



CURRICULUM CHANGE PROCESS

SPRING 2022

Approved with Recommended Changes By:
Liberal Arts & Sciences Curriculum Subcommittee on February 1, 2022
Career and Technical Curriculum Subcommittee on February 15, 2022
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Part I: THE CURRICULUM CHANGE PROCESS

In accord with standard 10.4, *Academic governance*, of the Principles of Accreditation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the College's regional accreditor, the College "places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty." The College's curriculum change process is thus faculty driven, with input and insights from Administration, Academic Advisement, and the Curriculum Information Office. Careful adherence to the guidelines in this manual should assure Developers that needed changes to curriculum are properly documented and enacted in a timely manner.

Overview of the Curriculum Change Process

Type of Change: Course changes and Program changes

Course level changes that require review and action by the Curriculum Committee include, but are not limited to, the addition, deletion, or revision of courses and programs. Course changes include pre-requisite changes, changes in placement scores, and more than 20% change in learning context or learning outcomes.

Program changes require additional review to ensure the College complies with SACSCOC Substantive Change Policy and Procedures

[<https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf>]. The College process for adhering to SACSCOC policies and procedures for program changes is included in Part II of this manual. Program changes include, but are not limited to,

- deciding to close or stop admission for an existing program
- changing the location at which a program is offered
- changing the name of an existing program
- adding a new or modifying an existing program (with 25% or more new content or that will require significant additional equipment, facilities, or financial resources)
- adding or ceasing an existing program's method of instructional delivery
- changing program length or the measure of student progress to completion
- implementing a clock/credit hour conversion
- implementing competency-based education direct assessment
- entering into a cooperative academic arrangement
- establishing a joint academic award with another institution
- re-opening a program

COURSE-LEVEL CURRICULAR CHANGE

Implementation of course level changes:

1. Developers initiate Review Process
2. Review comments from discipline faculty
3. Review/comments from departmental faculty
4. Review/comments from Chair/Director

5. Review/comments from the appropriate AVP
6. Validity check of course number and description by the Curriculum & Scheduling Information Office.
7. Recommendation from the appropriate Curriculum Subcommittee (LAS, CTE or Baccalaureate)
8. Action by the Vice President for Academic Affairs
9. If approved, implementation through Curriculum & Scheduling Information Office.

Time Frame of Course Changes

1. The review process cannot be delayed or stopped except by the Developers. Especially in cases of some minor or mandated changes, the process can be condensed into a few days, but it cannot exceed 75 academic days without Developer approval. Developers should note that, while minor course changes can progress through the review process in a few days, more complex course changes could potentially take several weeks.
2. Any member of the College Senate may initiate a proposal for change. Courses submitted for inclusion in academic advisement printed material must be submitted to the committee no later than December 1 of the previous academic year. Appropriate exceptions may be made to facilitate implementation due to the need for immediate response.
3. The initiator must submit the proposal to the chair or director responsible for the discipline, department or program in which the change is proposed. Once a proposal has been made, within fifteen (10) academic days the chair or director must:
 - a. Review the proposal and confirm that all required information has been supplied
 - b. Submit the proposal to all full-time faculty in the affected discipline or program so that each individual has the opportunity to review the request and express his or her approval or disapproval
 - c. Submit the proposal to all full-time faculty in the affected department so that each individual has the opportunity to review the request and express his or her approval or disapproval. Aggregate results from this review should be submitted to the Curriculum Committee
 - d. Indicate his or her approval or disapproval of the proposal and supply written rationale for the decision
 - e. Forward to the appropriate AVP for their review
4. The AVP has 10 days to review the proposal and discuss with chairs and faculty as needed. Within 10 days the AVP should
 - a. Forward all information to the Curriculum & Scheduling Information Office (Korona Skipper) to obtain review relative to statutes and rules.
 - b. The proposal will be forwarded as "approved without comment" if no action is taken.
5. The Curriculum & Scheduling Information Office must complete this review within ten (5) academic days.
6. Within thirty (30) academic days, the appropriate Curriculum Subcommittee must review the proposal for change and make recommendations to the Vice President for Academic Affairs for action. It also must report its recommendations to the Executive Council of the College Senate.
7. Within ten (10) academic days, the Vice President of Academic Affairs will communicate in writing a response with rationale to the chair(s) of the recommending Curriculum Subcommittee(s), all chairs, program coordinators, directors, the Curriculum & Scheduling Information Office, and Student Affairs.

