

**VALENCIA**COLLEGE

**College Curriculum  
Committee Manual  
2025-2026**

**DEADLINE FOR 2025-26 CATALOG CHANGE  
REQUESTS:**

**January 14, 2026 Meeting\***

**\*Deadline for Agenda Items-December 17, 2025  
(items must have completed CIM workflow by 12/17/25)**

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# **CURRICULUM**

## **What Is Curriculum?**

Curriculum is the sum total of the instructional programs at the college. Generally, curriculum is described in terms of specific courses and patterns of course completion in degree or certificate programs. For the purposes of this handbook, the curriculum discussed is limited to credit programs and courses.

## **The Role of Faculty, Administration, the Governing Board and the College Curriculum Committee**

At Valencia College, development of curriculum is an important responsibility of the faculty, administration and governing board. Faculty members of the College Curriculum Committee are appointed by the Faculty Council. Deans are appointed by the Instructional Affairs Committee (IAC). Terms of office are two years. In keeping with SACS Comprehensive Standard 3.4.12, "The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty," every credit course is broadly defined by a college course outline developed and approved by the designated, credentialed faculty who teach the courses on the various campuses. The course outline includes general course information (included in the catalog), the common learning outcomes necessary for satisfactory performance (e.g., learning outcomes, a grade of "C" or better) in the course, and a possible assessment of a General Education outcome. Individual faculty members are responsible for determining and implementing the exact course content for individual courses they teach. This exact course content is explained in the course syllabus prepared by the faculty member and distributed to each student enrolled in the course. Thus, by a combination of college cooperation and individual effort, faculty members determine and manage the specific courses in the college curriculum.

The offering of degree programs is the joint responsibility of faculty, discipline leaders, appropriate academic administrators, the College Curriculum Committee, the College Learning Council, the President and the District Board of Trustees. Degree and certificate programs consist of a specific sequence of college-level credit courses to be completed by students prior to awarding of the degree and certificates. Determination of degree and certificate requirements involves a review of state laws and rules, accreditation requirements, needs of the graduates, intended application of the degree after graduation, university requirements, and business and industry needs. It is the responsibility of the academic administration to ensure that proper college procedures are followed for all curriculum matters and to provide supervision to the instructional process at the college. The faculty and administration work closely with the Faculty Council, the Instructional Affairs Committee (IAC), the College Curriculum Committee, the College Learning Council, and the President to provide leadership and support for an excellent curriculum that meets the needs of Valencia students.

## **College Curriculum Committee Charge**

The College Curriculum Committee is responsible for ensuring that all courses, Pre-Majors, and programs have instructional integrity, address appropriate learning outcomes, fit into a sequential framework that leads to students' achieving the respective competencies, and meet the college's standards of excellence. The committee reviews and must approve all additions, deletions, and major modifications to credit courses and programs and therefore may assume leadership when there are no tenured faculty in a particular discipline or to suggest a change (addition, deletion, modification) where one may be necessary. The College Learning Council and the President receive the recommendations of this committee.

The curriculum development and review process is planned to ensure compliance with regional accreditation requirements of the Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC *Principles of Accreditation, Foundations for Quality Enhancement*). The specific Core Requirements, Comprehensive Standards and Federal Requirements listed in Appendix C relate directly to the design, scope, and quality of the college's curriculum. The curriculum development process is also guided by the requirements of the State of Florida.

## **History**

The committee was approved by the College Council in August 1978 and began functioning in October 1978. It replaced the individual campus Curriculum and Instruction Committees. The membership composition and procedures were revised during the 1991-92 academic years, and again in 2007.\*

## **Membership**

The committee consists of twenty-two voting members: one Associate in Arts dean, one Associate in Science dean, and eighteen tenured/tenure-track professors [one each from the following disciplines: communications, fine arts, foreign languages, Allied Health, humanities, mathematics, natural sciences, public service, business, social sciences, technical education, counselor, librarian, engineering/architecture programs, nursing, IT, one at-large member, and the Faculty Council President-Elect]. Additionally, there will be a representative from each of the bachelor degree areas either faculty or advisor from each bachelor degree program is eligible to vote. Each member shall have an alternate. Ex-officio members are a Campus Provost, the AVP for Workforce Development, the catalog coordinator, and representatives for Banner, Dual Enrollment, Financial Aid, SACS, Institutional Research, Graduation, and Atlas. The committee is co-chaired by a faculty member and the Director, Curriculum and Assessment or designee from the Vice President of Academic Affairs. The faculty co-chair will be a voting member, will serve a two-year term as co-chair, and may be re-elected to the position. The faculty co-chair will be elected by the voting members of the committee during the May meeting. The Director, Curriculum and Assessment or their designee may cast a ballot only to break a tie vote.

A quorum shall be considered to be more than half of the voting membership, and will be required prior to the start of the meeting.

## **Term of Office**

Faculty and administrators serve staggered, two-year terms, but can be elected for subsequent terms. The Faculty Council appoints faculty members to the committee. The faculty co-chair serves a two-year term, but can be elected for subsequent terms if there is consensus in the committee. The Director, Curriculum and Articulation is a permanent member, and serves as co-chair. The committee meets ten times per year, including electronic meetings via college email when appropriate. College Curriculum Committee members will have the first right of refusal in being reappointed to the committee. Beginning in the 2023-24 academic year, CCC members must be appointed by Faculty Council after an all call to eligible faculty to serve; members will no longer have first right of refusal for reappointment but can be reappointed by Faculty Council.

\*During the period from 1978 – 1991, membership was based on campus location and the committee chair was rotated among campuses every two (2) years.

## **Selected Topics**

The purpose of a selected topics course is to offer faculty an opportunity to offer a course not presently in the catalog. Before creating a selected topics course, faculty will prepare a common course outline. If faculty determine that the course will become a permanent part of the curriculum, the outline will be used to apply for a statewide course number through SCNS. To make this request, the faculty member should contact the Curriculum Coordinator, at extension 3418. A particular selected topics course may be taught only three times before it must receive a State number.

## **General Education**

The State of Florida has determined that a general education program shall have 36 hours (Florida Statute 1007.25): *"An associate in arts degree shall require no more than 60 semester hours of college credit, including 36 semester hours of **general education** coursework."* For a course to be considered eligible for the general education program it should fit SACS Comprehensive Standard (3.4.10): *"The institution defines and publishes general education requirements for its undergraduate programs and major program requirements for all its programs. These requirements conform to commonly accepted standards and practices for degree programs."* The College Curriculum Committee will determine if a proposed course meets the principles established by the CCC in 2008. The CCC will act as the official voting group for any changes to the general education curricula, and will review the Gen Ed program at every November meeting to ensure that the Gen Ed courses align with the principles and outcomes assessment.

Beginning in the 2015-2016 academic year, the college adopted a state mandated Gen Ed core per House Bill 7135. Students who are seeking an A.A. degree are required to take one course from each core area.

### **General Education Principles**

Courses within the General Education Program will:

1. be able to meet the A.A. and A.S. degree requirements;
2. significantly contribute to Valencia's general education outcomes;
3. not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession;
4. be transferrable for all programs; and
5. contribute significantly to breadth of knowledge

### **The Issue of Breadth**

In order to ensure consistency with decisions regarding the addition of courses to the General Education program, the following questions will be addressed:

1. Does the course contribute significantly to satisfying the General Education Outcomes? (yes)
2. Does this course, when added to the General Education program, satisfy the mission of Valencia College? (yes)
3. Is this course specific to a particular faculty member? (no)
4. Does this course focus on a specific occupation? (no)
5. Will this course, if added, be transferable to upper division programs? (yes)
6. Does this course have prerequisites that are not General Education courses? (no)

### **General Education Outcomes**

- **Cultural and Historical Understanding:** Demonstrate understanding of the diverse traditions of the world, and an individual's place in it.
- **Quantitative and Scientific Reasoning:** Use processes, procedures, data, or evidence to solve problems and make effective decisions.
- **Communication Skills:** Engage in effective interpersonal, oral, written communication.
- **Ethical Responsibility:** Demonstrate awareness of personal responsibility in one's civic, social, and academic life.
- **Information Literacy:** Locate, evaluate, and effectively use information from diverse sources.
- **Critical Thinking:** Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.

