



PIEDMONT TECHNICAL COLLEGE

PROCEDURE

PROCEDURE NUMBER: 3-1-1010.1

PAGE 1 of 6

TITLE: Development, Revision, and Review of Academic Programs

RELATED POLICY AND PROCEDURES: 3-1-1010 Development, Revision, and Review of Academic Programs
3-1-101 SBTCE Policy Structure of Associate Degree, Diploma, and Certificate Programs
3-1-101.1 SBTCE Procedure Structure of Associate Degree, Diploma, and Certificate Programs
3-1-301 SBTCE Policy Instructional Program Evaluation
3-1-301.1 SBTCE Procedure Instructional Program Evaluation
3-1-401 SCTCE Policy Instructional Program Advisory Committees
3-1-502 SCTCE Policy Approval for Cancelled Curriculum
3-1-502.1 SBTCE Procedure Approval for Cancelled Curriculum

DIVISION OF RESPONSIBILITY: Academic Affairs

July 12, 2013

October 30, 2019

October 30, 2019

Date Approved by President

Date of Last Review

Date of Last Revision

Administrative Responsibilities

It is the responsibility of the Vice President for Academic Affairs and the Associate Vice President for Institutional Effectiveness and Compliance in conjunction with the Academic Deans to review and revise this procedure.

Procedures

A. Procedural Responsibilities

The maintenance of the development, review, and revision of academic programs is a shared responsibility of the Vice President for Academic Affairs, Division Deans, Department Heads/Academic Program Directors and faculty.



PIEDMONT TECHNICAL COLLEGE

PROCEDURE

PROCEDURE NUMBER: 3-1-1010.1

PAGE 2 of 6

B. Curriculum Development and Revision Process

Proposals to add, change, or terminate an academic program must advance through the processes described below. At every step in the process, the Academic Affairs Office will determine if the proposed addition/change/termination is appropriate and supportive of the mission, vision, and goals of the College and determine if the proposed change continues to the next step in the approval in the process. Academic program faculty may reconsider and revise unapproved curriculum changes and resubmit during the next cycle.

1. Process for proposed curriculum changes

- a) Faculty, Academic Program Directors/Department Heads, and Advisory Board members collaborate and research possible curriculum changes. Program advisory committees should review proposed changes for alignment with program accreditation standards if warranted and approve proposed changes. Faculty completes the [Proposal to Add, Change, or Terminate \(PACT\) form](#) and submits to the Academic Affairs office for consideration and approval to present to the curriculum committee.
- b) Additions or changes that include the request for use of online/hybrid course delivery modalities require:
 - i. Faculty completes the [Proposal to Add, Change, or Terminate \(PACT\) form](#) and submits to the Academic Affairs office for consideration and approval to present to the curriculum committee.
 - ii. Faculty request and obtain a course shell for the modality change in the learning management system.
 - iii. Using the course shell, faculty develop the course and submit to the Quality Course Design Review Team for feedback.
 - iv. The Quality Course Design Review Team uses the [Online/Hybrid Course Quality Standards Rubric](#) to review and submit written feedback on the course design to the faculty and their supervisor.
 - v. The Supervisor reviews the feedback with the faculty who then use the feedback to improve the course design before the course is taught.
 - vi. Once the course has been approved by the Quality Course Design Review Team, the committee chair notifies the faculty member, supervisor, and Curriculum Committee chair.
- c) The faculty, Dean, or designee presents the proposal to the Curriculum Committee. The Chair of the Curriculum Committee presents approved curriculum changes to the Deans' Council for approval.
- d) If the changes include a program addition or termination, the Vice President for Academic Affairs or designee presents the approved curriculum changes to the President and Area Commission for final approval.



PIEDMONT TECHNICAL COLLEGE

PROCEDURE

PROCEDURE NUMBER: 3-1-1010.1

PAGE 3 of 6

2. Changes to an existing program

After completing the process for proposed curriculum changes outlined above, The Vice President for Academic Affairs submits the following types of program changes to South Carolina Technical College System (SCTCS):

- a) Revisions to existing majors where 50 percent or more of the total credit hours for the major changes the Classification of Instructional Program (CIP) code.
- b) PTC follows SACSCOC guidelines for substantive change, as identified in the procedures listed in the Substantive Change for SACSCOC Accredited Institutions.

3. Addition of a new course and/or program

a. New Courses

When curriculum changes include requests for courses not currently included in the PTC Academic Catalog, faculty should:

- i. Review and select the new course from the SBTCE Catalog of Approved Courses (CAC)
- ii. If an appropriate course is not available in the CAC, the faculty member must provide the course prefix and number and a course description to the Vice President for Academic Affairs who will request that the SBTCE approve the course and its addition to the CAC.

b. Certificates

After completing the process for proposed curriculum changes (PACT) and upon approval by the PTC Area Commission, the Vice President for Academic Affairs takes the following steps:

- i. Report new certificate programs to the South Carolina Technical College System for assignment of the Higher Education General Information Survey (HEGIS) and Classification of Instructional Program (CIP) codes.
- ii. New programs substantially different from current offering at the institution are submitted by the SACSCOC Liaison to SACSCOC for approval following substantive change policy and reporting deadlines.
- iii. The Office of Academic Affairs works with the Director of Financial Aid to submit changes to the Department of Education to add the new certificate to the Program Participation Agreement (PPA).
- iv. The Office of Academic Affairs, faculty, division dean, or designee meets with the New Academic Program Implementation Team and oversees the completion of the [New Program Implementation](#) form.



