

WCC Curriculum Review Policy

Title: Curriculum Review Policy

Reference: Section 5.1a(1) and (2) and Section 5.2a(2) Board of Regents Bylaws and Policy. UH System-wide Executive Policy E5.201, Section 3c(2) and Section 3d, and CCCM #6100 (August 28, 1991) issued by the Chancellor for Community Colleges.
http://www.hawaii.edu/ccc/Docs/CCCM_PDF/6100-082891.pdf

Background and purpose: The strength of any college is built on the collaborative effort of its faculty to define both its curriculum and the standards of performance expected of its students. It is through its curriculum that a college defines its unique identity and its educational standards. The curriculum must also reflect the college's Mission Statement and Strategic Plan. Therefore, curriculum review and approval is one of the most critical sets of procedures at a college.

Authority: Faculty Proposer, Department/Division Chair, Curriculum and Academic Affairs Committee (CCAAC), Division Dean of Instruction, WCC Faculty Senate, Vice Chancellor of Instruction (VCOI), Institutional Effectiveness Committee (IEC), and Chancellor.

Definitions: In order to ensure currency, academic rigor, and program needs, the following questions should be asked throughout the review process:

- 1. Is this course appropriate to the college's mission statement and programs?**
- 2. How does the course align with the Associate of Arts degree and/or certificate programs?** Each department has a matrix of course Student Learning Outcomes (SLOs) and their alignment to the SLOs of the AA degree.
- 3. Are the course student learning outcomes clear?** Will students know what they need to be able to do by the end of the course?
- 4. Do the title, description, and course requirements match the student learning outcomes? Are they consistent with the course with the same alpha and number that is taught on another campus?**
- 5. What evaluation procedures are used? Do they accurately evaluate the degree to which students have met the course student learning outcomes?**
- 6. Are expectations for student performance or tasks clearly stated?** Do students know what they are expected to do in the course, how well, and by when?

7. **Are expectations for student performance or tasks appropriate to college standards?** Is the quantity of reading, writing, independent work, etc. appropriate for the course and college expectations? Is the level of reading appropriate? The Office of the Dean of Instruction can help determine readability of texts.
8. **Is the basis for grading clearly stated? Is it fair? Does it meet college expectations?**
9. **Are there (or should there be) prerequisites or co-requisites?** If the course is taught elsewhere in the UH system, does it have prerequisites there? Will prerequisites keep too many students out? Are they really necessary for students to succeed in the class? Will the course lack rigor without prerequisites?
10. **Is the number of credits and contact hours appropriate for the amount of work expected of students?** Is it the same as comparable courses elsewhere in the UH system?
11. **How does this course compare and contrast with other similar courses in the UH system?** Has the proposer made comparisons with similar courses at other system campuses? At least one copy of a course outline/syllabus similar to the one proposed should be submitted.

Procedures: At Windward Community College, the process of adding, modifying, or archiving courses and programs involves the following steps:

1. An individual faculty member initiates a proposal to add, modify or archive a course, certificate, or degree program using the appropriate form.
2. The faculty member's department reviews the proposal and approves it.
3. The proposal is reviewed for consistency with system requirements by the division's Dean of Instruction.
4. The proposal is submitted to the Credit Curriculum and Academic Affairs Committee for review and approval.
5. The proposal is presented to the Faculty Senate for its approval.
6. The proposal undergoes administrative review and approval by the Vice Chancellor of Instruction and finally the Chancellor.

At the beginning of the process, the individual faculty member, working with peers and administrators, has the responsibility to develop a sound proposal using his or her professional expertise. Next, peer reviewers scrutinize the proposal from various perspectives to determine if it is appropriate for the curriculum, considering the substance of the course, its organization, structure, and expectations. The fact that each of the peer review bodies (department, CCAAC, and Faculty Senate) may view the proposal differently ensures that the course or program is appropriate for the college. At the end of the process, the administrative review attends primarily to considerations of legal and public accountability.

Colleagues may be reluctant to scrutinize the work of their peers, feeling that they may be violating the principles of academic freedom if they question the content or structure of a course. This concern is a misunderstanding of academic freedom. Faculty have freedom in the classroom to discuss subjects within their expertise, to conduct research in their field of special competence, and to publish the results of their research. (See the discussion on Academic Freedom in the current *Agreement between the University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii.*) Academic freedom does not give a faculty member the right to teach or to organize a course without restriction. Whether a course is appropriate to the college and whether it uses appropriate teaching methods, evaluation techniques, grading systems, etc., is the rightful province of colleagues to decide.

Colleagues may also have concerns that they are not experts in subject areas taught by others and therefore have no basis for evaluating proposed courses. This concern may be dealt with in several ways. Responsibility for determining whether the content of a course is current and accurate takes place at the department level where expertise is usually available. However, if only one faculty member has expertise in a field, as is often the case at Windward Community College, it may be appropriate for the department or the CCAAC to ask a faculty member at another institution to review the proposal. A review of a current textbook in the field can also indicate the extent to which the proposed course is up-to-date.

At all stages of this process, the intent is to have open dialogue resulting in informed decision making and a strong curriculum meeting the needs of students and the mission of the College.

The following delineates the process, procedures, and actions of the respective bodies and individuals involved in the curriculum proposal process.

Credit Curriculum and Academic Affairs Committee (CCAAC)

- a. Publishes timelines for the curriculum process and review, such that proposals will meet Catalog and Schedule of Classes deadlines.
- b. Presents a workshop for faculty in April of each year on the curriculum process, forms, and deadlines.

Faculty Proposer

- a. Initiates a curriculum proposal.
- b. Discuss the proposal within the department and with the Department Chair (DC) and to solicit advice from the department CCAAC representative.
- c. Forwards the completed proposal and required forms to the DC.

Department/Division Chairperson (DC)

- a. Working with the CCAAC representative, ensures that the proposal meets criteria outlined in the curriculum proposal instructions.
- b. Ensures that any course to be articulated meets UH system criteria.
- c. Ensures that the proposal is discussed thoroughly within the department.
- d. Consults with other departments or program coordinators to review matters of common concern such as prerequisites, cross-listing, student learning outcomes, and general education requirements.
- e. Reviews the proposal for impact on students, program requirements, financial aid, student services, other disciplines and programs, and UH articulation.
- f. If the department supports the proposal, submits it to the division Dean of Instruction for review for consistency with system requirements.
- g. If the department does not support the proposal, returns it to the proposer.

Division Dean of Instruction

- a. Reviews the proposal for consistency with system requirements
- b. Sends proposal to Credit Curriculum and Academic Affairs Committee

Credit Curriculum and Academic Affairs Committee

- a. Receives all proposals and maintains a log of proposals and date received.
- b. Reviews the proposal for completeness and its impact on students, other disciplines, and programs
- c. Requests written clarification and/or changes from the proposer and department chair as necessary. May invite a department representative to answer questions about the proposal.
- d. Recommends approval or returns proposal to proposer and/or department chair.
- e. Forwards an approved proposal to the Faculty Senate for further action.

WCC Faculty Senate

- a. Receives CCAAC recommendations for placement on the agenda.
- b. Reviews the proposal and its impact on students, department, program, and college.
- c. If the proposal is approved, the Senate Chair forwards it to the Vice Chancellor of

Instruction.

- d. If the proposal is not accepted, the Senate Chair returns it to the CCAAC who then returns the proposal to the proposer and/or department chair.

Vice Chancellor of Instruction (VCOI)

- a. Reviews the approved proposal for impact on the college.
- b. Meets with proposer(s)/reviewer(s), if needed.
- c. If the proposal is approved, forwards it to the Chancellor.
- d. If the proposal is not approved, returns it to the proposer and/or department chair.
- e. Reports any action to the CCAAC chair and the Faculty Senate chair.

Chancellor

- a. Reviews the proposal.
- b. Consults with the VCOI as necessary.
- c. Approves or disapproves the proposal.
- d. Returns the proposal to the VCOI.

Vice Chancellor of Instruction (VCOI)

- a. Maintains a log of course/program proposal status.
- b. If a course proposal is approved, ensures that the proposal/modifications are added to the college database and college catalog and that appropriate articulation actions are carried out with other campuses in the UH system.
- c. Sends copies of the approved curricula action to

Chair of the CCAAC

Chair of the Institutional Effectiveness Committee (IEC)

Banner Coordinator (person responsible for inputting course information into the University of Hawai'i Banner system)

Vice Chancellor for Student Services for distribution to counselors

- d. If a program proposal is approved:

Ensures that a request form is sent to the Institutional Research Office (IRO) for a

Program Code. IRO sends the information to Banner Central to add WCC's Program Codes. (Code Request Form for Academic Program Codes can be found at www.hawaii.edu/iro/)

Once the code is received, ensures that the information is distributed to
Chair of CCAAC

Chair of IEC

Banner Coordinator

WCC Institutional Researcher

Vice-Chancellor for Student Services for distribution to counselors

Registrar

- e. If the proposal is disapproved, returns the proposal via the CCAAC to the proposer and/or division/department chair with an explanation.

To ensure currency and relevance, all courses should be reviewed periodically. Under the auspices of the Vice Chancellor of Instruction and with the support of the CCAAC and IEC, review of courses will occur in the years ending with "0" and "5."

Responsibilities of the VCOI

1. At the beginning of each fall semester ending with either a "0" or "5," the VCOI will inform all department chairs on the upcoming curriculum review.
2. Any subsequent curriculum action must go through the CCAAC process.
3. After completion of the review and departmental action, the VCOI will ensure that the course modifications or deletions are noted to the college databases and college catalog. The VCOI will inform the chair of the CCAAC and the chair of the IEC (or appropriate designate) of the results of the curriculum review.