### **General Education Voting Process and Principles**

In keeping with SACS-COC Comprehensive Standard 3.4.10, *the institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty*, the College Curriculum Committee will serve as the eligible voters for changes to the General Education program. However, effective collaboration and communication will be a part of all General Education decisions made at the college.

- All stakeholders will be included in the process
- Stakeholders will be aware of their roles in the process
- The process will be inclusive of concerned faculty
- There will be clear and open paths for communication
- Results will be student centered addressing-
  - Program integrity
- Data will inform the process
  - Effects on AS programs
  - Transferability
  - Course section offerings

For a faculty member or dean to initiate a proposal to include a course in general education institutional hours –

1. The initiator will notify the co-chairs of the College Curriculum Committee (CCC) of the proposal to include the course in a general education subject area.

2. A co-chair will help organize a work team including **at minimum** the initiator, her/his dean, **and** the general education dean for the subject area. This group will prepare a portfolio for the proposed course that includes-

- A list of stakeholders that should be notified
- Course outline
- Assessment plan
- Gen Ed template
- Transferability data
- Impact assessment (enrollment, program integrity, etc)
- Communication plan

3. Once the portfolio is complete, a co-chair will schedule a forum that gives stakeholders an opportunity to learn about the proposal and provide feedback. Stakeholders will be notified both about the forum and that comments on the CCC General Education Canvas space will be considered in the decision process.
4. If the initiator chooses to move the proposal forward it will be considered by the CCC at the November meeting. The decision will be based on the college's General Education principles, the content of the portfolio and the feedback collected at the forum and through the blog.

## Curriculum Change

There are six (6) distinct types of curricular change. Curriculum proposals related to each type of change are associated with a specific form including **Credit Program Addition (CPA)**, **Credit Program Modification (CPM)**, **Credit Program Deletion (CPD)** and **Credit Course Addition (CCA)**, **Credit Course Modification (CCM)** and **Credit Course Deletion (CCD)**. These forms are designed to collect key information, response data, and required votes. In order for changes to be considered, forms must be filed with the College Curriculum Committee according to agenda deadlines on the committee's annual calendar. Individual proposals will be recorded, numbered sequentially, and scheduled for consideration by the Curriculum Coordinator. (See Appendix D.)

### Process for Proposed Curriculum Change

When preparing a proposed curriculum change, the initiator of a course and/or program addition, modification or deletion will identify the Dean(s) and Program Director(s) (coordinator) of disciplines directly impacted by the curriculum proposal. The names and their responses will be included on the proposal form. The initiator will share the proposal with and request a response from the individuals of disciplines directly impacted and the individuals on the Voter Eligibility List.

### Voter Eligibility List for Curriculum Changes

Names on the Voter Eligibility List for Curriculum Changes will include the names of each full-time tenured/tenure-track/or 12 month faculty members, the director (coordinator) associated with the specified discipline or program for the current academic year, and all deans who provide oversight to the specified discipline or program. "Faculty associated with a specific discipline or program" are defined as a full-time faculty members who are credentialed in the discipline and have primary teaching responsibility in the discipline or program. In cases where there are no tenured or tenure-track faculty for specific courses, the dean/director in conjunction with the College Curriculum Committee will designate the appropriate faculty.

The dean(s) and/or staff responsible for the discipline and/or program will present to the Curriculum Coordinator additions and/or changes of names to the list in July or when changes may occur. The Voter Eligibility Lists are maintained by the Curriculum Coordinator.

### The Relationship of College Catalog to the College Curriculum Committee

The portions of the college catalog that present academic programs, degrees and certificate programs represent materials approved through the curriculum development and review process. Generally, with the exception of minor modifications, all course descriptions, program outcomes and program requirements as well as course admission requirements have been approved by the College Curriculum Committee prior to inclusion in the college catalog.

## When Curriculum Changes Take Effect

Modifications and deletions to the curriculum typically take effect at the beginning of a new academic year (i.e., the fall term). However, when external circumstances dictate (in accreditation, certification, exams, state mandates) exceptions may be made. New courses and programs may begin in any term.

## The Course Outline

At Valencia College, the course outline is intended to be a college document that describes the learning outcomes expected of each student who successfully completes the course according to the guidelines of the respective department or program curriculum. Each active credit course will have an up-to-date course outline on file in the appropriate department and the CCC office. The course outline is a fundamental statement of course competencies to be used by all professors teaching a given course, whether they are full-time or adjunct, at all campuses. The course outline will be reviewed at least every two years with the most recent effective date representing the last time review (and/or revision) was completed. The course outline is intended to be combined with a credit course addition form or modification form (if the course has had any changes to the general course information) to make a complete curriculum file for each course suitable for filing in the curriculum database. While each course outline should contain the same components, the exact terminology and arrangement of topics may vary by discipline upon agreement of the respective faculty members.

The following components should be contained in all Valencia course outlines:

General Course Information (If any of this information changes, a modification form should accompany the common course outline):

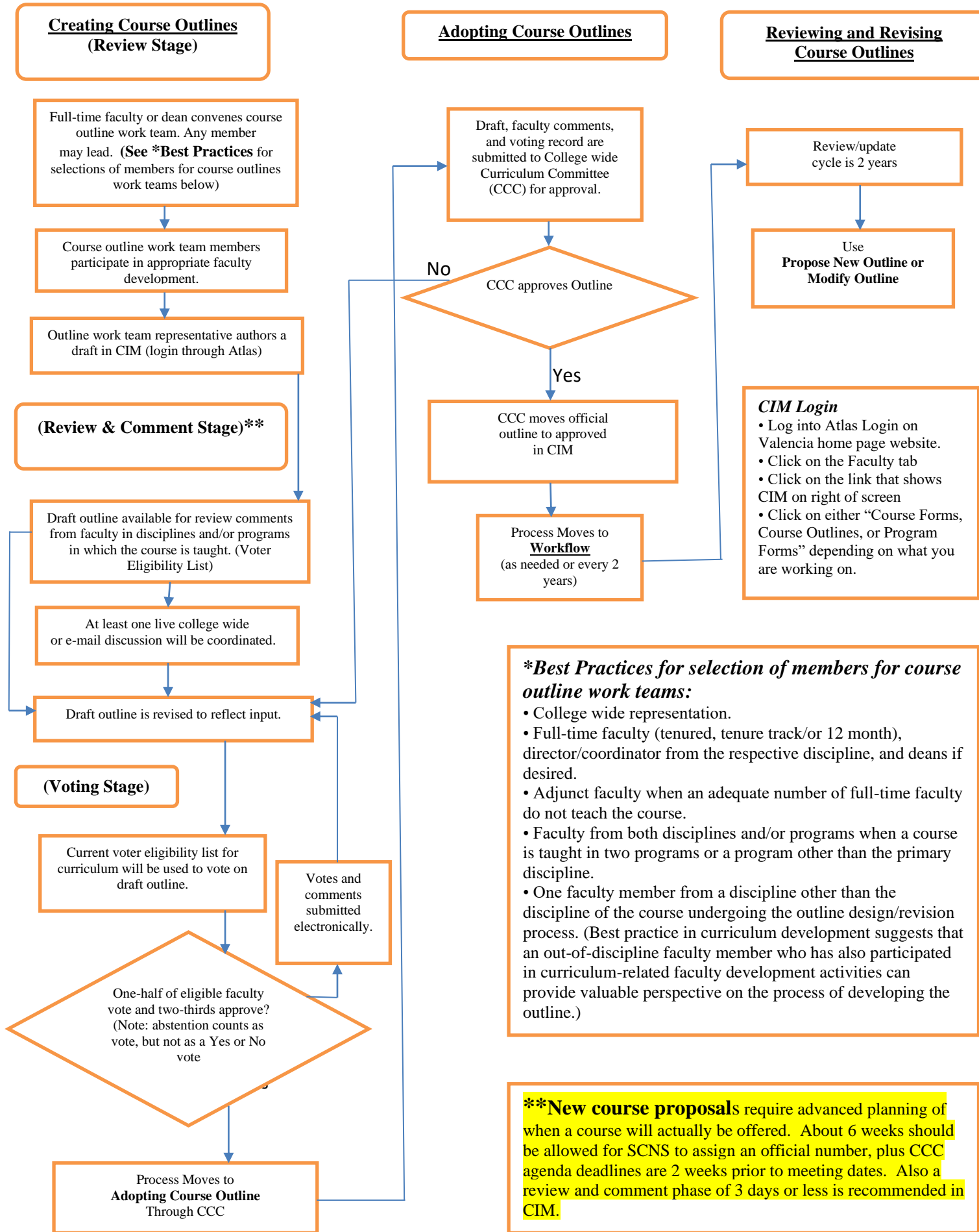
- COMMON COURSE NUMBER:**
- COURSE TITLE:**
- PREREQUISITE(S):**
- COREQUISITE(S):**
- CREDIT HOURS:**
- CONTACT HOUR BREAKDOWN:**
- LAB HOURS (if applicable)**
- DISCIPLINE:**
- CATALOG DESCRIPTION (with lab fee if applicable):**
- EFFECTIVE DATE / REVIEW DATE:**

