INSTRUCTIONAL MATERIALS

Acquiring Desk Copies

Desk copies of textbooks are normally requested via the publisher website.

Ordering Textbooks and Other Materials through the Bookstore

Go to the Durham Tech Bookstore website and click on Online Adoptions. Enter your email address and password. Click on edoptions found under Faculty Services on the left side of the page.

If you do not have an account, choose the New Users link to set up an account.

Copy Center Services

The Copy Center provides quick-copy and printing services for materials directly related to the college’s instructional and support functions. If confidentiality of materials is an issue, the instructor may ask that the materials be kept in an area accessible only to the Copy Center staff until the materials are picked up.

The Copy Center is located in the White Building, room 50A. You can contact the Copy Center at ext.1033 or via email at printshop@durhamtech.edu.

Hours of Operation: Monday through Thursday 7 a.m.- 7 p.m.
Friday 7 a.m. - 5 p.m.

The Copy Center may be accessed for picking up completed copy jobs outside of these hours using the Faculty Lounge Key.

Printing Requests Procedures

1. Print and complete the form found at http://www.durhamtech.edu/faculty/reference/forms/copyrequestform.pdf.

2. Attach it to the originals and deliver them to room.

3. Allow a minimum of 48 hours (two full working days) for the printing request to be completed after it arrives in room. Materials submitted on Friday after noon will be ready by noon on Monday.

4. Pick up materials in room. They will be placed in the alphabetically labeled boxes by the requester’s name.

Printing Guidelines
1. Copy-ready materials should not require any changes. Therefore, please submit original on 8 1/2" x 11" or 8 1/2" by 14" sheets of white paper and do NOT staple pages together.

2. The following requests (except for routine quick-copy jobs) must be submitted to the Marketing and Communications office in the Bacon St. Building, room 2017, ext. 5205:
   - Requests for new publications or projects;
   - Requests for changes to existing publications or projects;
   - Requests for signs and other promotional items;
   - Quick copy jobs involving copyrighted materials;
   - Specific marketing or advertising requests; and
   - Requests for printed programs for college-sponsored events.

3. Any copyrighted materials submitted to the Copy Center must include permission by the publisher for the materials to be reproduced.

4. Special needs requiring extra time include the following:
   - Handbooks, booklets, instructional packages, or any document of more than 25 pages or requiring more than 150 copies (Turnaround time may be four to six weeks);
   - Binding and finishing (Additional finishing such as padding, covers, saddle stitching, etc. may require at least one extra day);
   - Items that must be run on the printing press, such as NCR forms, certificates, letterhead, envelopes, brochures, jobs which are larger than 8 1/2 x 14;
   - Any new or revised job with a print run of more than 1,000 copies (Schedule three to four weeks in advance);
   - Jobs for which paper must be ordered (Time may vary); and
   - The Business Office, White Building, room 79, coordinates modules, which are printed in the Copy Center and sold in the college's bookstore. