course offered during a term or semester. The course syllabus must contain the following information, without modification, from the master syllabus: course title, prefix+number, instructional contact hours for all components (lecture, lab/clinic/studio/other skills-related instruction or training), credit hours earned for successful completion of the course, course description, learning outcomes, assessment measures, and expanded course outline (which may be in the format of a week-by-week schedule). The course syllabus must also include information for students about the following course aspects:

Disability Statement, Grading policy, Attendance policy, General policies, procedures for the Resolution of Student Complaints, Cheating and Plagiarism statement, Safety policy, Library/Learning Resources information, Military Absence statement, and Student Athlete Absence statement. Course syllabi must be provided to students at the beginning of each term on the course's learning management system portal.

Curriculum: the collective academic courses and programs available to students at BRCC. The College curriculum encompasses the course- and program-level learning outcomes, and the assessment measures employed to evaluate student achievement of the outcomes.

Master Syllabus: the formal document in which the approved components of an academic course are defined. These components include the course title, rubric (prefix+number), Classification of Instructional Programs (CIP) code, lecture contact hours per week, lab contact hours per week, credit hours earned for successful course completion, description, prerequisites, co-requisites, suggested enrollment cap, learning outcomes, assessment measures, and expanded course outline. The course components in the approved Master Syllabus apply to all sections of the course, regardless of instructor, mode of course delivery, or time and location for course delivery. Master Syllabi for active courses are published in a common format on the BRCC website.

Program: consisting of one or more individual academic courses, an academic program is an educational construct with specific outcomes for students intending to transfer to a four year institution for additional study, for students who wish to engage in learning for personal interest, and/or for students to gain knowledge, skills, and abilities that permit direct entry into the workforce. An academic program should emphasize both depth and breadth of student learning and challenge students to integrate knowledge and develop skills of analysis and inquiry.

Substantive Change: a significant modification or expansion of the nature and scope of an accredited institution.

VI. POLICY IMPLEMENTATION PROCEDURES

The procedures for curriculum development are outlined in the BRCC *Manual for Courses and Curricula*. In developing the concept for a specific curricular action (course or program addition, modification, or deletion), faculty must conduct a "Needs Assessment" and prepare a written summary of findings that provides justification for the proposed action. Broadly, the summary describes how the proposed action supports the mission of the College. More specifically, the summary includes, but is not limited to: the applicability and role of a new course in an existing or proposed program of study; the input of the advisory board or committee for the proposed action; job opportunities and/or transfer opportunities for program completers; examples of similar programs at other colleges; and an analysis of how a proposed curricular action supports and/or affects other curricula at the College. All of these considerations are ultimately recorded in Curriculum Forms for each type of curricular action. Guidelines for needs assessment and curriculum form completion are included in the *Manual for Courses and Curricula*.



An additional consideration relating to SACSCOC accreditation is the awareness of curricular actions that may represent Substantive Changes. Examples of Substantive Changes are summarized in BRCC Academic Affairs Policy 1.7030 and in the associated Substantive Change Checklist, both of which are posted on the BRCC website.

All BRCC academic courses and programs are developed for traditional, face-to-face delivery and subsequently may be developed for other modes of delivery.

VII. POLICY RELATED INFORMATION

Southern Association of Colleges and Schools Commission on Colleges, Principles on Faculty, Educational Program Structure and Content, and Educational Policies, Procedures, and Practices, as well as the policy on Substantive Change, on the web at www.sacscoc.org.

Board of Regents Academic Affairs Policy 2.13, Program Accreditation, and the Board of Regents Master List of Approved Academic Program Accrediting Agencies

Board of Regents Academic Affairs Policy 2.15, Definitions of Undergraduate/Graduate Certificates and Undergraduate Degrees

Louisiana Community and Technical College System Academic Policy 1.024, New Program Requests and Curriculum Modifications

Louisiana Community and Technical College System Academic Policy 1.034, Participatory Curriculum Development

BRCC Academic Affairs Policy 1.4100, Academic Program Review

BRCC Academic Affairs Policy 1.4130, Classification of Instructional Programs (CIP) and Courses

BRCC Academic Affairs Policy 1.4220, Learning Outcomes

BRCC Academic Affairs Policy 1.4270, Credit Hours for Courses and Programs

BRCC Academic Affairs Policy 1.7030, Substantive Change, and the associated Substantive Change Checklist

BRCC Academic Affairs Policy 1.7040, Responsibility and Authority of Faculty in Academic and Governance Matters

BRCC Academic Affairs Policy 1.7050, Closing a Program

VIII. POLICY EXCEPTION

This policy does not apply to students, staff, and Departments, Divisions, and Administrative units that do not develop academic courses or programs. This policy does not apply to courses or programs offered as 'leisure' courses or by administrative units for which students do not earn credit.

IX. POLICY HISTORY AND REVIEW CYCLE

The policy origination and first effective date was 02/07/2007. The policy was last reviewed on 2/21/2013. The revision presented here supersedes the policy reviewed on 2/21/2013. The effective date for this revision is the date on which the Chancellor for Baton Rouge Community College approved this revision. The policy is to be reviewed and revised, as needed, within three years of the effective date.

X. POLICY URL

This policy may be accessed on the BRCC website at www.mybrcc.edu.

XI. POLICY APPROVAL - SIGNATURE, NAME, TITLE, AND DATE OF OFFICIAL



Larissa Littleton-Steib, Ph.D.
Chancellor

08/31/2018

Date
Effective Date of Policy