Outline Components:

- MAJOR TOPICS:**
- MAJOR LEARNING OUTCOMES:**
  - Corresponding Evidence of Learning
  - Core Competencies
  - Methods of Assessments
  - General Education Outcomes: (if applicable)
  - Indicators
  - Shared Assessments



# Course Outline Approval Process



# The Course Syllabus

At Valencia College, the course syllabus is intended to be the primary document whereby a professor communicates to the student the learning outcomes, assessment methods and directions for the course. Every professor must provide a current syllabus to each student in the class. While each professor's course syllabus should contain the same topics, the layout and exact content of the syllabus are the prerogative of the individual professor. Copies of course syllabi should be maintained in the appropriate department. The following components should be contained in all Valencia course syllabi, where applicable:

## SESSION AND YEAR:

**COURSE:** Name and Catalog description  
Credit  
Prerequisite(s) and Co-requisite(s)  
Supplemental meeting places and times  
Statement about major learning outcomes, skills, TVCA core competencies, and Gordon Rule requirements

**PROFESSOR:** Name  
Office  
Phone number  
Office hours (also by appointment)

**EDUCATIONAL MATERIALS:** Text - title, edition, author (if applicable)  
Supplements  
Additional supplies (if needed)  
Resources - names and locations

**ASSESSMENT METHODS AND EVALUATION:** Examinations  
Quizzes  
Projects, assignments, papers  
Type of final  
Calculation of final grade (as specific as possible)

**CLASSROOM POLICIES:** Attendance  
Make-up examination procedure  
Academic honesty

**DISCLAIMER:** Changes may be made at the discretion of the instructor (usually in writing)

## SCHEDULE OF CLASSES

## AND/OR LABS:

## SPECIAL RULES:

**NOTE:** **Valencia Core Competencies** are Think, Communicate, Value, and Act  
**General Education Outcomes** are Cultural and Historical Understanding, Quantitative and Scientific Reasoning, Communication Skills, Ethical Responsibilities, Information Literacy, and Critical Thinking  
A full description can be found in the College Catalog and on the Valencia website.

## Writing a Catalog Course Description

The course description in the College Catalog is the only source of information on a particular course available to the student, unless the student individually seeks advice from professors or advisors. Because the course description is so important, it should be written as carefully and precisely as possible. The general purpose of the course description is to provide a brief synopsis of the course content and to list any special conditions related to the course. Special conditions might include co-requisites, prerequisites, department approval requirement, inclusion of a lab, special fees, and whether or not the course meets Gordon Rule requirements or is a multiple credit course. The following list of pointers for writing catalog course descriptions might help:

1. Course title should be short but as descriptive as possible. (Title should not be repeated in the course description.)
2. Credit, contact, lab hours must be entered on the curriculum forms. When submitting CIM Course Additions or Modifications, the number of Credit Hours refers to credits a student will earn for the course; Contact Hours refers to the sum of Lecture and Lab hours the class meets (which also affects faculty workload calculation); and Lab Hours are the times in lab for the course. Faculty should consider the total number of contact hours per week that the instructor has with the student and determine how much of it is instructional time and how much time is spent in lab.
3. There are separate entries on the forms for Prerequisites, Prerequisites or Co-requisites, and Co-requisites.
4. If department approval is a requirement or an option (in place of prerequisite courses), it should be stated as part of the appropriate Prerequisites, Prerequisites or Co-requisites, or Co-requisites entry using the following phrase: "department approval."
5. When writing the main body of the course description, consider the following:
  - a. Eliminate as much verbiage as possible. Keep the description clear and concise.
  - b. Keep items as parallel as possible with existing descriptions for similar courses. Review course descriptions for other courses while writing the new one.
6. If applicable, the Gordon Rule writing or mathematics component should be noted after the body of the description.
7. If a multiple credit course, so indicate and include appropriate conditions (may be repeated for credit, indicate maximum number of credits through repeats, and grade forgiveness cannot be applied).
8. If needed, minimum grade requirements should follow the Gordon Rule information.
9. If the course is a lab or includes a lab and/or if the number of hours of instruction per week is needed in the description, they should come next in the description. A "C" designation is reserved for a "combined" lecture/lab course, and an "L" designation is reserved for a separate lecture/lab course (see college lab manual for details).

10. Special fees, if required, should be typed in parentheses at the end of the description, after the approval process has been followed (see lab manual process on the CCC website <https://valenciacollege.edu/employees/organizations-committees/college-curriculum-committee/>)

## Sample Course Descriptions

Examples of different types of course descriptions are printed below for reference.

### **BSC 1011C**

**4 Credits (3,3)**

#### **FUNDAMENTALS OF BIOLOGY II**

Prerequisite: Minimum grade of C in BSC 1010C or BSC 1010H

A continuation of BSC1010C. Includes an analysis of biological systems at the organismal and supraorganismal levels: Unity and diversity of life, organismal structure and function. Will examine such topics as: Darwinism, origin of life, diversity and origin of Eukaryotes, evolution and diversity of the five kingdoms; animal and plant morphology, reproduction, development of animal behavior, population biology and ecology. (Special Fee \$62.00)

### **BUL 2241**

**3 Credits (3,0)**

#### **BUSINESS LAW I**

**Prerequisite: ENC 1101 or ENC 1101H or ENC 1210 or GEB 1011 or IDH 1110 or OST 1335C**

Introduction to law, its social forces and agencies for enforcement; effects of governmental regulation on business and society, including environmental law; community planning and consumer protection; contracts; personal property, including bailments and sales.

### **SON 1804L**

**2 Credits (16,16)**

#### **CLINICAL SONOGRAPHY I**

Prerequisite: SON 1000C Prerequisite or Co-requisite: RTE 2762

Co-requisite: SON 1001C and RET 2762

Supervised clinical experience and competency evaluation of professional interaction and performance of sonographic procedures with emphasis on patient care, ultrasound computer equipment orientation, cross-sectional imaging planes, and performance of quality exams. This course includes learning activities designed to ensure competence in the basic use of computers. (Special Fee: \$3.00)

### **DIG 2930**

**1-3 Variable**

#### **Selected Topics in Digital Media Technology**

For students who are interested in advanced topics in digital media technology. May include lab and/or field work as part of the class, depending on topic. Multiple credit course. May be repeated for a maximum of 6 credits, provided a different topic explored each time, but grade forgiveness cannot be applied.