PROGRAM-LEVEL CURRICULAR CHANGE

Steps To Implementation of Program Changes

1. Developers initiate Review Process
2. Review/comments from discipline faculty
3. Review/comments from departmental faculty
4. Review/comments from Chair/Director
5. Review/comments from the Academic Affairs Associate Vice President overseeing the program.
6. Validity check of course number and description by the Curriculum & Scheduling Information Office.
7. Academic Affairs Associate Vice President notifies the Vice President of Academic Affairs and the SACSCOC Accreditation Liaison in writing of the proposed change. If authorized by the Vice President of Academic Affairs, the SACSCOC accreditation liaison notifies the Academic Affairs Associate Vice President of any substantive change reporting requirements, timeframe, and format, based on change proposed.
8. Academic Affairs Associate Vice President or designee prepares substantive change report, if needed, for submission to SACSCOC and sends completed document to Provost and SACSCOC accreditation liaison for review. Action by the accreditation liaison to confirm reporting requirements have been met.
9. Recommendation from the appropriate Curriculum Subcommittee (LAS, CTE or Baccalaureate)
10. Action by the Vice President for Academic Affairs
11. If approved, implementation through Curriculum & Scheduling Information Office, according to the timeframe of notification/approval by SACSCOC.

Time Frame of Program Changes

1. Some substantive changes of programs require six months' lead time and approval from SACSCOC prior to implementation. Developers should contact the SACSCOC accreditation liaison early in the development process to determine whether the program change will require reporting/approval as a substantive change.
2. The review process cannot be delayed or stopped except by the Developers. The curriculum approval process for a program level change cannot exceed 90 academic days without Developer approval. As stated previously, if a substantive change proposal is required, that process runs on a separate timeline and can take as long as 6 months before SACSCOC approval is obtained. Even if a program change has received full approval through the curriculum process, it cannot be implemented until the SACSCOC substantive change has been approved.
3. Any member of the College Senate may initiate a proposal for change. Courses submitted for inclusion in academic advisement printed material must be submitted to the committee no later than December 1 of the previous academic year.
4. The initiator must submit the curriculum proposal to the chair or director responsible for the discipline, department or program in which the change is proposed. Once a proposal has been made, within 15 academic days the chair or director must:
 - a. Review the proposal and confirm that all required information has been supplied
 - b. Submit the proposal to all full-time faculty in the affected discipline or program so that each individual has the opportunity to review the request and express his or her approval or disapproval
 - c. Submit the proposal to all full-time faculty in the affected department so that each individual has the opportunity to review the request and express his or her approval or disapproval. Aggregate results from this review should be submitted to the Curriculum Committee
 - d. Indicate approval or disapproval of the proposal and supply written rationale for the decision

- e. Forward all information to the Academic Affairs Associate Vice President overseeing the program. The proposal will be forwarded as "approved without comment" if no action is taken.
5. The Academic Affairs Associate Vice President overseeing the program within 15 academic days must:
 - a. Indicate approval or disapproval of the curriculum proposal and supply written rationale for the decision
 - b. If approving, submit the proposal for a validity check of course numbers and descriptions by the Curriculum & Scheduling Information Office.
 - c. If approving, notify the Vice President of Academic Affairs and the SACSCOC Accreditation Liaison in writing of the proposed change. If authorized by the Vice President of Academic Affairs, the SACSCOC accreditation liaison notifies the Academic Affairs Associate Vice President of any substantive change reporting requirements, timeframe, and format, based on change proposed.
6. The Curriculum & Scheduling Information Office and the Accreditation Liaison respond to the Academic Affairs Associate Vice President overseeing the program within (10) academic days.
7. The Academic Affairs Associate Vice President or designee prepares substantive change report, if needed, for submission to SACSCOC and sends completed document to Provost and SACSCOC accreditation liaison for review within (60) academic days. The preparation of the substantive change proposal is separate from the preparation and approval of the program level curricular change proposal and does not impact the timeframe for curricular proposal approval. However, an approved program level curricular change cannot be implemented until the SACSCOC substantive change proposal (if required) is approved.
8. The SACSCOC accreditation liaison confirms reporting requirements met and identifies any SACSCOC implementation requirements within (5) academic days.
9. Within (20) academic days, the appropriate Curriculum Subcommittee must review the proposal for change and make recommendations to the Vice President for Academic Affairs for action. It also must report its recommendations to the Executive Council of the College Senate.
10. Within (10) academic days, the Vice President of Academic Affairs will communicate in writing a response with rationale to the chair(s) of the recommending Curriculum Subcommittee(s), all chairs, program coordinators, directors, the Curriculum & Scheduling Information Office, the SACSCOC accreditation liaison and Student Affairs.

Kinds of Courses

General Education and Elective Courses

Developers of these courses must submit:

1. Curriculum Change Checklist
2. Curriculum Change Proposal
3. Course Outline. The developer must identify:
 - a. The course learning outcomes
 - b. General education courses must also identify which General Education Learning Outcome the course embraces

Honors Courses

(Approved by LAS Curriculum Subcommittee 12/2002)

Developers of honors courses must submit:

1. Curriculum Change Checklist
2. Curriculum Change Proposal
3. Course Outline

4. Proposals for honors courses are subject to a review under the authority of the Honors Committee
5. Proposals approved by the Honors Committee are treated as information items, not action items, on General Education committees' agendas.¹
6. Developers of honors courses should seek guidance from the Honors Committee

International Courses

Developers of international courses must submit:

1. Curriculum Change Checklist
2. Curriculum Change Proposal
3. Course Outline
4. Proposals for international courses are subject to a review under the authority of the International Education Committee
5. Proposals approved by the International Education Committee are treated as information items, not action items, on General Education committees' agendas.²
6. Developers of international courses should seek guidance from the International Education Committee and the Assistant Vice President that oversees it.

Special Topics Courses

(Approved LAS 18 November 2003)

To encourage curriculum development, the Florida Board of Education has authorized a category of temporary courses (X9XX) that do not require satisfactory completion of the entire review process.

Developers should be aware that Special Topics courses are specifically excluded from articulation agreements (FS1007.23). The link to the Accreditation Coordinating Committee is <http://www.fldoe.org/policy/articulation/>. The exception to transferability are described in the Statewide Course Numbering System <https://flscns.fldoe.org/>

Generally Special Topics courses

1. Do not qualify for any General Education requirements
2. Are included as elective credit towards a SF degree
3. Are often not accepted by transfer institutions. (Students can petition transfer institutions to accept credit from Special Topics courses, but only if the College can provide the needed documentation.)

¹ On 2 December 2002 the combined LAS & TAS General Education Committee, with the consent of the Honors Committee, approved a resolution that placed the co-chairs of LAS General Education on the Honors Committee *ex officio*. The intent of this action was to avoid redundancy at the same time as assuring that communications between LAS Gen Ed and Honors was open and continuous.

² On 2 December 2002 the combined LAS & TAS General Education Committee, with the consent of the Honors Committee, approved a resolution that placed the co-chairs of LAS General Education on the Honors Committee *ex officio*. The intent of this action was to avoid redundancy at the same time as assuring that communications between LAS Gen Ed and Honors was open and continuous.

4. Must apply for a permanent SCNS number prior to being offered a third time.

SF has abbreviated guidelines for offering Special Topics courses:

1. The course must be vetted and approved by a majority of discipline/department faculty.
2. The course must be approved by the department chair/director.
3. A formal course outline must be on file with the Curriculum & Scheduling Information Office prior to the first class.
4. A syllabus must be on file with the Curriculum & Scheduling Information Office before the first class.
5. A syllabus must be forwarded to the appropriate Curriculum Subcommittee before the first class with a note as to whether the course is being offered for the first or second time. Notice of the course will be entered into the appropriate Curriculum Subcommittee's minutes as an information item.
6. When applying for a permanent number, Developers of Special Topics courses must submit:
 - a. Curriculum Change Checklist
 - b. Curriculum Change Proposal
 - c. Course Outline.
 - d. Sample Course Syllabus

A Statewide Course Numbering System (SCNS) has been established so that “[c]ourses that have the same academic content and are taught by faculty with comparable credentials are given the same prefix and number and are considered equivalent courses. Equivalent courses are guaranteed to transfer to any other institution participating in the SCNS. The credit awarded for these equivalent courses will satisfy the receiving institution’s requirements on the same basis as credits awarded to native students” (2021 SCNS Handbook page 12).

