

FALL 2018

NORTH CENTRAL STATE COLLEGE



CURRICULUM HANDBOOK

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COMMITTEE MISSION, AUTHORITY AND SCOPE

Purpose of the Curriculum Handbook

The Curriculum Handbook is designed to provide North Central State College faculty and staff with the fundamental information to develop courses and programs, create and update official syllabi, navigate through the process of course and program development and approval, and understand the institutional and state requirements that dictate college curriculum. It is also designed to facilitate the development of strong, integrated academic excellence and institutional student learning outcomes. Every instructor working on a course or a program contributes to this process.

Mission:

The mission of North Central State College's Curriculum Committee is to provide oversight for the College's curriculum by ensuring that the curriculum is **academically sound, comprehensive** and **responsive** to the evolving needs of the students and community while also ensuring that the college **mission**, learning outcomes and educational delivery to students are well served.

Scope of Committee:

The purpose of the Curriculum Committee is to ensure that the proposed curriculum changes meet the needs of the students and community served by the college. The committee will achieve this purpose by performing the following actions:

- review curricular changes in terms of, but not limited to, quality, coherence, continuity, consistency, currency, accuracy, and appropriateness
- seek input from stakeholders as needed
- recommend proposed curriculum changes to the Vice President of Academic Services

The Curriculum Committee is not responsible for generating or implementing curriculum proposals that it approves; such responsibility rests with the faculty, departments, and the administration. The committee is not responsible for the budgetary consequences of curricular proposals and does not use such considerations as the basis for its recommendations. The committee is not responsible for communicating curriculum changes to the wider college community. That is **the responsibility of the faculty/deans of the division** in which the changes are taking place. Specifically, it is their responsibility to inform **admissions, advising, the registrar, other faculty, advisory committees and the marketing department**. However, the academic services department, on behalf of the curriculum committee does operate an email list serve to communicate changes from every meeting to all departments on campus.

It is also the responsibility of the departments to work with the dean of liberal arts to develop any transfer agreements. It is the responsibility of faculty to request submissions for OTMs/TAGs/CTAGS. Faculty know best if their courses meet these requirements.

Statement of Integrity:

It is the policy of the college that all communication of curricular changes, program requirements, and all recruiting material be accurate, current, and communicated in a clear fashion. Any deliberate inaccuracies in material for the purpose of defrauding the public will be sanctioned and any employee participating in such activities, will be dismissed and could be subject to prosecution.

Coordination between all academic units and the marketing / admissions departments must be formalized at least once per academic year to assure print/web material accuracy.

Curriculum Committee Function:

The Curriculum Committee will be responsible for:

- The recommendation of all new programs, technical majors and AA/AS concentrations for approval by the Vice President of Academic and Student Services.
- The recommendation of all changes and deletions in programs, technical majors and AA/AS concentrations for approval by the Vice President of Academic and Student Services.
- The recommendation of all new credit courses for approval by the Vice President of Academic and Student Services. Credit courses must meet the standards set forth by the Ohio Department of Higher Education and, when applicable, be Transfer Module or TAG approved.
- The recommendation of all program, technical major and course changes and deletions for approval by the Vice President of Academic and Student Services.

Specifically, the committee is charged with recommending action on the following:

- New Course (including Special Topics)
- New Two-Year Associate Degree Program
- New Certificate
- New Technical Major
- New Arts and Sciences Concentration
- Change in a Course (including Special Topics -)
- Change in existing course Pre or Co-Requisite(s)
- Change in existing Course Description
- Change in attribute(s) (i.e., Honors, Diversity Course, etc.)

- Change in existing Course Title
- Change in Curriculum Worksheet
- Change in an Associate Degree Program
- Change in a Technical Major
- Change in a Certificate
- Change in an Arts and Sciences Concentration
- Deletion of Course
- Deletion of an Associate Degree Program
- Deletion of a Technical Major
- Deletion of Certificate
- Deletion of an AA/AS Concentration

Other changes in programs/courses that must be reported to the Curriculum Committee include:

- New Admission Requirements for a degree, technical major, or certificate
- Changes in Admission Requirements for a degree, technical major, or certificate
- Deletion of Admission Requirements for a degree, technical major, or certificate
- Change in Program Learning Outcomes
- Addition of new Program Learning Outcomes
- Deletion of a Program Learning Outcome

The Curriculum Committee should not be seen as a vehicle to assist in the creation of new courses, majors, certificates, or degrees. **Communication to other departments should be completed before any submission is made to the Curriculum Committee.** The Curriculum Committee is not the final approval body. Curriculum Committee approval does not guarantee Vice President of Academic and Student Services approval, nor guarantee the viability of any item.