### **ENC 1101H**

#### **Freshman Composition I-Honors**

**3 Credits (3,0)**

Same as ENC 1101. In addition, course content will satisfy one Honors Program Learning outcome. Honors Program permission required.

## How to Add or Delete a Course in the General Education, and/or Gordon Rule Requirements

**Modifications to the General Education Program:**

- 1) Submit a Credit Program Modification form.

**Modifications to the Gordon Rule Program:**

- 1) Submit a Credit Program Modification form.
- 2) Submit a Credit Course Modification form to include appropriate prerequisite(s) and the Gordon Rule statement in the catalog course description.

State Board of Education Rule 6A-10.030, the Gordon Rule, requires that students complete with grades of C or better. (a) Six (6) semester hours of English coursework and six (6) semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section. These course designations shall be submitted to the Statewide Course Numbering System. An institution to which a student transfers shall accept courses so designated by the sending institution as meeting the writing requirements outlined in this section.

(b) Six (6) semester hours of mathematics coursework at the level of college algebra or higher. For the purposes of this rule, applied logic, statistics and other such computation coursework which may not be placed within a mathematics department may be used to fulfill three (3) hours of the six (6) hours required by this section.

Standard Gordon Rule Writing Statement: *"Gordon Rule course in which the student is required to demonstrate college-level writing skills through multiple assignments. Minimum grade of C required if (insert course prefix and number) is used to satisfy Gordon Rule requirement."*

Standard Gordon Rule Mathematics Statement: *"Minimum grade of C required if (insert course prefix and number) is used to satisfy Gordon Rule and general education requirement."*

## Curriculum Committee Time Lines

- An annual schedule of meetings is prepared and distributed by the Curriculum Committee Co-Chairs.
- **The deadline for proposals making it into the 2026-27 Catalog is the January 14, 2026 meeting, with an Agenda submission deadline of December 17, 2025.**
- Proposals for curriculum modifications are due in the office of Curriculum and Articulation two weeks (14 calendar days) prior to the next meeting date with the exception of the January Curriculum meeting, which requires three weeks.
- New course number requests should be sent to the Curriculum Coordinator at least eight weeks prior to the CCC meeting at which the course is to be considered.
- Submitted proposals are reviewed and scheduled for committee presentation. Incomplete proposals will be returned to the proposal's initiator.
- Proposal initiators are requested to appear before the committee to give a brief presentation of the proposal. If the proposal initiator is unable to attend the CCC meeting, arrangements should be made to have an alternate speak on their behalf. If questions arise during the CCC's consideration of the request that are unable to be answered during the meeting, the request will be tabled until the necessary information is obtained.
- Meeting agendas and copies of proposals for consideration are mailed to committee members and resource

persons one week (7 calendar days) prior to the meeting.

- Proposals that receive committee approval are approved electronically by the Curriculum Office. Approved curriculum changes are submitted to the Board of Trustees for approval following review and approval from the President each year in a summary of catalog changes.
- Proposals that receive Board approval are signed by the President and submitted to the Florida Department of Education Statewide Course Numbering System (SCNS).
- Proposals that receive State approval are added to Banner. The Curriculum Office will notify the appropriate department when the change will take effect.

# **APPENDIX A**

## **Degree Pathways & Pathway Plans**

The Associate in Arts (A.A.) Degree is designed for the student who plans to transfer to a Florida public university as a junior to complete a bachelor's degree. Valencia offers one Associate in Arts degree that is a 60 credit program. The AA degree contains 36 credits of General Education and 24 credits of electives. Valencia offers lower division Degree Pathways for 49 majors in the State University System (SUS) of Florida. Degree Pathways are a listing of the State of Florida's Common Program Prerequisites (CPPs) required for transfer to a major at an SUS institution. Pathway Plans are preparation worksheets that help a student utilize his/her General Education and elective requirements to facilitate a smooth transition toward a major while incorporating the CPPs. They provide term-by-term guidance for course registration that sequences prerequisites and scaffolds learning.

### **DESIGNATION OF 60 CREDIT HOURS FOR ASSOCIATE IN ARTS DEGREES**

Each AA Pathway Plan must be 60 college-level, transferable credit hours. The 60 credits shown for each Degree Pathway should reflect the courses the student would take for the specific major as a freshman and sophomore at one of the state universities. Consequently, students who must take college-level prerequisites such as MAT 1033C or EAP 1640 may take more than 60 credits to satisfy the requirements.

### **COMMON PROGRAM PREREQUISITES**

Valencia's Pathway Plans will list only Common Program Prerequisite courses. These are the courses that a student must take in order to be admitted to a major at the junior level in the SUS of Florida. If Florida's Department of Education has not assigned a common course number to a course (e.g., COP XXXX Any Scientific Programming Language), the Pathway Plan will incorporate that language. Pathway Plans will also include a recommended math pathway based upon Meta-Majors and specific degree requirements. The Curriculum Office will review the math requirements for each major from UCF to determine the recommended math pathway.

### **FLORIDA SHINES**

<https://floridashines.org> lists the Common Program Prerequisites for each major on an annual basis. Only a few of the majors listed on this site have their CPPs.

### **CHANGES TO THE DEGREE PATHWAYS AND PATHWAY PLANS**

The Director, Curriculum and Articulation will check the Common Program Prerequisites annually, and make appropriate changes as necessary. Degree Pathways in the college catalog will be updated, and Program Advisors will revise the Pathway Plans in accordance with the CPP changes.

## **SACS-COC – Substantive Change for Accredited Institutions of the Commission on Colleges' Policy for Teach-out Plans**

A teach-out plan is a written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides fifty percent or more of at least one program, ceases to operate before all students have completed their program, ceases to operate before all students have completed their program of study, and may include, if required by the institution's accrediting agency, a teach-out agreement between institutions. Teach-out plans must be approved by SACS-COC in advance of implementation.



To be approved, a teach-out plan must include the following information:

1. Date of closure
2. An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure.
3. An explanation of how students will be helped to complete their programs of study with minimal disruption or additional expense.
4. Signed copies of teach-out agreements with other institutions, if any
5. How faculty and staff will be redeployed or helped to find new employment
6. If closing an institution, arrangement for the storing of student records, disposition of final financial resources and other assets.

### **Teach-Out Plan to Discontinue Degree and Certificate Programs**

When a program is recommended to be discontinued based on a program review or evaluation process, the following Teach-Out Plan activities will be conducted.

1. The lead Academic Dean in the program area will submit a Credit Program Deletion Form according to college guidelines and a Teach-out plan (for up to five years) for discontinuation and a process for students who are currently enrolled to complete the program. The program deletion must be approved by the Assistant Vice President for Career and Workforce Education.
2. The plan will include a date of closure for the program, and it will reflect the last term students were able to declare the major.
3. The plan will include a process to communicate with students, faculty and staff about the closing of the program(s). All enrolled students and program majors in the program(s) being closed will be identified and notified:
  - ENROLLED STUDENTS: Enrolled in specific related courses within the program during last two reporting years and current academic year.
  - STUDENT MAJORS: Students who are declared majors in program(s) in last two reporting years and the current academic year.
  - To notify students, the following information will be collected:
    - Student Name, VID #, Atlas E-Mail Address, Mailing Address, Phone Numbers
4. Students who will be affected by the closing of the program will be notified and provided information about the discontinuation of the program.
  - A. Appropriate method for notifying students will be:
    - Inform students through their Atlas email.
  - B. The following information should be included:
    - Notification of discontinuation of the program and explanation for closure.
    - Information that will help students to complete their program of study with minimal disruption or additional expense.
    - Define other program options (if any), and how required courses within the program will be

scheduled and offered so that students interested can complete their program within a specified period of time. (Determine appropriate course substitutions that may be offered for program completion).

- The number of specialized courses for the program of study may need to be reviewed to determine how many may have been completed in order for students to be eligible to complete the discontinued program (this should be reviewed by the appropriate program advisor(s), program chair(s), academic dean(s), campus president(s) and assistant vice president for career and workforce education).
- Identify responses needed from students by a specified date to be eligible to continue and complete the program.
- Include specified times and name/phone/email address of appropriate contact person(s) for students to obtain advisement to complete the program and answer any questions.