Faculty can access an inventory of courses in the Florida system through the SCNS at <https://flscns.fldoe.org/default.aspx> by clicking on “Reports” in the top navigation and selecting “Institution and Statewide Course Inventory.”

Establishing Credit for Courses and Programs

Florida statute and administrative code guide how Santa Fe College determines the credit assigned to courses and programs, regardless of format or mode of delivery.* The following definitions are followed in determining credit:

- The “standard credit hour length” for one (1) college credit is based on the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction. (FAC 6A-14.030)
- One (1) clock hour is based on the learning expected from the equivalent of thirty (30) hours of instruction in postsecondary adult career courses. (FAC 6A-14.030)

FAC 6E-1.003 (55)(a) further defines a semester credit hour as “a unit consisting of a minimum of fifteen hours of instruction appropriate to the level of credential sought, during a semester, plus a reasonable period of time outside of instruction which the institution requires a student to devote to

preparation for learning experiences, such as preparation for instruction, study of course material, or completion of educational projects; or (b) Planned learning experiences equivalent to the learning and preparation described in paragraph 6E-1.003(55)(a), F.A.C., above, as determined by duly qualified instructors responsible for evaluating learning outcomes for the award of credits.

An associate in arts degree shall require no more than 60 semester hours of college credit and include 36 semester hours of general education coursework. A baccalaureate degree program shall require no more than 120 semester hours of college credit and include 36 semester hours of general education coursework, unless prior approval has been granted by the State Board of Education for baccalaureate degree programs offered by Florida College System institutions.

Although Florida statute and rule guide how course credit is assigned, Santa Fe College relies on faculty academically qualified in their field as well as peers in related disciplines to determine the appropriate course title, content, and credit hour for its classes. At the departmental level, developers of curriculum confer with faculty with expertise in the field to determine the appropriate amount and level of credit awarded for courses, based on the Florida postsecondary instructional unit definitions for college credit, clock hour, developmental credit, or institutional credit presented in FAC 6A-14.030. Developers and associated Chairs/Directors bring the recommendations for courses to the pertinent curriculum subcommittee for review to address questions that members have about course content, including determinations of credit.

Overview of Course Change Instructions

Good curriculum must be flexible to adequately serve the needs of students and community. In fact, all Career and Technical Education courses must be reviewed every three years, and all other courses must be reviewed every five years.³

Purpose

The joint Liberal Arts & Sciences (LAS), Career & Technical Education (CTE), and Baccalaureate Curriculum Subcommittees created these Instructions to provide one set of guidelines for faculty, professional staff, and administrators (the Developers) to make changes to the SF curriculum. This guideline provides a single, step-by-step process that assures that curriculum changes further the mission of the College while complying with the federal and state statutes, accrediting agency criteria, reporting agency requirements, articulation agreements, and the College policies and practices that affect curriculum.

1. To ensure curriculum proposals receive careful review and are widely communicated throughout the College community, they undergo.

- a. Peer Review:

Proposals are vetted to the discipline/department faculty at the beginning of the process. Proposals are also vetted to the LAS, CTE or Baccalaureate Curriculum Subcommittees, and they are vetted to the entire campus community through the Senate website at the end of the process.

³ Florida statute 1002.02 (2002) and elsewhere.

b. Administrative Review:

Chairs/Directors, Associate Vice Presidents, and the Curriculum Information Office also review proposals prior to approval and implementation by the Vice President for Academic Affairs. Program changes are also reviewed by the SACSCOC accreditation liaison.

2. In accord with standard 10.4, *Academic governance*, of the Principles of Accreditation of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), curriculum is the responsibility of faculty.

- a. Faculty is responsible for curriculum even when dictated by external agencies.
- b. Regardless of who the Developers are, the **review process** begins and ends with faculty.
- c. The review process produces recommendations to the Vice President of Academic Affairs, who is authorized by the statute to implement curriculum changes.
- d. In the context of this Manual, “standard” refers to documentation, not content or pedagogy.