Responsibilities of the Department Chairs

1. In each fall semester ending with either a "0" or "5," the department chair will initiate review of all courses offered by the department. The course offerings should be evaluated on the following:
 - Currency: How current is the course's content? Does it reflect current knowledge or skills?
 - Academic Rigor: Does the course reflect the learning outcomes of the institution? Does it reflect the standards of the discipline, either nationally or locally?

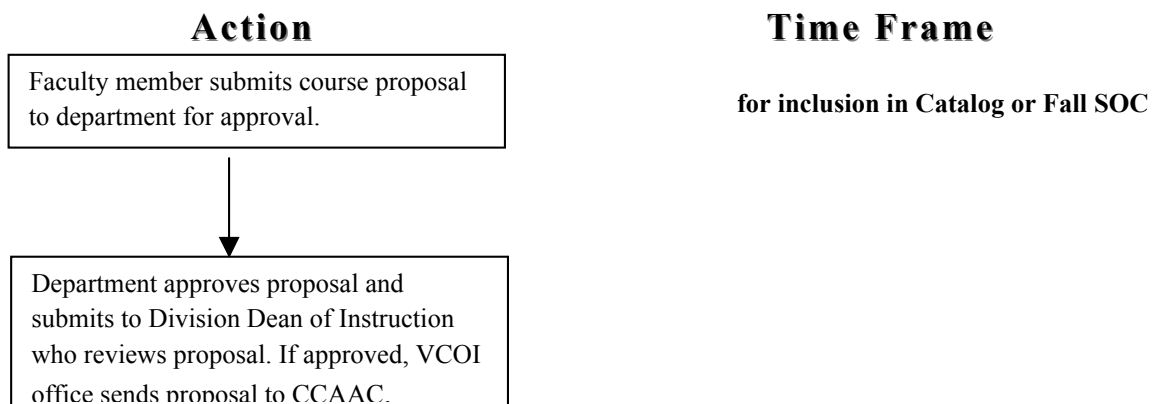
- Program needs: Does the course meet the needs of an academic program? Is it an essential course for completion of a degree or certificate? Does the course meet the needs of the students?
2. The DC, with the help of the CCAAC department representative, will provide assistance to the faculty member who is responsible for any course deletions, modifications, and/or additions.
 3. By the end of the fall semester, forms for curriculum action should have been submitted to the CCAAC for curriculum action.
 4. If a course has not been offered within the last five years, the DC will initiate a department review of the course. A course that has been offered but cancelled before the start of a semester is exempt from this department review.

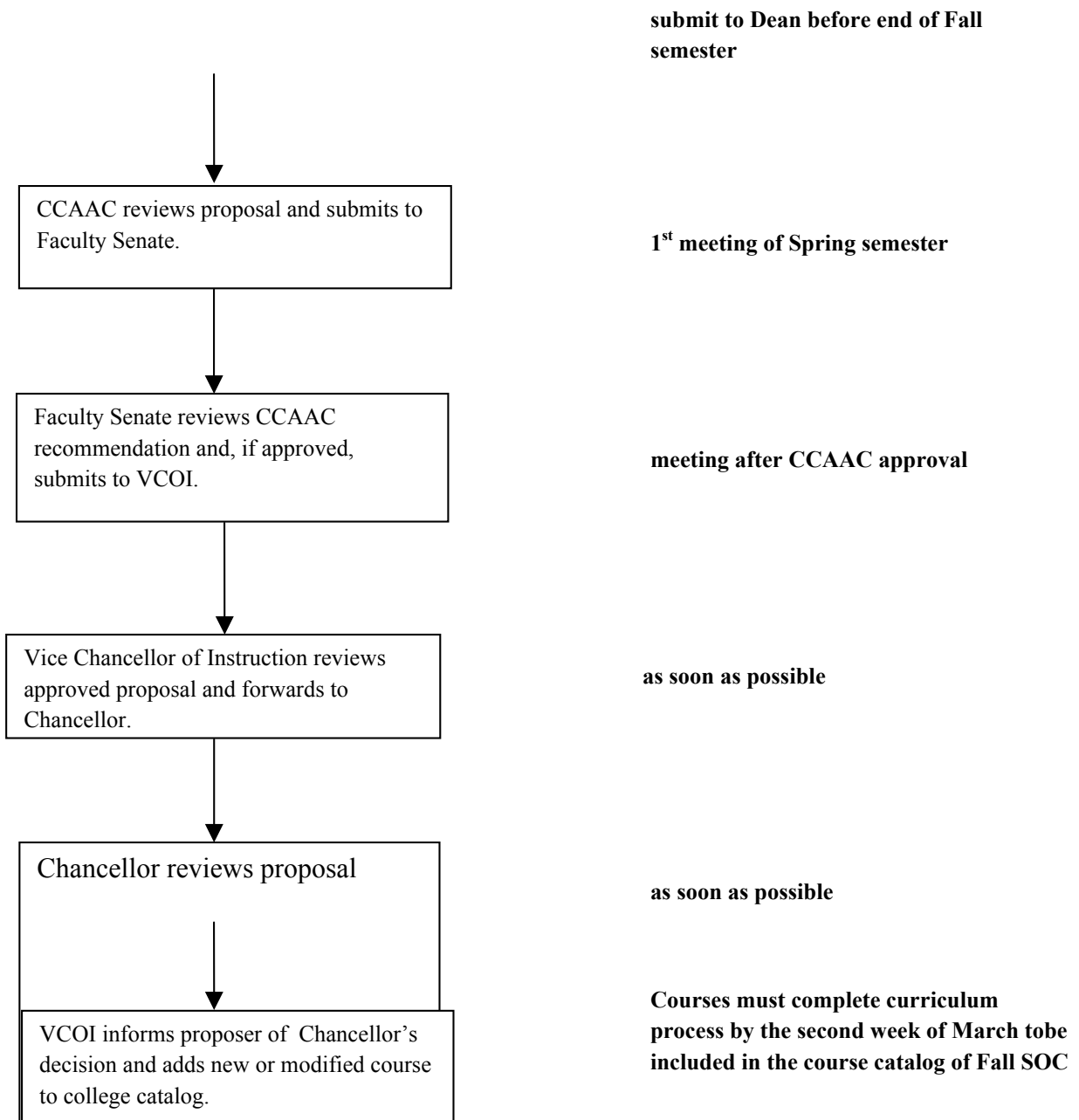
Responsibilities of the CCAAC:

1. The CCAAC chair will monitor the progress of each department via department representatives.

Timeline:

Curriculum Review Process for Catalog and Fall SOC





Curriculum Review Process for Catalog and Spring SOC

Action

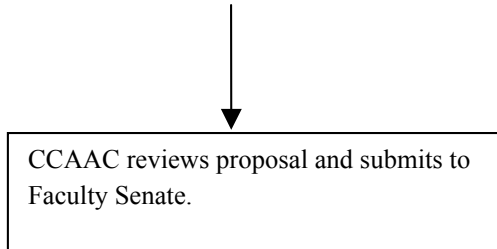
Faculty member submits course proposal to department for approval.

Time Frame

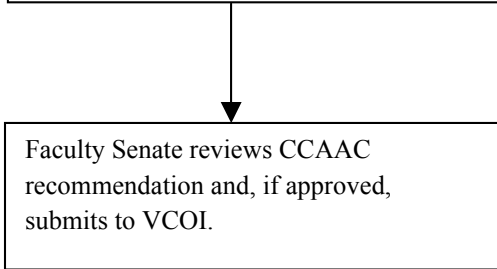
for inclusion in Catalog or Spring SOC

Department approves proposal and submits to Division Dean of Instruction who reviews proposal. If approved, VCOI office sends proposal to CCAAC.

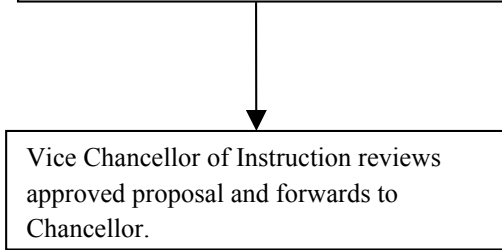
submit to Dean before end of Spring semester



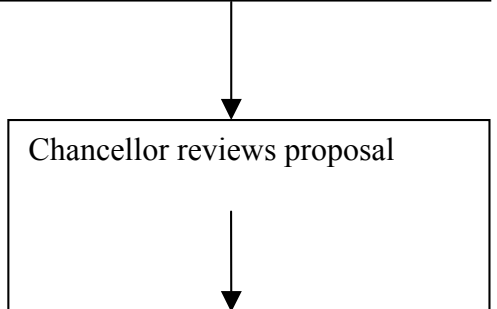
1st meeting of Fall semester



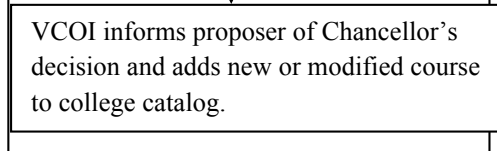
meeting after CCAAC approval



as soon as possible



as soon as possible



Courses must complete curriculum review process by the end by the second week of October to be included in course catalog or Spring SOC.

Responsibilities: Credit Curriculum and Academic Affairs Committee

Effective date: February 2009.

Revision date: February 2014