5. Notification of closure of the program will be sent to all identified students.

6. Appropriate faculty and staff will be included in the communication of closure of the program.

7. A master list will be prepared to include all students who are interested in completing the program to schedule advising appointments and/or orientations.

8. Communication will continue with students and report progress to the appropriate Academic Dean(s) and the Assistant Vice President for Career and Workforce Education.

9. A review of the results of students responding to the request who need to complete the program.

10. Review the results needed to schedule courses and/or course substitutions for students to complete the program within the identified period of time.

11. If other institutions are involved in offering any of the courses related to the closure of the program, an agreement will be developed with the institution to assist in providing the courses and services needed for students to complete the program of study.

12. The college will review other program areas of need in which faculty are qualified to teach and/or provide assistance in identifying other institutions with potential employment opportunities (if needed).

# **APPENDIX B**

## **Glossary**

<b>Academic Honesty:</b>	Refers to required statement in the course syllabus. The statement must clearly state that cheating and plagiarism are not tolerated by the college and that the professor may take disciplinary action against students proven to be academically dishonest. See definition and description of the course syllabus.
<b>Advisory Committee:</b>	Advisory committees are composed of representatives from business, industry, and/or other educational institutions. Advisory committees may assist with course and/or program development and review.
<b>Associate in Arts:</b>	<p>The A.A. Degree is designed for the student who plans to transfer to a Florida public university or state college as a junior to complete a bachelor's degree. Through the A.A. Degree, Valencia offers lower division preparation for almost all of the approximately 200 majors in the Florida State University System.</p> <p>The Associate in Arts Degree Pre-Majors are designed for students who plan to earn the A.A. Degree from Valencia and transfer to a state university or state college as a junior to complete a bachelor's degree in one of the specific majors.</p>
<b>Board of Trustees:</b>	The Valencia District Board of Trustees is the governing body of the college. The board members are appointed by the Governor of the State of Florida and are responsible for approving the college curriculum. The President of the college reports directly to the Board of Trustees.
<b>Certificates:</b>	<p><b>Technical Certificate Programs</b></p> <p>The Technical Certificate programs prepare students for immediate entry into a career in the workforce. Technical Certificate programs require prescribed technical courses, and may require general education courses, for a minimum of 12 college credits. For students who meet degree-seeking requirements, college credit hours earned in a Technical Certificate program are applicable towards a related Associate in Applied Science or an Associate in Science degree; for example, the course in the Human Resources Management Technical Certificate can be applied towards the Business Administration Associate in Applied Science degree. Students who complete the course work prescribed for a Technical Certificate automatically will receive the certificate. Also, students may request a Technical Certificate from the academic department.</p> <p><b>Vocational Credit Certificate Programs</b></p> <p>The Vocational Credit Certificate programs prepare students for careers directly in the workforce. The programs require prescribed vocational credit courses and basic skills proficiency achieved through college-preparatory courses. Students will receive a certificate upon completion of the Vocational Certificate program.</p> <p><b>Advanced Technical Certificate Programs</b></p> <p>The Advanced Technical Certificate, an extension of a specific A.S. degree program, consists of at least nine (9) but less than 45 credit hours of college-level course work. Students who have already received an A.S. degree and are seeking a specialized program of study to supplement their associate degree</p>

may seek the Advanced Technical Certificate. Students will receive a certificate upon completion of the program.

**College Preparatory Courses:** College-preparatory courses are those courses designed to bring students' skills to college level. College-prep courses all have a course number beginning with "00" and do not carry college credit, i.e., college-prep courses do not satisfy any degree requirements. Students are required to take specific college-prep courses in the general areas of reading, English language skills, and math based on entry assessment scores. These college-preparatory courses must be completed in a prescribed manner.

**Contact Hours:** A contact hour is a unit of time (50 minutes) in which a student is led within an appropriate learning environment including the classroom and/or lab.

**Common Course Numbering System:** The common course numbering system is operated by the Florida Department of Education and includes all postsecondary courses taught in state community colleges and universities. The system defines each college-level course by a number consisting of a three-letter discipline designator and a four-number course designator. For example, ENC 1101 is the course number of freshman composition with the ENC referring to English and 1101 to the specific English course defined by the content taught in freshman composition. Because all state colleges and universities use the same system, transfer of credit is greatly facilitated among Florida public institutions. Course numbers are assigned by the Department of Education. (See the college catalog for a more specific definition.)

**Common Prerequisites** The State of Florida has identified Common Prerequisites for all public university programs. These prerequisites must be completed by all students entering the specific program in a state university

**Concentration** Unique to baccalaureate programs. They are comprised of a focused set of courses within a discipline area. (e.g. The Radiological and Imaging Sciences program contains 18 hours of Gen Ed which all students complete, 27 hours of RAD core which all students complete, and one of five bundled "packets" of 15 hours of courses focused on the student's particular area of interest within the field. This bundle of courses comprises the concentration.)

**Co-requisite:** A co-requisite is a course that must be taken simultaneously with a particular course. The course description for a course requiring a co-requisite must clearly indicate the co-requisite course by number.

**Course Description:** The course description is a basic statement of the course content that is printed in the college catalog. The course description should include any co- or prerequisites, departmental approval (if required), a general list of the discipline-related topics to be covered, and whether or not the course includes a Gordon Rule writing component.

**Course Outline:** Valencia College requires that each credit course be described in terms of major learning outcomes, specific Valencia student core competencies, shared assessments and major discipline-related topics. The course outline is unique for each course; only one course outline exists for a given course at the college.

Course outlines are fully defined and described in the Valencia Curriculum Manual. Copies of course outlines are on file in the office of the Chair of the Curriculum Committee.

<b>Course Substitution List:</b>	Under College Policy: 6Hx28: 2-07 Substitute Admission and Graduation Requirements for Students with Disabilities, students with disabilities may request a course substitution in their degree program. Course substitutions will only be granted in cases where failure to meet the graduation or program admission requirement(s) does not constitute a fundamental alteration in the nature of the college program or when the academic requirement(s) are not essential to the program of study or to meet licensing or certification requirements. The CCC determines courses included on the Foreign Language Course Substitution List and the Math Course Substitution List.
<b>Course Syllabus:</b>	Valencia requires that each professor prepare and distribute to all students a course syllabus defined and described fully in the curriculum manual and in the faculty handbook. The syllabus is a professor's basic contract with her/his students and must include the learning outcomes and assessment components specified in the course outline.
<b>Credit:</b>	Credit or college credit refers to those courses which contribute toward satisfaction of a particular degree or certificate program. Credit courses are those which have been approved by the college and State of Florida and assigned a common course number of 1000 or greater. Generally, one hour of college credit requires 15 contact hours of instruction. Laboratory credit generally requires two to three instructional hours per hour of college-level credit.
<b>Credit Hour:</b>	Rule 6A-14.030 reads, in part: One (1) college credit is based on the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction; with credits for such activities as laboratory instruction, internships, and clinical experience determined by the institution based on the proportion of direct instruction to the laboratory exercise, internship hours, or clinical practice hours.
<b>Curriculum Committee:</b>	The college curriculum committee is the body whose primary responsibility is to provide an oversight function for the college curriculum. A specific description and list of members is located elsewhere in the curriculum manual.
<b>DACUM:</b>	DACUM stands for "develop a curriculum" and represents a process whereby appropriate individuals develop and put in priority components of a course or program and is most often used to identify the duties and tasks for occupations to determine the program content. A version of the DACUM process is utilized as part of the program review process described in the curriculum manual.
<b>Disclaimer:</b>	The disclaimer statement must be included in a professor's course syllabus. A disclaimer essentially states that the professor reserves the right to make changes in the syllabus upon written notification to the student. Typically, the professor distributes a revised syllabus or schedule. A disclaimer statement is also included at the beginning of the college catalog.