Preparing the Curriculum Change Proposal

The curriculum change proposal form is located in a separate document available on the senate web site. The following is an explanation of the type of information that should be provided in the Curriculum Change Proposal form.

Type of Change

Any change that affects the official documentation of a course must go through the approval process. For some minor changes, such as a wording change in the Course Description, such a thorough process may seem cumbersome, but communication of changes throughout the campus community is just as important as accurate documentation, and wording changes can have unforeseen consequences without a full peer review.

Rationale for Change

The Rationale is arguably the most important part of a Curriculum Change Proposal. Developers must explain why the change is needed to advance the mission and/or values of the College. The “culture of evidence” now required by the College and reporting agencies can include any combination of experience, theory, and qualitative or quantitative research. Comparative information from similar institutions and/or transfer institutions should be included. Mandates from statutes, FBOE Rules, reporting agency principles or criteria, etc., should be properly cited. In many cases, no one factor justifies a change; it is a combination of factors that drives the need for a change. Supporting details should be summarized in the Rationale, but detailed information should be provided in an Appendix.

- For instance, an increase in credit hours could be justified by a combination of an increase in discipline-specific content, additional College Outcomes addressed, and changes in pre-professional transfer requirements.
- Another example would be a course number change that was driven by both the evolution of the course in the SF classroom and similar course offerings at transfer institutions.

- Another case could be changing an elective course to a General Education core course based not only on student demand but also on practices at other institutions offering a similar course.

Resources

Although ultimately the term “resources” translates into “dollars,” Developers need to consider College resources that may be required beyond purchases and salaries. Some factors that might be included are:

- library research and/or assistance
- lab space and/or support
- hiring assistance
- Facilities Services
- ITS support

Recommended date for implementation

The recommended date of implementation is up to the Developers, but some program changes must be approved by SACSCOC prior to implementation

Due to registration and advisement deadline, courses proposed as part of the General Education Requirements must be submitted to the Committee before December 1. Changes submitted after that date will not be part of the General Education Requirements until the next academic year. (For example, changes submitted in January 2010 will be part of the 2011/2012 General Education Requirements.) Elective courses may be submitted at any time.

Impact on Students

Developers should provide an overview of the impact of the change on students. In this section Developers may outline exactly which values students will add and exactly how the course will enrich our community. Especially in the areas of First Year Experience and Technical programs, qualitative and/or quantitative data and current research should be summarized and appended in detail.

Communication to affected students

Developers need to include an overview of how to communicate this change to affected students and academic and/or program advisors.

Preparing the Course Outline

(Approved by LAS Curriculum Subcommittee 01/2004)

The Course Outline Form is found in a separate document on the senate website. Below is a brief description of the components of the Course Outline. The discussion of each section will help to guide proposal writing. Include the titles of each section, as they are a necessary part of the format.

A Course Outline is a document that applies to all instructors, sections, campuses, and which remains applicable over long periods of time (up to five years). The Course Outline is in effect whether the course is actually offered or not. The purpose of the Course Outline is to:

- Establish congruity with the College's mission and values
- Document compliance with the State Course Numbering System (SCNS)
- Justify that credits awarded match academic rigor

When submitting a proposal for a new course, or revising an existing one, make sure the document submitted conforms to the *Official Course Outline* Form in the Appendix. This form ensures that all SF course descriptions provide a link to department, division, and college goals in a consistent format. It also includes information necessary for current reporting requirements by the State DOE.

The terms Course Outline and Course Description, are often confused. There is a connection between the two, but the former is more extensive. The Course Description that appears in the Catalog is the first paragraph of the Course Outline

Course Number

At the top of the page, centered and in bold, is the course number.

Course Title

The official name of the course.

Course Description

This is the paragraph that appears in the Catalog. The description should include the major topics or ideas of the course's curriculum. The first line identifies the course number, title, the semester(s) it will be offered (if it is offered every semester, leave this part out), the credit hours, and its usage code (B, C, O, P, or V). These codes are critical to the transfer status of a course.

1. The B code indicates a Baccalaureate upper division course.
2. The C code indicates a college preparatory course.
3. The O code indicates a course intended solely for occupational training. Such courses do not transfer to upper division, except in rare cases where individual articulation agreements exist.
4. The P code indicates a university parallel course, which means a course conforming to the statewide numbering system and guaranteed to transfer to upper division.
5. The V code indicates a course intended solely for vocational training.