PIEDMONT TECHNICAL COLLEGE

PROCEDURE

PROCEDURE NUMBER: 3-1-1010.1

PAGE 4 of 6

c. Diploma and Associate Degree Programs

The procedures for developing new diploma and/or associate degree programs are outlined in the South Carolina's Technical System Curriculum Management System. Internally, the procedures for developing and approval are as follows:

- i. Upon approval from the Area Commission, the lead faculty member, Dean, and Vice President for Academic Affairs prepares and submits the new program proposal required by the State Carolina Technical and Comprehensive System (SCTCS).
- ii. If the program is a transfer program, the SCTCS and Vice President for Academic Affairs submits the new program request to the Commission on Higher Education (CHE) for associate degree programs.
- iii. Upon approval from SCTCS, and if applicable, CHE, the Office of Academic Affairs along with the SACSCOC Liaison submits the substantive change to SACSCOC for approval according to the deadlines outlines in the SACSCOC Substantive Change Policy.
- iv. Upon acceptance of the new diploma by SACSCOC, the Office of Academic Affairs works with the Director of Financial Aid to submit changes to the Department of Education to add the new diploma to the Program Participation Agreement (PPA).
- v. Office of Academic Affairs, Faculty, Dean, or designee meets with the New Academic Program Implementation Team and oversees the completion of the [New Program Implementation](#) form

d. Termination/Cancellation of Academic Programs

When it is determined that an academic program should be terminated/cancelled, the Vice President for Academic Affairs or designee will follow the SACSCOC good practices for closing a program, site, branch, or institution and [SBTCE Policy 3-1-502 Approval of Cancelled Curriculum](#) and [SBTCE Procedure 3-1-502.1 Approval of Cancelled Curriculum](#). The SACSCOC Liaison will notify SACSCOC of the program termination/cancellation. A teach-out manual is available to assist with program termination/cancellation

C. Periodic Program Reviews

1. Annual SBTCE Program Status Evaluation.

Annually, the College participates in the SBTCE process to establish the status of each approved program of study based on number of graduates, placement rates, and enrollment.

- a. The Vice President for Academic Affairs receives the letter of initiation of the review process from the SBTCE.



PIEDMONT TECHNICAL COLLEGE

PROCEDURE

PROCEDURE NUMBER: 3-1-1010.1

PAGE 5 of 6

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- b. The Offices of Academic and Student Affairs meet to plan and schedule activities related to this process.
 - c. The Student Affairs Division enters placement data into the database.
 - d. The Office of Academic Affairs approves and submits the data to the SBTCE.

2 Annual Program Performance Review

Annually each academic department reviews the performance of its program(s) against key programmatic performance indicators determined by the Vice President for Academic Affairs with input from the college administration and leadership.

During the months of May and June, the Associate Vice President for Institutional Effectiveness and Compliance shares performance data with program department heads or academic program directors and Division Deans. Programs that do not meet the established thresholds must analyze their program's performance and submit an improvement plan to the Vice President of Academic Affairs by mid-August. The annual program review informs the Academic Affairs Division's annual planning process.

3 Five-Year Academic Program Review

All academic programs participate in a cyclic program review process once every five years. The primary goals for program review at PTC are to:

- Enhance the quality of academic programs to meet the needs of employers and prepare students to continue their educational attainment by assessing program strengths and challenges;
- Align academic program needs, resources, and campus priorities with the planning and budgeting processes and the needs of the community; and
- Ensure that program priorities are consistent with the college's mission and strategic directions

The following steps guide the process:

- a. Departmental faculty, with assistance from the Office of Institutional Research, Planning and Effectiveness review program data. This data should include, but not be limited to student and graduate profiles, licensure, placement, faculty, program and student learning outcome assessment reports, general education competency assessment, operational plans and reports, fiscal accountability, and future program and employment trends.
- b. The department includes program advisory committee feedback, program data, program and student learning outcomes assessment reports in the review and validation of program performance.



PIEDMONT TECHNICAL COLLEGE

PROCEDURE

PROCEDURE NUMBER: 3-1-1010.1

PAGE 6 of 6

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- c. Based on analysis of the data and the recommendations received, the department faculty concludes the report with the strengths and challenges of the program and a list of annual actions planned for implementation during each of the next five years. Annual improvement actions should be included in the division's annual operational plan.
 - d. Once presented to and approved by the Vice President for Academic Affairs, the Office of Institutional Research, Planning, and Effectiveness archives the reports.