<b>Educational Materials:</b>	Educational materials are textbooks, lab manuals, computer software, and audiovisual or other materials that are utilized by the student during a course. The professor's syllabus must list those educational materials which the student is required to purchase and any others of which the student should be aware during the course. The use of Open Educational Resources should also be noted.
<b>Entry Assessment:</b>	Degree-seeking students who are not exempt from entry assessment will be required to take one of the following: Post-Secondary Education Readiness Test (PERT), ACT or SAT.
<b>Equivalency:</b>	A course taken at a previous institution that has been deemed to have comparable/equal learning outcomes to a Valencia course. Once equivalencies are determined and documented by the related academic unit, the respective equivalent courses will be consistently applied to ALL students who transfer those courses into Valencia, from that point forward, irrespective of their program of study.
<b>Evaluation:</b>	Evaluation refers to the method of determining a student's grade. An evaluation section is required in a professor's course syllabus. Generally, the more clearly the grading determination process can be described, the better for the student-professor relationship.
<b>General Education:</b>	General Education refers to the basic core curriculum that a student must complete to receive a degree. General education courses are clearly described in the college catalog. The purpose of general education is to ensure that all students have some college-level course work in communications, math, natural science, social science, and humanities. Foreign language course work is required for A.A. degree-seeking students who have not satisfied the college's foreign language proficiency requirement. For A.A. students, the general education requirement is from 36 to 45 credit hours, depending on the student's level of foreign language skills. For A.S., the general education requirement is a minimum of 15 to 18 credit hours.
<b>General Studies:</b>	See Associate in Arts.
<b>Gordon Rule:</b>	Gordon Rule (6A-10.030) is the common name for the Florida higher education requirement which specifies that all students must complete with grades of C or better 12 credit hours in designated courses in which the student is required to demonstrate college-level writing skills through multiple assignments and 6 credit hours of math at the level of college algebra or higher. These courses must be completed successfully (grades of "C" or better) prior to the receipt of an A.A. Degree and prior to entry into the upper division of a Florida public university.
<b>Honors:</b>	Honors courses at Valencia College are interdisciplinary, prepare students to become 21st-century learners, and integrate research-driven engaged practices. Faculty work with the Honors College to identify one or more of the practices below to integrate into their curriculum: Undergraduate Research, Service Learning, Internationalizing the Curriculum, and Authentic Inquiry-based Learning. Additionally, each course includes two honors-designated learning outcomes:

Students will apply problem-solving skills creatively to address societal needs and challenges.  
Students will integrate interdisciplinary perspectives to enhance course content.

<b>Internship:</b>	Work-based learning opportunities where students are placed in industry to gain real-world skills. Internship courses are typically variable credit with 1-4 credit opportunities. Each credit requires 80 work-based learning hours.
<b>Instructional Affairs Committee:</b>	The Instructional Affairs Committee comprises the deans at Valencia College. The council is responsible for recommending and reviewing instructional policies and procedures for the college.
<b>Lab Hours:</b>	Lab time provides a learning environment for practical application of course outcomes using consumable goods and/or staff.
<b>LinC – Learning in Community:</b>	A program of linking two or more courses into one integrated course in which professors from different disciplines tie their courses together around a common theme
<b>Major:</b>	An academic major is generally defined as the discipline area of concentration in which a degree is granted. At Valencia each A.S. degree represents a separate major. This is indicated in Banner as Program of Study.
<b>Meta-Major:</b>	Meta-Majors are collections of academic majors that have related courses. Meta-Majors cluster groups of majors that fit within a career area. There are eight Meta-Majors used by colleges in the state of Florida. Within each Meta-Major are degrees and certificates that have related courses. The intent of selecting a Meta-Major is to help the student choose a major and degree based on the student's interests, knowledge, skills and abilities. Selecting a Meta-Major will also help you select classes that relate to a specific degree. All degree-seeking students (AA and AS) need to decide upon a Meta-Major. The eight Meta-Majors are: (a) Arts, Humanities, Communication and Design, (b) Business, (c) Education, (d) Health Sciences, (e) Industry/Manufacturing and Construction, (f) Public Safety, (g) Science, Technology, Engineering, and Mathematics, and (h) Social and Behavioral Sciences and Human Services. With a Meta-Major, you can narrow down your major choice and begin developing an educational plan that will help lead you to degree completion.
<b>Non-credit:</b>	Non-credit instruction consists of courses, workshops and seminars that do not result in the awarding of college credit hours upon completion. Non-credit courses are not supervised by the curriculum committee. Non-credit courses do result in the awarding of CEUs or "continuing education credits," which may be important to demonstrate that employees maintain current job skills.
<b>Pathway Plan:</b>	For an AA degree, it is a worksheet designed to help students plan how to take their general education and elective course requirements using common prerequisites, so that they can transfer to a four-year, public Florida University. AA Pathway Plans also include major-specific information (e.g., limited access programs, entry assessments required for admission). For an AS degree, it is a worksheet designed to help students plan how to take their general education and technical course requirements so that they can graduate expeditiously. AS



Pathway Plans also include industry-specific information (e.g., certification tests suggestions, internship recommendations).

<b>Prefix:</b>	The three-letter code that indicates the subject area to which the course belongs.
<b>Prerequisite:</b>	A prerequisite is a course that must be completed prior to enrollment in a given course. Courses which require prerequisites should clearly indicate the prerequisite by course number in the course description.
<b>Program:</b>	In the context of the curriculum committee, the term “program” refers to a degree or certificate offered by the college.
<b>Provisional Course:</b>	Students who have not earned a high school diploma or GED are limited to enrolling in select courses included on the Provisional Course List. Provisional courses cannot have prerequisites and any combination of provisional courses cannot lead to obtainment of a credential (degree or certificate). The CCC determines the courses included on the Provisional Course List.
<b>SACS-COC:</b>	SACS-COC stands for the Southern Association of Colleges and Schools Commission on Colleges. SACS-COC is the regional accreditation body from which Valencia receives its basic accreditation. SACS-COC accreditation is required by the state of Florida and verifies that Valencia’s instructional program meets a set of standards or criteria against which all colleges and universities in our region are measured.
<b>SAGE – Study Abroad and Global Experiences:</b>	Studying abroad is a truly immersive, life-changing experience. It offers students the chance to expand professional skills, increase academic success, gain cross-cultural perspectives, and explore international career opportunities. The SAGE Office supports students in achieving their study abroad goals by offering short-term, semester and exchange experiences. Internal and external scholarships are available, and students may have the option of using financial aid to help fund their studies. In addition to study abroad, SAGE supports internationalization efforts at home, including the Global Distinction program, where students have the opportunity to earn a medallion worn at graduation and an official distinction notation on their transcript.
<b>Service Learning:</b>	This course gives the student the opportunity to grow academically, pre-professionally, personally and civically through participation in a service-learning experience. Students meet real needs in the community by applying knowledge from their courses. Students complete 20 hours of service per credit, complete written reflections, and meet regularly with assigned faculty member.
<b>SCNS:</b>	SCNS stands for the Statewide Course Numbering System. Created in the 1960s, it is a key component of Florida's K-20 seamless system of articulation. The system provides a database of post-secondary courses at public vocational-technical centers, community colleges, universities, and participating nonpublic institutions. The assigned numbers describe course content to improve research, assist program planning, and facilitate the transfer of students. Check their website for institution course information, reports, and more about the SCNS and articulation in Florida. <a href="https://flscns.fldoe.org/">https://flscns.fldoe.org/</a>
<b>Specialization</b>	Related to associate degree programs. They are courses within the associate of science degree that align toward transfer into a baccalaureate program. In

general, an associate degree will have 30 credit hours of foundation and intermediate courses related to the program of study. The remaining 30 credits will be prescribed courses to comprise an emphasis within a particular area of the program of study. (e.g., The Business Administration A.S. includes 6 foundation courses and 4 intermediate courses (total of 30 credits) which all students complete. Students then select a Specialization “bundle” of courses to focus on a particular area of interest.)