Rationale

This statement indicates why we offer the course, i.e., how it relates to the mission of the department, division, and the college.

Impact Assessment

This section indicates the relationship of this course to other courses in its discipline, department, division, and college. Most importantly, this statement should make clear any prerequisites and program requirements that are met by the course.

General Education Learning Outcome

A Santa Fe College General Education Learning Outcome (GELO) describes the learning that will take place across the general education curriculum. It is written in specific and measurable terms stating what students will know and/or be able to do as the result of having successfully completed a specific General Education course.

SF GELOS

Communication

Critical Thinking

Scientific Reasoning

Quantitative Reasoning

Information Literacy

If the course is part of the General Education Package this section indicates how the course meets the SF General Education Learning Outcome assigned to the General Education Category.

(<https://www.sfcollege.edu/academic-affairs/general-education/gelos>).

1

Course Level Objectives

A Course Level Objective precisely defines what students are to achieve from instruction, is measurable, and provides criteria instructors can use to assess student achievement.

Example: Students will demonstrate a mastery of rules of punctuation.

Topical Outline with Learning Objectives

A Learning Objective in a topical outline describes an outcome that is measurable, sets clear and specific expectations for student behavior, performance, or understanding, and is consistent (implicitly or explicitly) with course level objectives. This kind of objective is written so that students know exactly what is expected of them and tells how they will meet the expectations.

Example: Students will write sentences that demonstrate correct use of commas, semicolons, and periods.

Evaluation

This statement explains how student success will be evaluated. If this includes a writing requirement, a departmental final, or a standardized exam, that should be clearly noted. Note that evaluation, in this context, refers to the course, not individual students.

Date

Month and Year.

Preparing a Syllabus for Course Change Proposals

Official Syllabus Checklist

Unless a course is being marked for permanent deletion, a sample syllabus must accompany the course change proposal. The sample syllabus is specific to an instructor, section, and term. The College has established that a syllabus should contain specific information. Click on link to go to the Official Syllabus Checklist <https://courses.sfcollege.edu/courses/370116/files/folder/las/misc?preview=30453222>

Department/Area Contacts

For department and area contacts go to the SF Academic Affairs web site:
<https://www.sfcollege.edu/academic-affairs/index>

Part II: Background Information

Curriculum Change Process – Context (College Commitment to Academic Excellence)

SACSCOC The Principles of Accreditation: Foundations for Quality Enhancement (2018)
<https://sacscoc.org/app/uploads/2019/08/2018PrinciplesOfAccreditation.pdf>

SACSCOC Resource Manual for The Principles of Accreditation (2020)
<http://sacscoc.org/app/uploads/2019/08/2018-POA-Resource-Manual.pdf>

[SACSCOC Substantive Change Policy and Procedures](#)
<https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf>

From Section 9, Educational Program Structure and Content, from the 2018 Principles of Accreditation: 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]

9.4. At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree. (Institutional credits for an undergraduate degree)

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)

From Section 10, Educational Policies, Procedures, and Practices, from the 2018 Principles of Accreditation:

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)

10.2. The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. (Public information)

10.3. The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students. (Archived information)

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)

10.5. The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. (Admissions policies and practices)

10.6. An institution that offers distance or correspondence education:

- (a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
- (b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
- (c) ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

(Distance and correspondence education)

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 transcripts 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)

From Section 14, Transparency and Institutional Representation, from the 2018 Principles of Accreditation:

An institution is responsible for representing accurately to the public its status and relationship with SACSCOC; reporting accurately to the public its status with state or the federal government, if receiving funding from either or both; maintaining openness in all accreditation-related activities; ensuring the availability of institutional policies to students and the public; and publishing appropriate information with respect to student achievement. SACSCOC's philosophy of accreditation precludes removal from or denial of membership or candidacy to a degree-granting institution of higher education on any ground other than an institution's failure to meet the standards of the membership as determined by the professional judgment of peer reviewers, or failure to comply with SACSCOC policies and procedures.

14.1. The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus. (Publication of accreditation status)

14.2. The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with [SACSCOC policy](#). (Substantive change)
[See <https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf> for substantive change policy and procedures.]

14.3. The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. (Comprehensive institutional reviews)

14.4. The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy Accrediting Decisions of Other Agencies.) (Representation to other agencies)

14.5. The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current Principles of Accreditation. (Policy compliance)

(Note: For applicable policies, institutions should refer to the SACSCOC website: www.sacscoc.org)

College Senate By-Laws

The composition of and the charges of the Curriculum Committee(s) are described in the Senate Constitution (Art VII, Sec A) and the Senate Bylaws. (Art III, Sec A)
(<https://www.sfcollege.edu/senate/constitution-and-bylaws/index>)

Description of the Curriculum Change Process

Priority

The curriculum and instructional programs are the highest continuing priorities of the College because they are among the primary means by which the College's mission, values, goals and initiatives are translated into reality.

Effectiveness

The Curriculum Review Process is designed to increase the College's capacity to meet the changing needs of its students, the workforce, and the communities it serves. A systematic and clearly defined process by which curriculum is established, reviewed and evaluated will contribute significantly to the credibility, integrity and effectiveness of the College.

Academic Excellence

The Curriculum Review Process will contribute to the realization of the College's commitment to academic excellence by insuring that the standards set by faculty, business and industry, the Florida Board of Education, the Southern Association of College and Schools Commission on Colleges (SACSCOC), along with other accrediting or regulatory bodies, are met.

External Factors

The following are external factors that require institutional strategies for curriculum review and revision.

- 1) The Southern Association of College and Schools Commission on Colleges (SACSCOC) establishes principles that must be followed for continued accreditation.
- 2) Timely response must be given to meet the needs of a constantly changing workforce.
- 3) The Florida Board of Education provides guidelines and criteria that impact technical and transfer programs within the context of a seamless K – 20 curriculum.
- 4) Licensing or regulatory authorities inevitably change their criteria or requirements.
- 5) National curriculum and instruction reforms in disciplines and programs may require a focus on content, learning outcomes, assessment, and innovative instructional delivery and learning strategies.
- 6) Innovative ideas continue to emerge in the realm of technology, which impacts the content of programs and/or instructional delivery strategies.
- 7) Articulation agreements with schools and universities require review in order to ensure that learning opportunities for students are consistent with academic excellence principles.
- 8) Florida's K – 20 seamless curriculum provides opportunities for new agreements.
- 9) The educational environment has become more competitive. Careful attention, therefore, must be given to publicize course descriptions, along with syllabi, that include clearly defined learning outcomes and assessment processes in subject matter and general education, where appropriate. Syllabi should reflect quality offerings that focus on the student learner and should indicate flexibility in instructional delivery.
- 10) Recommendations of advisory committees require priority attention, review and response.
- 11) SACSCOC principles for educational programs and institutional effectiveness receive top priority in making decisions for curricula review and revision.

Internal Factors

The following are internal factors that have an impact on the curriculum review process.

- 1) The College's commitment to academic excellence, accountability, assessment and improvement, which requires on-going faculty review of course and program content
- 2) The College's rules and published procedures, including 2.5 *Regional Accreditation and Substantive Changes*, and 2.5P
- 3) The College's priority planning initiatives outlined in the Strategic Plan
- 4) Expectations that students have access to the same knowledge base and skills in any given course independent of the instructor and instructional delivery strategy
- 5) Provision of an institutional format for all course syllabi that includes learning outcomes in subject matter and general education core competencies
- 6) Review of general education courses relative to learning outcomes and assessment processes
- 7) Application of knowledge gained from research relative to curriculum and instructional delivery.

Charges to the Curriculum Committee

Specific charges to the Curriculum Committee by the Vice-President for Academic Affairs will change each year. Certain areas, however, that will be addressed on an on-going basis include:

- 1) Routine curriculum revisions
- 2) Common course learning outcomes
- 3) Articulation agreements with schools and universities
- 4) Interdisciplinary course proposals
- 5) Honors course proposals
- 6) International course proposals
- 7) Program/discipline evaluation requirements
- 8) Compliance with Florida Board of Education, SACSCOC, and Santa Fe College guidelines, policy and procedures
- 9) General education core curriculum requirements
- 10) Assessment and placement issues.
- 11) Learning Outcome Changes