Principles of Accreditation

**Compliance Report**

Chipola College Compliance Audit Report

**SACS Comprehensive Standard 3.4.10**

3.4.10 - Responsibility for Curriculum

The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.

**Judgment of Compliance**

☑ In Compliance

**Statement of Rationale for Judgment of Compliance**

Chipola College places with the faculty primary responsibility for the content, quality, and effectiveness of its curriculum. College Policy 2.005—Delegation to Faculty the Responsibility for Curricula, Academic Standards & Professional Performance Review ([1]) clearly delegates to the faculty overall responsibility for curricular and academic standards. This policy is based on Florida Statute 1001.64 ([2]).

Faculty from each academic department serve on the Curriculum and Courses of Study Committee, which is responsible for recommending actions, policies, and procedures for ensuring the quality of the curriculum and instructional programs of the college. All voting members are full-time faculty elected by colleagues in academic departments. This committee has been empowered to act officially in making final curricular decisions. Five non-voting administrators are also appointed to the committee by the college President to serve as resource members for faculty.

Prior to the implementation of any new program or course, the proposed curriculum and its courses must originate with and be approved at the department level by faculty in the content area. The proposal is then submitted to the Curriculum and Courses of Study Committee for review and approval. Extensive discussion surrounds these proposals, which are often refined in light of committee feedback and brought back for presentation at a later meeting.

For all recommended course changes, syllabi must be prepared in appropriate format and attached to the required forms. All syllabi at Chipola identify fundamental course competencies, activities, and learning outcomes. Upon formal approval of the proposal by the committee, the Registrar submits the appropriate course or program forms to the State.
The following excerpt from the *Chipola College Faculty Handbook* defines the mission and duties of the committee.

**Curriculum and Courses of Study Committee**

**Purpose:** The purpose of the Curriculum and Courses of Study Committee is to review the existing curriculum and instructional programs and to recommend new courses, course changes and course deletions. The committee also reviews the entire general education program of the college to assure compliance with state standards and accreditation criteria. Committee recommendations are forwarded to the college president.

**Committee Tasks:**

The Curriculum and Courses of Study Committee is an Executive Committee with a membership consisting of five non-voting administrators appointed by the college President and one faculty representative from each academic department selected by department faculty. Only full-time tenured faculty are eligible to serve on the committee unless a department asks that this requirement be waived.

- Consider and take action on all curriculum proposals.
- Follow a strict process which ensures the following:
  - Proposals originate in the academic departments and are approved by the department and division faculty before presentation before the Curriculum Committee.
  - Proposals resulting from State recommendations or laws that have college-wide impact are presented to the committee by membership.
  - Publish deadlines and distribute appropriate forms to faculty and administrators.
  - Ensure that specific state and college proposal forms are completed, signed, and submitted along with course syllabi and supporting documentation regarding budgetary and personnel needs assessment, literature review, or other data, to the chair of the committee before the published deadlines.
  - Post proposals in a folder on the network along with a meeting agenda.
  - Review proposals, which may include the following:
    - adding a new course or program
    - deleting a course or program
    - making a substantive change in programs or degree requirements
    - changing the general education requirements,
    - revising a course description, number, title, etc.
- Communicate the results of committee meetings to the president, Catalog Committee, academic departments, and faculty advisors.

The committee carries out its tasks by following a strict procedure:
1. Faculty member(s) propose course or program changes and course syllabi to department faculty.

2. Department faculty approve the proposed change and syllabus, often after multiple reviews.

3. A Course Proposal form is completed and submitted along with the proposed syllabi for review by the Curriculum and Courses of Study Committee.

4. Prior to the meeting, the Course Proposal form and new syllabus are posted in two places on the college network for easy access by committee members: (1) in the network folder for a specific meeting date, and (2) in the Curriculum and Courses of Study Committee’s network folder of the appropriate department.

5. Committee members access and review the proposed changes. Meeting agendas always reflect the order in which proposals will be reviewed.