<b>State University System:</b>	The State University System of Florida consists of the 11 public universities. The Articulation Law provides that all A.A. graduates of a Florida public community college must be accepted into a SUS institution upon request (may not be accepted to first choice).
<b>Substitution:</b>	A course substitution is a course that takes the place of a required course in a curriculum, provided the course substitution meets the content and/or spirit of the required course. Once a substitution has been determined and documented by the related academic unit, the respective equivalent courses will NOT be consistently applied to ALL students who transfer those courses into Valencia, from that point forward, irrespective of their program of study.
<b>SUS:</b>	SUS stands for the State University System of Florida.
<b>Teaching Discipline:</b>	Teaching discipline generally refers to the broad areas in which universities offer bachelor’s degrees, such as computer science, business administration, biology, history, etc. A second, much more specific definition of discipline is used by the common course numbering system to designate course numbers. The teaching discipline concept is important in determining faculty credentials relative to the teaching assignment.
<b>Tracks</b>	Applies to A.S. degrees and describe a specific pathway through the regularly prescribed set of course within a program. Typically tracks are used in order to capture academic credit from embedded certificate programs or alternative credit-earning mechanisms. (e.g., Students pursuing the A.S. in Fire Science via the Fire Science Technology Academy Track will earn the Fire Fighter I and Fire Fighter II licenses as part of earning credits toward the degree.)
<b>Upper Division Coursework</b>	Coursework at the 3000 and 4000 level - often referred to as junior and senior level - that are specific to your major
<b>Valencia’s Core Competencies:</b>	Valencia’s Core Competencies (Think, Value, Communicate, Act) are complex abilities that are addressed developmentally and demonstrated by students throughout the college’s curriculum. A detailed listing of the competencies and indicators is printed in the college catalog and available on the Valencia website.
<b>Voter Eligibility List:</b>	List containing the names of each full-time tenured/tenure-track faculty or 12-month faculty member who is credentialed in the discipline, deans, and director associated with the specified discipline or program for the current academic year. The list is used to vote on proposed curriculum changes. Voter lists are updated by the Academic Deans each summer in preparation for the upcoming academic year. With Dean direction, the Voter Eligibility List is maintained by the Curriculum Coordinator.

# **APPENDIX C**

## Regional Accreditation and Curriculum Process

The curriculum development and review process is planned to ensure compliance with regional accreditation requirements and standards of the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC; *The Principles of Accreditation: Foundations for Quality Enhancement*). The Principles, grouped into Sections, listed below relate directly to the design, scope and quality of the college's curriculum.

**A Principle noted with [CR] is a Core Requirement. These are particularly important compliance elements.**

### Section 6: Faculty

Qualified, effective faculty members are essential to carrying out the mission of the institution and ensuring the quality and integrity of its academic programs. The tradition of shared governance within American higher education recognizes the importance of both faculty and administrative involvement in the approval of educational programs. Because student learning is central to the institution's mission and educational degrees, the faculty is responsible for directing the learning enterprise, including overseeing and coordinating educational programs to ensure that each contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency.

Achievement of the institution's mission with respect to teaching, research, and service requires a critical mass of qualified full-time faculty to provide direction and oversight of the academic programs. Due to this significant role, it is imperative that an effective system of evaluation be in place for all faculty members that addresses the institution's obligations to foster intellectual freedom of faculty to teach, serve, research, and publish.

6.2 For each of its educational programs, the institution

- b. Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (*Program faculty*)

### Section 8: Student Achievement

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. Student learning outcomes for each of its educational programs. (*Student outcomes: educational programs*)
- b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (*Student outcomes: general education*)

### Section 9: Educational Program Structure and Content

Collegiate-level educational programs emphasize both breadth and depth of student learning. The structure and content of a program challenges students to integrate knowledge and develop skills of analysis and inquiry.

General education is an integral component of an undergraduate degree program through which students encounter the basic content and methodology of the principal areas of knowledge. Undergraduate and graduate degrees develop advanced expertise in an integrated understanding of one or more academic disciplines or concentrations.

The institution is responsible for delivering an appropriate portion of the academic experiences applicable to the degrees or credentials awarded.

- 9.1 Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education. (*Program content*) [CR]
- 9.2 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. (*Program length*) [CR]
- 9.3 The institution requires the successful completion of a general education component at the undergraduate level that:
- a. is based on a coherent rationale.
  - b. is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
  - c. ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/ fine arts, social/behavioral sciences, and natural science/ mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.
- (*General education requirements*) [CR]
- 9.7 The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs. (*Program requirements*)

## **Section 10: Educational Policies, Procedures, and Practices**

Effective academic policies related to an institution's educational programs are developed in concert with appropriate input and participation of the constituencies affected by the policies, conform to commonly accepted practices and policies in higher education, accurately portray the institution's programs and services, and are disseminated to those benefiting from such practices. These academic policies lead to a teaching and learning environment that enhances the achievement of student outcomes and success.

To advance learning, all coursework taken for academic credit has rigor, substance, and standards connected to established learning outcomes. To protect the integrity of degrees offered, the institution is responsible for the quality of all coursework transcribed as if it were credit earned from the institution.

- 10.1 The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution. (*Academic policies*)
- 10.4 The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (*Academic governance*)

- 10.7 The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. *(Policies for awarding credit)*
- 10.8 The institution publishes policies for evaluating, awarding, and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission. *(Evaluating and awarding academic credit)*
- 10.9 The institution ensures the quality and integrity of the work recorded when an institution transcribes courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. *(Cooperative academic arrangements)*

# **APPENDIX D**

## Preparing a Curriculum Proposal

- Step One: Determine what kind of proposal you are preparing.
1. Are you adding a new course? (CCA form)
  2. Are you modifying an existing course? (CCM form)
  3. Are you deleting a course? (CCD form)
  4. Are you adding a new program (i.e. technical certificate or A.S. degree)? Senior Team approval required.
  5. Are you modifying an existing program? (CPM form and a red-line of the current program sheet)
  6. Are you deleting a program (CPD form and follow the deletion timeline guidelines in the CCC Manual)

Each proposal will be referred to with three letters. CIM legend:

First Letter = Credit (C)

Second Letter = Program (P) or Course (C)

Third Letter = Addition (A), Modification (M) or Deletion (D)

If you need additional guidance, please see your division or department representative. If you still have questions, please contact either the Curriculum Coordinator at x3418 or the Director, Curriculum and Articulation at x3457.

- Step Two:
1. For a CCA\*, make sure to create an outline and have it voted on prior to completing the CCA form. As soon as the basic course information (Catalog information) is available, notify the Curriculum Coordinator, so that she can submit the course to the State Course Numbering System (SCNS) for an official number. The course cannot be taken before the CCC without an approved number. The voting occurs only through the Course Information Management System (CIM) process; no additional voting needs to occur with the CCA form. Be sure to attach a course syllabus in the Credit Course Addition form (required). If the course is intended to be included in the General Education Program, a CPM form will be needed, and will be done by the CCC Office. Notify your voting list, and the CCC will serve as the voting body for the General Education Program Modification.
  2. For a CCM or CCD\*, modify or delete the existing outline. Complete course modification form (with updated syllabus) or course deletion form (and encourage your colleagues to vote). \*Your modified outline and form should have identical changes.
  3. For a CPA form, complete and submit a Credit Program Addition form in CIM which is first submitted to your Dean for review and approval. Once all appropriate stakeholders have been given an opportunity to review the proposal, voting can occur. It will then go to the Senior Team for approval which is the last step in the approval process.



\*Note: if you are adding, modifying or deleting a course that is included in any degree or certificate program, a program modification must be submitted for each program that includes the course. This may mean one course modification requires multiple program modifications as often courses are included in more than one program. This is particularly true for AS and certificate programs.