COMMITTEE CALENDAR/RULES

Curriculum Committee will meet on a set schedule determined at the end of each academic year. **Catalog/Curriculum worksheet (please see appendix A for the changes on a syllabus that would automatically change the worksheet) changes for the following year must come to the committee during Fall Semester.** Additional meetings may be scheduled in Spring Semester. Those who have business with the committee are expected to attend or send a designee. Curricular items may be tabled if there is not a representative able to answer questions.

Roles and Responsibilities

- **Chair/Vice Chair**
 - Have all duties of committee members.
 - Facilitate Curriculum Committee meetings.
 - Designate who will communicate all curriculum decisions to all parties with a vested interest on both the academic and non-academic side.
 - Review abbreviated materials.
- **Committee Members/School Representatives**
 - Act as a representative and a spokesperson for the department/division.
 - Educate their department/division regarding curriculum changes and procedural issues.
 - Assist (as needed) faculty members from their divisions in completing curriculum forms and review for accuracy before submission.
 - Review all curriculum submissions for academic soundness, comprehensiveness **and completeness before scheduled meetings**. Examples of this include but are not limited to incongruent course descriptions to course content and delivery; duplication of courses; development by qualified personnel; consistency with transferability (when applicable); links to student need.
 - Participate in discussion and give input on any curricular concerns during meetings.
 - Inform their department/division of pertinent information from curriculum meetings.
 - Participate in subcommittees as necessary to maintain the quality of the curriculum and committee.
 - Report committee decisions that affect their division to their division/department.
 - Train the next representative from their area.
- **Recorder**
 - Record the minutes of each meeting, distribute the minutes, and maintain the official records of the meetings.
 - Reserve the meeting place each semester.

Curriculum committee voting process

- Voting will follow Robert's Rules of Order, Revised

- Voting will occur following each proposal.
- A quorum (more than 50%) of voting members must be present (or proxy) for voting to occur
- Committee members who present a proposal may vote on their proposal
- Voting will be confined to "voting committee members" in open session
- In the event that a voting member of the committee cannot attend a meeting, another member of the same department can be given a proxy to vote. The voting member will inform either of the chairs of the designation of proxy at least 24 hours in advance of the meeting. A voting member of the committee who leaves a meeting prior to an action may designate another committee member in attendance to vote on his or her behalf.

OHIO DEPARTMENT OF HIGHER EDUCATION GUIDELINES

Awarding of Academic Credit

The number of credits which should be awarded for the completion of courses in associate degree programs is determined by the instructional arrangements as follows:

- (1) *Classroom hour:* A classroom hour is a nominal hour (fifty minutes) of formalized instruction, conducted on- or off-campus, in which the teacher presents an educational experience to students, applying any combination of instructional methods.

This definition is applicable only when the course organization requires that the instructor bear the primary responsibility for the instructional activity and is directly involved with all students in the class. Students will be expected to work at out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. This out-of-class study shall not be counted as part of the classroom hour for credit purposes.

- One credit (quarter or semester) shall be awarded for each classroom hour which is scheduled in the standard week of the quarter or semester.
- (2) *Laboratory hour:* A laboratory hour is fifty minutes of educational activity with students conducting experiments, perfecting skills, or practicing procedures under the direction of a faculty member.
 - One credit (quarter or semester) shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required. One credit (quarter or semester) shall be

awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following-up the laboratory experience.

- (3) *Clinical laboratory hour:* A clinical laboratory hour applies only to health technology programs. A clinical laboratory consists of a fifty-minute period during which students are assigned to laboratory sections which meet at a health-related agency rather than in on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. These laboratory hours should be directly supervised by regular faculty members, full-time or part-time, of the college.
- Credit hours for the clinical laboratory experience will be awarded on the same basis as laboratory hours.