6. During the meeting, faculty members make formal presentations during which syllabi are projected onto a screen for close examination and discussion.

7. After extensive discussion and consideration, a formal vote to (1) approve the curricular change(s) as proposed, (2) approve with specific changes to be presented at the next meeting, or (3) not approve the changes with a recommendation that the proposal be revised in light of discussion and resubmitted or not be resubmitted because the committee does not support the change.

Shown below are faculty members elected by their departments to serve in 2006-2007 along with key non-voting academic administrators appointed to the committee:

### 2006-07 Curriculum and Courses of Study Committee Membership

**Elected Faculty Members (Voting)**
- James Bailey—Technical Programs/Electronics
- Nancy Burns—Business and Computer Science
- Richard Hinson—Letters/Communication
- Sara Manning—Nursing
- Dr. Santine Cuccio—Teacher Education
- Janice Holley—Workforce Development
- Robert Ivey—Social Science
- Dr. Josh Martin—Music/Theatre
- Dr. Cherry Ward—Mathematics
- Allan Tidwell—Science

**Academic Administrators (Non-Voting)**
- Dr. Sarah Clemmons—Senior Vice President, Instruction and Student Services
- Dr. Kitty Myers—Vice President of Baccalaureate Program Development
- Dr. Joan Miller—Dean, Student Services
- Dr. Jayne Roberts—Dean, Enrollment Services
Much of the work of the college is accomplished through deliberative committee activity. The Curriculum and Courses of Study Committee is the most significant committee because of its authority and oversight of the college curriculum. The Senior Vice President of Instruction and Student Services and Department Directors act on the authority of decisions made by the committee.

This committee has also sent a variety of recommendations to the college President regarding improvement of college processes, governance, student services, technology, assessment, and other matters which would enhance the delivery of instruction or the academic success of students. The President reports and discusses these recommendations with the Executive Council and, when necessary, assigns responsibility for implementation. See (4) for 2004-2005 Recommendations to the President and (5) for 2005-2006 Recommendations to the President. These recommendations are forwarded to the Associate Dean of Development and Planning for incorporation into the next year’s Annual Plan.

Throughout this process, recommendations, assessment results, and strategies are placed on the agendas of monthly faculty meetings and, when appropriate, on agendas of the Board of Trustees.

The institutional effectiveness and planning process is important in establishing and maintaining the quality of educational programs, particularly where degree programs and the general education core are concerned. The Curriculum and Courses of Study Committee led the faculty in identifying Competencies in the General Education Core (6). All course syllabi are linked to these competencies.

Discipline-specific learning outcomes are also identified for each course and stated in course syllabi, as illustrated in the following variety of sample syllabi: Math (7), English (8), Social Science (9), Physical Science (10). Humanities (11), Computer Science (12), Business (13), Workforce Development (14), Nursing (15), and Education (16). All other course syllabi are also available on the college website (17).

Learning outcomes and standards have been established for each degree and certificate program. These are discussed in detail and shown in CS 3.3.1 – Institutional Effectiveness and CS 3.5.1 - College-Level Competencies.

All of these efforts to improve curriculum are guided by direct input from faculty in their departments and through their representatives on the Curriculum and Courses of Study Committee.
Documentation:

[1] Chipola College Board Policy Number 2.005: Delegation to Faculty the Responsibility for Curricula, Academic Standards, and Professional Performance Review

[2] Florida Statutes, Section 1001.64. Community College Boards of Trustees; Powers and Duties

[3] Course Proposal Form

[4] 2004-2005 Recommendations from the Curriculum and Courses of Study Committee to the President

[5] 2005-2006 Recommendations from the Curriculum and Courses of Study Committee to the President

[6] Competencies in the General Education Core


[9] Sample Social Science syllabus: SYG 1000 - Introduction to Sociology


[12] Sample Computer Science syllabus: CGS 1060 - Introduction to Microcomputer Use


Sample Education syllabus: EDF 1005 - Introduction to Education

Chipola College website - Syllabi Directory