Step Three: Each proposal needs to have completed the CIM workflow, including reaching the required voting threshold, two weeks prior to the Curriculum Committee meeting. If a new course number is required then submit the request 3 to 4 weeks ahead of the committee deadline. It is the responsibility of the program initiator to shepherd the proposal through the voting process, including encouraging members on the voting list to submit their vote in CIM.

Step Four: Attend the CCC meeting and be prepared to answer the following questions:

- How does the course that is being approved fit into the program? (Context)
- For proposals where the initiator is requesting that a course be put into General Education does the course align with the Gen Ed principles? Is the course assessing for at least two Gen Ed outcomes? Is the course description language consistent and appropriate for the Catalog?
- Is the course modification changing hours? If so, please check with other disciplines to ensure that the credit hour changes do not impact another program. Is there an updated course syllabus to align with the modification?
- Does the program include the appropriate General Education requirements? At least 15 hours for an A.S. degree and 18 hours if you plan on articulating to a BAS or BS degree. Remember there needs to be an ENC 1101 course, a humanities course, a math or science course, and a social science course.
- If you are deleting a course is it impacting other program areas or General Education?
- If you are changing program hours, does this impact the total number of program hours? Remember, this is assigned by the state, and cannot change.
- If you are considering a course for General Education, does your course description state that it is a General Education course? There should be no language in the Catalog Course Description that refers to the course as being a "General Education Course."
- If your course is repeatable for credit, did you make sure that you put a credit hour limit on the course?
- If the course is an honors course, did you follow the current Honors course outline and incorporate the Honors outcome(s)?
- If you are deleting a program did you submit the "Teach-Out Plan?"

#### **Important Things to Remember**

- The CCC is here to help you. We ask questions from a broad perspective so that we can cover all issues. Issues considered include, but are not limited to: prerequisite and

- corequisite structure, program progression and completion, financial aid implications, employer/advisory committee feedback, and course transferability.
- You know your proposal better than anyone; you should attend the CCC meeting to explain it.
  - Make sure your dean knows that you have a proposal that will be considered.
  - You should have college-wide meeting to discuss course and program additions, modifications and deletions prior to submitting anything into the CIM system. It is best to gain input on proposals prior to initiation in CIM to incorporate feedback from colleagues and stakeholders in the submission.
  - If your proposal is not approved, you may be able to go back to your department, re-work the proposal, and present it again.

# **APPENDIX E**

## College Curriculum Committee 2025-2026 Meeting Schedule

*All meetings begin at 2:00 p.m.*

DATE	LOCATION	AGENDA DEADLINE
August, 2025	No Meeting Scheduled	
September 10, 2025	Zoom	<b>August 27, 2025</b>
October 8, 2025	Zoom	<b>September 24, 2025</b>
November 15, 2025 GEN ED MEETING	Zoom	<b>October 29, 2025</b>
December 10, 2025	Zoom	<b>November 26, 2025</b>
January 14, 2026* CATALOG MEETING	Zoom	<b>December 17, 2025*</b>
February 11, 2026	Zoom	<b>January 28, 2026</b>
March 11, 2026**	Zoom	<b>February 25, 2026</b>
April 8, 2026	Zoom	<b>March 25, 2026</b>
May 13, 2026	Zoom	<b>April 29, 2026</b>
June 10, 2026	Zoom	<b>May 27, 2026</b>
July 8, 2026	Zoom	<b>June 24, 2026</b>

*\*This date has been adjusted by one week due to the heavy volume for the January meeting. Agenda materials will not be accepted after December 17, 2025.*

**\*\*Note:** *Spring Break is March 16-22, 2026*

# **APPENDIX F**

## 2025-2026 College Curriculum Committee Membership

Representative	Term End Date	Alternate	Term Date	Area Represented
Open		Open		A.A. Dean
Bosley, Mike	7/26	Casablanca, Sonia	7/26	A.S. Dean
Poole, Robin	7/27	Open		Allied Health Programs
Rapp, Craig	7/27	Crossland, Kristina	7/26	At-Large Representative
Open		Open		Business
Robbins Michael	7/26	Faulkner, Shea	7/26	Communications
Saddiqui, Alina	7/27	Inshan, Sadia	7/27	Counselor
Altawam, Aref	7/27	Kar, Mohua	7/27	Engineering
Templeton, Joey (incoming)	7/26	Hopkins, Nissa (current)	7/26	Faculty Council
Pennino, Kristy	7/27	Open		Fine Arts
Open		Open		Foreign Language
Rodgers, Travis	7/27	Zufari, Areej	7/27	Humanities
O'Toole, Ian	7/27	Open		IT
Buckley, Emilie	7/26	Cumberbatch, Nardia	7/26	Library
Open		Anfinson, Jessica	7/26	Mathematics
D'Alessio, Laura	7/27	Perez, Jay	7/27	Natural Science
Ramos, Manny	7/26	Open		Nursing
Dilkes, John	7/27	Open		Public Service
Ramsier, Heather	7/26	Mathews, Adrienne	7/27	Social Science
Open		Open		Technical Education
Ejaz, Masood	7/27	Hall, Debbie	7/27	Electrical & Comp Eng, B.S.
Open		Open		Health Sciences, B.S.
Kalakay, Jerriid	7/27	Open		Busn and Org Lead, B.A.S.
Smythe, Marcia	7/27	Open		Nursing, B.S.N
Open		Open		Comp Tech & Soft Dev, B.A.S.

Ex-Officio Members	Area Represented
Maldonado Rodriguez, Noelia/Carew, Roberta	Institutional Effectiveness
Britton, Lawrence	Financial Aid
Purcell, Darnell/Sebastian, Pat	Banner
Bohorquez, Daniel	Institutional Research
McIntire, Molly	Workforce Development
Hardeman, Felicia	Admissions, Records and Graduation
Gonzalez, Pedro/Schlunz, Dena	Degree Works/MEP
Lora-Santos, Evelyn/Smith, Daniel	Student Success
Szentmiklosi, Jill	Records and Registration
Fehrenbach, Nichole	Learning Assessment
Niss, John	Academic and Learning Support
Curriculum Department	Area Represented
Walker, LaVonda	AVP, Curriculum and Transfer Initiatives
Robinson, Cheryl	Curriculum Dir. and Committee Chair
Brissett, Krissy	Curriculum Coordinator
Gonzalez, Tiffany	Staff Assistant

# **APPENDIX G**

## **Faculty Roles & Responsibilities for College Curriculum Committee -Overview**

Faculty are elected to serve as voting members of the College Curriculum Committee representing their discipline. We want CCC members to serve as thought leaders about all aspects of our curriculum, including coherence and equity, and take an active role in addressing curricular programming. CCC should advance the equity work of the college.

Faculty are elected to serve 2-year terms on the CCC. Each voting member also has an alternate. Faculty are expected to attend each CCC meeting or arrange for the alternate to attend in their absence. Faculty are expected to review all the meeting materials before the meeting and attend prepared to consider each proposal.

We expect CCC faculty representatives that volunteer to serve to take an active role in being thought leaders at the college related to our curriculum. Topics for consideration include, but are not limited to, coherence in our General Education program, the principles supporting credit/contact/lab decisions, and program success and relevance. Meeting materials to be sent a week prior to the meeting to allow adequate time for review. We would like CCC faculty representatives to serve as leaders for their discipline regarding curriculum planning and proposals. This includes:

- Being proactive in thinking about the curriculum, including how to advance the equity work of the college
- Serving as a sounding board for discipline curricular additions and modifications
- Supporting review of discipline curricular proposals among discipline faculty and deans
- Shepherding the discipline curricular proposal initiator through the review process, including familiarizing the proposal initiator with the CCC review process (providing meeting prep if desired by the initiator)
- Reading books and articles, watching videos, and reviewing materials as assigned to actively participate in both meeting agenda items considerations and discussion items
- Sharing the results of the CCC meeting with discipline faculty and deans
- Proposing suggestions for learning materials for the CCC and process improvements (if noted)