- (4) *Directed practice hour:* This definition applies primarily to programs in the health technologies. A directed practice hour consists of a sixty-minute period during which the student is assigned to practice experiences under constant supervision at an external agency. The student should receive individual instruction and critique in the performance of a particular function. Adjunct faculty, who may or may not be paid by the college, may be used for the direct supervision of students, and for the delivery of part of the didactic phase of the experience.

The faculty member coordinating the directed practice conducts at least one lecture session each week for participating students, provides the final grade for each student, and visits students at least once a week.

- One credit (quarter or semester) shall be awarded for a minimum of five clock hours of directed practice in a week.
- (5) *Practicum hour:* A practicum hour is an on- or off-campus work experience, integrated with academic instruction. Students concurrently apply theoretical concepts to practical situations within an occupational field. To assure proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once biweekly, provides the final grade, and teaches at least one

course on the campus.

Each student who is enrolled in a practicum shall also be enrolled in an on-campus seminar.

- One credit (quarter or semester) shall be awarded for a minimum of seven clock hours per week in a practicum. A maximum of thirteen quarter (or nine semester) credit hours may be earned in practicum, or any combination of practicum cooperative work experience, over the associate degree program.

(6) *Cooperative work experience:* A cooperative work experience is on- or off-campus paid employment. It augments formal classroom instruction. The experience is coordinated by a faculty member of the college who visits the job site for a conference with the student and supervisor at least once during the quarter or semester, and assigns the course grade to the student after appropriate consultation with the supervisor/employer.

Each student who is enrolled in cooperative work experience shall also enroll in an on-campus seminar.

- One credit (quarter or semester) shall be awarded for a minimum of ten clock hours of cooperative work experience which is scheduled during a week. A maximum of thirteen quarter (or nine semester) credit hours may be earned in cooperative work experience, or any combination of cooperative work experience and practicum, over the associate degree program.

(7) *Field experience:* Field experience is planned, paid work activity which relates to an individual student's occupational objectives. With permission of a faculty advisor, the field experience replaces elective or required courses in a student's associate degree program. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the quarter or semester and assigns the course grade to the student after appropriate consultation with the employer/supervisor.

- One credit (quarter or semester) shall be awarded for a minimum of twelve clock hours of field experience which is scheduled during a week. A maximum of

nine semester credit hours may be earned in field experience, or in any combination of field experience, cooperative education experience, and practicum over the associate degree program.

- (8) *Observation hour*: An observation hour is an hour during which students participate in an educational experience as observers of practitioners representative of the occupational area. Students may participate at times in the actual work activity. Observation hours are coordinated by faculty members who receive reports from the students of their observational experiences and provide assessments of students' progress toward the achievement of the objectives of the experience.
- One credit (quarter or semester) shall be awarded for a minimum of fifteen clock hours of observational experience in a week.
- (9) *Seminar*: A seminar is a less formal educational experience than a classroom/lecture/discussion class. A relatively small number of students engage in discussions directed by a faculty member.
- Credit is awarded for seminar hours on the same basis as that for the classroom hour discussed above.
- (10) *Miscellaneous applications courses*: Courses in this category are those for which extended periods of concentrated practice are required of the student subsequent to sessions of individualized instruction. Courses in applied music and journalism or courses of an independent study nature are examples.
- Instructors who teach such courses have primary responsibility for assigning the work activity or skills objectives to the student and personally provide whatever instruction is required. In addition, the instructor periodically assesses the student's progress, and assigns the final grade.
- One credit (quarter or semester) shall be awarded for a minimum of seven scheduled clock hours of such activity per week.

OHIO DEPARTMENT OF HIGHER EDUCATION GUIDELINES-DEFINITIONS

General Education Guidelines: For Ohio Public Institutions

The guidelines for general education are divided into two sections—one for public institutions and one for private institutions. Although the general education credit hour expectations and breadth of experience are the same for public and private institutions, **the general education requirements are more specific for public institutions because they must align their general education curriculum with the Ohio Transfer Module (OTM) and with Ohio’s Articulation and Transfer Policy²².**

Throughout the document, the following definitions are used:

General Education Courses: Those courses in written and oral communication, quantitative principles, biological and physical sciences, social and behavior sciences and the arts and humanities that provide the foundation and common experience expected among individuals holding associate and baccalaureate degrees. These courses, along with courses within a major, provide opportunities for critical thinking, problem solving and analytic skills.

