Comprehensive Standard 3.4.1

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Impact Statement

Prior to the consolidation of Baton Rouge Community College (BRCC) and Capital Area Technical College (CATC), the development, modification, and approval of educational courses and programs for which academic credit is awarded involved faculty and administration. Differences in the processes by which these occurred were consistent with the mission (*Figure 2.4.1*) of each institution and with the policies and procedures established by the Louisiana Community and Technical College System (LCTCS) and the Louisiana State Board of Regents (BoR).

At the community college, curriculum development and review has been largely intramural. Development has been initiated at the Mid City campus by faculty within each discipline, based on course articulation/Memoranda of Understanding (MOUs) and student transfer as well as on advisory committee recommendations regarding the needs of local employers. Review at the community college has been both intra- and extra-mural. Intramural review has been conducted first by a Courses and Curricula Committee composed of faculty representing each division. Approval of proposed action(s) by discipline faculty, program manager, department chair, and division dean is required prior to review by the Courses and Curricula Committee is required prior to review by the Vice Chancellor of Academic Affairs (*Figure 2.7.2.1*). Extramural review and approval follows, and has been conducted according to the LCTCS and BoR Academic Affairs Policies (*Figure 3.4.1.1 and 3.4.1.2*).

At the technical college, curriculum development has been largely extramural, conducted by a statewide Technical College Curriculum Committee composed of one voting faculty member from the discipline per region in which the program/discipline is offered (*Figure 3.4.1.3*). Following review and approval by the Technical College Curriculum Committee, review and approval by LCTCS and the BoR have been the same as at the community college.

At the merged institution, the processes of curriculum development, modification, and approval will continue to involve both faculty and administration according the model established at BRCC, with input from advisory committees. The following list provides examples of the impact of the merger on the curriculum development and approval process:

- Representation of Technical Education and Allied Health faculty from the former CATC on the Courses and Curricula Committee (beginning in the Fall semester of 2013, faculty representation has been requested and achieved);
- Recognition by the Technical Education and Allied Health faculty that they now have the opportunity, within their own accrediting body constraints, to modify their courses and program according to their own current level of knowledge, obtained via professional development, and according to the industry needs of the immediate community: they will no longer be handed a curriculum prepared by a statewide Technical Education Curriculum Committee. Members of the Courses and Curricula Committee representing Technical

Education and Allied Health will be able to assist their colleagues with their knowledge of the processes involved;

- Education of members of the Courses and Curricula committee from BRCC and the former CATC on, and sensitivity to, differences between the needs of students in academic versus technical education and allied health courses and programs;
- Modification of the BRCC Curriculum Manual, to improve its explanation of the development and review process in general, and to recognize additional considerations for the courses and programs in Technical Education and Allied Health. For example,
 - the explanation of the external review and approval process for programs (*Figure* 2.7.2.1, pp. 7-9) is incomplete. Further details regarding the role of accrediting bodies, LCTCS Board of Supervisors, and the BoR will be provided in the text, and the graphic updated;
 - the forms for submitting proposals to the Courses and Curricula Committee for intramural review will recognize the State mandate for a minimum number of clock hours for accreditation (Barber Board, Cosmetology Board, Department of Health and Hospitals, Louisiana State Board of Pharmacy). The revised documents will be reviewed by the Courses and Curriculum committee, by the Faculty Senate Assessment and General Education committees, and others from each division, prior to their implementation;
 - master syllabi for courses in the Technical Education and Allied Health programs included Course Objectives (competencies) but did not include examples of assessment measures; master syllabi in the community college academic model include student Learning Outcomes as well as Assessment Measures. In the process of converting the former CATC master syllabi to the academic model, all master syllabi now have student Learning Outcomes that encompass the Course Objectives and Assessment Measures (*Figure 3.4.1.4*). The process of converting the technical education and allied health master syllabi to the academic format was completed by the faculty of the former CATC and the BRCC Courses and Curricula Committee in July 2014 (*Figure 3.4.1.5*).

Rationale

An example of the post-merger program modification and approval process is the revision of the Business Office Technology Associate of Applied Science degree (*Figure 3.4.1.4*). The program modification was motivated by (1) the need to prepare students to enter the workforce as office assistants, and (2) the recognition of duplication of programs offered on the former BRCC and former CATC campuses. The revised, workforce-centered Office Administration Technical Diploma is now clearly distinguished from the Associate of Science in Business and from the Applied Sciences degrees (Business Technology, Entrepreneurship, and Business Office Technology, Management). A major component of the program modification involved converting the master syllabus for each course from the technical education format to the academic format. The program revision was initiated and completed by one of the CATC instructors, reviewed and approved by the Dean of Technical Education, and presented to and approved by the BRCC Courses and Curricula Committee and the BRCC Vice Chancellor for Academic Affairs. The revision was then sent to and approved by the LCTCS Board of Supervisors and by the BoR.

At BRCC, curriculum development and modification will remain a faculty-initiated process, and the approval process will continue to involve faculty and administration. The impact of the merger in regard to this comprehensive standard is expected to be positive for the faculty in the Technical Education division in particular, because it has provided for them their first opportunity to revise their curricula to meet the needs of the local community on their own. The process of revising all of the technical education programs began in October 2013 and is expected to be completed by Spring 2015.

Supporting Evidence

BRCC and CATC Mission Statements
BRCC Curriculum Manual 2013-2014
LCTCS Participatory Curriculum Development Policy No. 1.034
BoR Academic Affairs Policy 2.15
LTC Curriculum Development and Revision Process Policy IS1930.133
Modification of Business Office Technology AAS
Minutes BRCC Curriculum Committee 2013-2014