Applied General Education (Basic Education) Courses: Those courses within applied associate degrees that emphasize the application of general education to an occupational or technical area

- Courses such as technical communication, business mathematics, calculations for health professionals, study skills, applied computing, and practical psychology are examples that fall in this category. Applied general education coursework cannot be counted toward meeting the minimum requirements for general education courses in associate or baccalaureate degrees (i.e., 15 semester hours in applied associate degree programs and 36 semester hours in associate of arts, associate of science and bachelor’s degrees).

General Education Courses in the Arts: Courses in this category do not include “performance” courses such as painting, sculpting or dance, but may include courses in the history of art, dance, film or theater.

General Education Courses in Technology and Innovation: Courses in this area are related to the analysis and understanding of how discovery and invention impact society.

Note: Developmental (remedial) courses cannot be counted toward meeting the minimum requirements general education courses in associate or baccalaureate degrees.

Applied Associate Degrees

Applied associate degrees (Associate of Applied Business, Associate of Applied Science, Associate of Technical Studies, and Associate of Individualized Studies), must include at least 30 semester hours of non-technical coursework, which includes both general education and applied general education (i.e., “basic”) courses. **The general education portion of the non-technical coursework must include at least 15 semester credit hours.**

A minimum of six semester hours must be found in the following two categories:

- At least one course (three semester credit hours) in the **English Composition and Oral Communication** area (e.g., *First Writing, Second Writing, Public Speaking*)
- At least one course (three semester credit hours) in the **Mathematics, Statistics and Logic** area (e.g., *Algebra, Trigonometry, Calculus, Statistics, Formal/Symbolic Logic*)

A minimum of six semester hours must come from the following three categories, and at least two of the three categories must be represented.

- At least one course (three semester credit hours) in the **Arts and Humanities** area (e.g., *Art History, Ethics, History, Literature, Philosophy, Religion, Ethnic or Gender Studies*)
- At least one course (three semester credit hours) in the **Social and Behavioral Sciences** area (e.g., *Communication, History, Economics, Political Science, Psychology, Sociology*)
- At least one course (three semester credit hours) in the **Natural Sciences** area (e.g., *Anatomy, Biology, Chemistry, Environmental Science, Physics, Physiology*)

In order to assure maximum transferability, institutions are strongly encouraged to implement general education programs that include coursework in all five general education categories and to use a three semester hour *First Writing* course to fulfill the minimum requirement in the English composition and oral communication area.

Institutions are expected to use approved Ohio Transfer Module (OTM) courses and follow applicable Transfer Assurance Guides (TAGs) when developing general education requirements for their applied associate degrees. However, recognizing that the skills needed for some OTM courses in the mathematics and science areas exceed the skills needed for the successful completion of some applied degrees, OTM-approved courses are not required to fulfill the mathematics and science requirements.

Associate of Arts (AA) and Associate of Science (AS) Degrees

Consistent with the belief that the AA and AS degrees serve as the first two years of a bachelor's degree and to provide maximum transferability of courses from the associate level to the bachelor's level, the general education component of the A.A. and the AS degrees at Ohio's public institutions must fulfill the institution's OhioTransfer Module (OTM).

OhioTransfer Module (OTM)

The OhioTransfer Module contains 36-40 semester hours of coursework in general education. It is a subset or the complete set of general education requirements at each college or university. In order for general education courses to be a part of an institution's transfer module, all coursework is subject to a review by the statewide transfer module panels against the *OhioTransfer Module Guidelines* and learning outcomes.

Each transfer module must include a minimum of 24 semester hours of approved OTM courses as outlined below:

- At least three semester credit hours in **English Composition and Oral Communication** (e.g., First Writing, Second Writing, Public Speaking)
- At least three semester credit hours in **Mathematics, Statistics and Logic** (e.g., *College Algebra, Pre-Calculus, Trigonometry, Calculus, Statistics, Formal/Symbolic Logic*)
- At least six semester credit hours in **Arts and Humanities** (e.g., *Art History, Ethics, American History, Literature, Philosophy, Religion, Ethnic or Gender Studies*)
- At least six semester credit hours in **Social and Behavioral Sciences** (e.g., *Anthropology, Economics, Geography, Political Science, Psychology, Sociology*)
- At least six semester credit hours in **Natural Sciences** (e.g., *Astronomy, Biology, Chemistry, Environmental Science, Geology, Physical Geography, Physics*)

The additional 12-16 semester credit hours needed to complete the OTM are distributed²⁴ among the same five categories but may be distributed differently in the Associate of Arts and the Associate of Science degrees. Typically an Associate of Arts degree would include more credit hours in the oral and written communication and arts and humanities areas, while an Associate of Science degree would include more credit hours in the mathematics and science areas.

Terminology and Requirements Related to Post-Secondary Degrees, Certificates and Educator Preparation Programs

Degree: Any recognition or award for completion of a prescribed course of study in an institution of higher education designated by the customary titles of associate, bachelor, master, specialist or doctor.

Associate Degree: An award that requires completion of at least 60 semester credit hour- associate degree programs should not exceed 65 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements. Programs requiring hours beyond the 65 hour maximum in order to meet accreditation or licensing requirements are expected to align similarly to like programs at other two-year public institutions and shall not exceed 73 semester credit hours.

- **Associate of Arts** and **Associate of Science** degrees are designed for students wishing to complete the first two years of a bachelor's degree, as well as those desiring two years of a liberal arts education.
- **Associate of Applied Business** and **Associate of Applied Science** degrees are awarded in recognition of successful completion of career technical education programs and prepare students for immediate employment upon graduation. The curricula for applied associate degree programs are described in terms of technical and non-technical studies. Non-technical studies include general education and courses that serve as a base for the technical field (sometimes referred to as "applied general education" or "basic" coursework). Non-technical studies, including general education and applied general education courses, should make up at least 30 semester hours (45 quarter hours) of the degree.
- **Associate of Technical Study** degrees are awarded for successful completion of a planned program of study designed to respond to the need for specialized technical education. The program must have an area of concentration which is equivalent to at least 30 semester credit hours (45 quarter credit hours) in technical studies and a clearly identifiable career objective. The area of concentration can either be formed by: Type A—a coherent combination of technical courses selectively drawn from two or more technical programs currently offered by the college to serve a career objective that would not be adequately addressed by one of the existing programs alone; or Type B—courses completed or training received by a student at other institutions of higher education, career centers, or other educational enterprises judged by the institution to be of college level and for which the institution awards degree credit.

- **Associate of Individualized Study** degrees are awarded for the satisfactory completion of an individually planned program designed to serve an educational objective that could not be served through another degree program of the awarding institution. The program, planned by the student and faculty advisor must contain an area of concentration consisting of a minimum of 20 semester credit hours (30 quarter credit hours), which is formed according to one of the following models: a) an interdisciplinary, but coherent combination of courses drawn from a minimum of two and a maximum of four instructional areas; b) up to forty semester credit hours (60 quarter credit hours) awarded by the institution for documentable educational experiences or courses completed at other institutions of higher education or educational enterprises judged by the institution to be of college level; or c) an unusual but academically coherent combination of technical and general studies courses.

Certificate: A formal award certifying the satisfactory completion of an organized program of study at the postsecondary level. Certificates should be designed as building blocks toward future degrees and with the intent of articulating the program into the next degree.

General Certificates

» **Undergraduate/ Sub-Baccalaureate Certificate:** An award from an educational institution that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree). These certificates are classified by IPEDs as “less than one year,” “at least one but less than two academic years” or “at least two but less than four academic years”.

Technical Certificates

» **One Year Technical Certificate:** Certificates awarded by a post-secondary institution for the completion of an organized program of study in at least 30 semester credit hours or 900 clock hours, with the majority of the coursework completed in a prescribed technical area. While the certificates are designed to have value apart from a degree, these certificates should serve as building blocks to an associate degree. The technical certificate is designed for an occupation or specific employment opportunity. These certificates should prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study.

» **Less than One Year Technical Certificate:** Certificates awarded by a post-secondary institution for the completion of an organized program of study in less than 30 semester credit hours or less than 900 clock hours that are designed for an occupation or specific employment opportunity. These certificates should prepare

students for a valid occupational license or third-party industry certification, if available, related to the field of study.

CURRICULUM COMMITTEE PRESENTATION QUESTIONS

These are the questions that may be asked when you are presenting a curriculum change to the committee.

QUESTIONS FOR THE COURSE CHANGE FORM

1. Did the course name change at all, if so why?
2. When was the last time you looked at the CIP code? Is it still valid?
3. Is effective date realistic? Is it allowable at this time?
4. Department change?
5. Does the course description on form and syllabus match?
6. How did you decide on the credit hours, contact hours if there is a change to them?
7. What is the instructional method? Is it indicated clearly?
8. Have you included a lab fee sheet?
9. Grading Options- If Pass/Fail or a change, please explain.
10. Are there any changes to restrictions of who can take the course? What about College Credit Plus (CCP)? Do you know what your subsidy level is for this course?
11. Other restrictions?
12. Please give substantive answers to change of pre-requisites. What outcomes must be met before a student can be successful in the course?
13. Please give substantive answers to change of Co-requisites.
14. Are there equivalent courses? (example: creating a new course to reduce the hours of a previous course)
15. What is being accomplished by this change?
16. What colleges did you compare the material of your course to, to ensure transferability in content, widespread textbook acceptance, etc.. ? This relates to transfer and OTM/TAGs.
17. Please describe the other programs this course change affects. (Changes to the pre-requisites, hours, etc.. for General Education classes ALWAYS affect other programs)
18. Please elaborate on how you communicated the change with other programs, faculty from your area etc..

QUESTIONS FOR THE COMPONENTS OF THE SYLLABUS

- C. Is this a new course number? If so, do you have enough space between numbers, and it is the appropriate level? You will need to change number if more than 50% of the course has changed or credit hours have changed. Is this a standard title, so that evaluators at other institutions can give credit to the student's easily?
- D. Any changes in relation to course coordinator?

- F. Are we certain there are no outcomes in this course that need prior knowledge besides what you have indicated in the pre-requisite area?
- H. How was the text book chosen? Was affordability a parameter? Is the ISBN number correct?
- K. Verify VALUE rubric application.
- L. Outcomes measurable? If bloom verb vague, how is it assessed. Do the assessments in L match the assignment list in N?

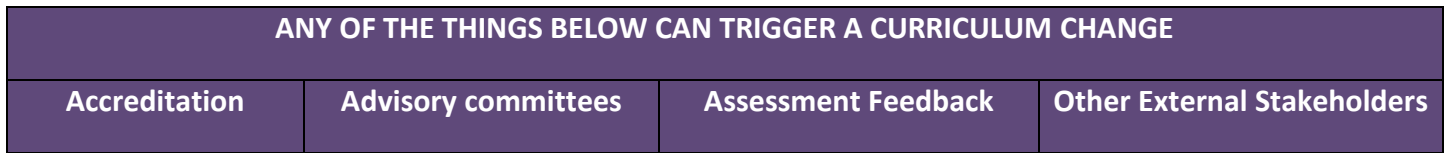
Please describe what activities are completed in the classroom to show how you have met a course or college-wide outcome.

QUESTIONS FOR THE PROGRAM CHANGE FORM

1. How does the change in your program affect your program outcomes? Meaning, does including a class, or taking one out change the emphasis of a program outcome?
2. Same question related to college wide outcomes.
3. How does the program change affect transfer?
4. How are you dealing with advising for students who are affected by the change?
5. Please describe how the other programs are affected by this program change and how you communicated this change to other programs.
6. Committee members will be looking for worksheet/syllabi congruity and will speak up if they find a discrepancy. **This will be the basis for question 6- we will ask you to address any discrepancies.**

HOW DOES CURRICULUM CHANGE AT NCSC?

ANY OF THE THINGS BELOW CAN TRIGGER A CURRICULUM CHANGE



THERE ARE ONLY TWO PLACES WHERE CONCRETE CURRICULUM CHANGES ARE MADE- ON THE SYLLABUS AND/OR THE WORKSHEET

CHANGE TO SYLLABI

CHANGE TO WORKSHEET

NORTH CENTRAL STATE COLLEGE				
Accounting 2016-2017				
FALL		YEAR ONE		
Complete	Course Number	Course Title	Prerequisites	Credits
	ACCT 1010	Financial Accounting	READ 0800 or COMPASS Reading Score of 180 or ACT Reading Score of 18	4
	BUOM 1010	Introduction to Business & Entrepreneurship		3
	CSJ 1210	Microsoft Word	CSJ 1010 or pass Computer Literacy & Keyboarding Assessment	2
	CSJ 1220	Microsoft Excel	CSJ 1010 or pass Computer Literacy & Keyboarding Assessment	2
	COMM 1010	Speech		3
	ENGL 1010	English Composition I	WRIT 0090 and READ 0800 *	3
				Semester Credit Hours
				17
SPRING		YEAR ONE		
Complete	Course Number	Course Title	Prerequisites	Credits
	ACCT 1030	Managerial Accounting	ACCT 1010	4
	ACCT 1050	Computerized Accounting	ACCT 1010	3
	BUOM 1110	Business Law		3
	ENGL 1030	English Composition II	ENGL 1010 (C- or better)	3
	MATH 1010 or STAT 1010	Business Math Introduction to Statistics	MATH 1010 Prerequisite - MATH 0074 (minimum grade of C-) or COMPASS Algebra score of 131 or ACT Math Score of 211 STAT 1010 Prerequisite - MATH 0086 or higher with a grade of C- or better or COMPASS Algebra score of 92 or higher or ACT Math score of 22 or higher required or concurrently with STAT 0086 (STAT 1010 is recommended for students wishing to transfer to a four-year degree)	3
				Semester Credit Hours
				18
FALL		YEAR TWO		
Complete	Course Number	Course Title	Prerequisites	Credits
	ACCT 2010	Statistcs		4
	ACCT 2030	Intermediate Accounting I	ACCT 1010	3
	ACCT 2050	Governmental Accounting	ACCT 1010	3
	CSJ 1260	Microsoft Excel Advanced	CSJ 1210	2
	ECON 1510 or ECON 2510	Microeconomics OR Macroeconomics	MATH 0074 (minimum grade of C-) or COMPASS Algebra score of 131 or ACT Math Score of 211	3
				Semester Credit Hours
				15
SPRING		YEAR TWO		
Complete	Course Number	Course Title	Prerequisites	Credits
	ACCT 2011	Intermediate Accounting II	ACCT 2030	3
	ACCT 2060	Principles of Finance	ACCT 1010	3
	ACCT 2070	Auditing	ACCT 2030	3
	ACCT 2080	Accounting Capstone	ACCT 2030, ACCT 2050, ENGL 1010, ACCT 2060	3
		Humanities Elective		3
				Semester Credit Hours
				15
				TOTAL SEMESTER HOURS
				63

Please note: The College has purchased a curriculum management system that will be deployed for all curriculum in the Fall of 2019. This will affect the process of curriculum change, but none of the fundamental guidelines.

CURRICULUM CHANGES **THAT MUST BE REVIEWED IN FALL SEMESTER** EMAIL MUST BE SENT TO CCUPDATES TO GET ON THE CURRICULUM COMMITTEE SCHEDULE

SYLLABI CHANGES IN RED THAT CHANGE THE CURRICULUM WORKSHEET MUST GO THROUGH A REVIEW IN FALL SEMESTER

- Division name
- **Course name/Course number**
- Course coordinator/ Assistant Dean
- **Credit hours**
- **Pre requisites/co requisites**
- Textbook/workbook
- Effective date
- **Course description**
- Outcome change
- Assessment change
- Topical outline
- Course assignments
- **Shift in Semester course is taught**
- **Reduction of courses- even electives**
- **All semesters the course is taught designation**
- **Preparatory information listed at the top or bottom**
- **Changes to testing**

CURRICULUM CHANGES **THAT NEED A REVIEW- BUT,
CAN COME TO THE COMMITTEE EITHER FALL OR SPRING
SEMESTER- MUST BE SUBMITTED TO CCUPDATES AND
DIVISION AA**

**SYLLABI CHANGES IN GREEN THAT DO REQUIRE A
CURRICULUM REVIEW. CAN COME TO THE
COMMITTEE IN FALL OR SPRING**

- Division name
- Course name/Course number
- Course coordinator/ Assistant Dean
- Credit hours
- Pre requisites/co requisites
- Textbook/workbook
- Effective date
- Course description
- **Outcome change**
- **Assessment change**
- Topical outline
- Course assignments

CURRICULUM CHANGES THAT **DO NOT NEED A REVIEW-
BUT MUST BE SUBMITTED TO CCUPDATES AND
DIVISION AA**

**SYLLABI CHANGES IN BLUE THAT DO NOT REQUIRE A
CURRICULUM REVIEW. BUT, YOU STILL MUST SEND
EMAIL TO CCUPDATES AND YOUR DIVISION AA**

- Division name
- Course name/Course name
- Course coordinator/ Assistant Dean
- Credit hours
- Pre requisites/co requisites
- Textbook/workbook
- Effective date
- Course description
- Outcome change
- Assessment change
- Topical outline
- Course assignments

Dean Approval Form New Courses/Programs

Please provide any or all evidence of the criteria below. The information provided will be used by the Dean in the process of approving the development of proposed courses.

Rationale/Evidence: Provide explanation of why course/program is needed. Include evidence from any surveys/sources indicating economic need in the community.

Proposed Start: Semester and year in which proposed course/program changes are to be implemented. Plan sufficient time for review and approval to meet schedule book publication and class registration deadlines.

Overview: Give a brief description of what is being proposed. Please discuss how the change impacts your program learning outcomes.

Related Disciplines: Please indicate any programs or areas that the proposed change impacts. Report any disciplines whose feedback you want. All selected programs that will be notified of proposed changes.

Evidence of:

- Meeting existing curriculum TAGS/OTM/CTAGS/MTAGS
- Transferability to TWO regionally-accredited Ohio colleges and/or universities as specific course credit
- Transferability as area credit

Additional Cost: Costs for new equipment/facilities required for course.

Qualifications: Required qualifications if new faculty must be hired.

Additional Funding: Grants/other funding sources to cover additional costs.

Student Transition: Define plan for transitioning curriculum changes for current students.

Entry Skills or Prerequisites: This rationale includes the justification for the courses that are being proposed as required prerequisites and the explanation for why a course that is currently required is being removed. It is very important to address both of these issues in the rationale when modifying prerequisites.

Enrollment Recommendations? (Apprenticeship, Admission to Program or None). For courses, please indicate enrollment limitations and rationale for those limitations.

The Methods of Instruction is used to indicate the ODHE approved instructional modes that are being used in the course/program: lecture, lab, clinical lab, practicum, directed practice, co-operative experience, field experience, and seminar.

Faculty Initiator Signature

Date

Program Director Signature

Date

Assistant Dean/Dean Signature

Date

Approved: _____ Yes _____ No

Dean: Please send copy of completed proposal to the VP of Academic and Student Services

kreed@ncstatecollege.edu

New Program Decision Rubric

Factor	Points Value	Comments	Total Pts
1. Is there a local employee shortage?	Strong +2 Some +1 Little -1		
2. Is there a State employee shortage?	Strong +2 Some +1 Little -1		
3. Is there student demand for the program?	Strong +2 Some +1 Little -1		
4. Does this program have a potential appeal to non-traditional student?	Strong +2 Some +1 Little -1		
5. Is there industry support or interest for starting program?	Strong +2 Some +1 Little -1		
6. Is there a licensure or certification that may be attained?	Required +2 Available Not required +1		
7. Is there potential for articulating to BS?	Yes +1 No -1		
8. Is there a specific tie-in to a Career Center?	Yes +2 No -1		
9. Is there a specific tie-in to a high school program	Yes +2 No -1		
10. Will new grads earn more than \$25,000.00/year	Yes +1 No -1		

Factor	Points Value	Comments	Total Pts
11. Is the certificate offered within 50 miles of NCSC	Yes -2 No +1		
12. Does program require accreditation process?	Yes -1 No +1		
13. Will new facilities be required for the program?	None +1 Minor -1 Major -2		
14. Will new equipment be required for program?	None +1 Minor -1 Major -2		
15. Can this be a Tech Prep program	Yes +1 No -1		
16. Will new courses need to be developed?	None +2 Less than 5 +1 Less than 10 -1 More than 10 -2		
17. Can this program be delivered on-line?	Completely +2 Some +1 None -2		
18. Is there a new pool of potential students?	Many +2 Some +1 Draw existing -2		
19. Does program require new full time faculty be hired?	Prior to program -2 Once begins -1 None 0		
20. Is there currently someone on staff to see development phase of program	Yes +1 No -1		

Factor	Points Value	Comments	Total Pts
21. Is there current funding available to begin development	None -1 Some +1 Fully Funded +2		
22. Is there potential grant funding to support program?	Definitely +2 Probably +1 No -1		
23. Is the program a good fit with the mission, vision and values of college?	yes +2 No -2		
Total Points possible = 35			Total Points =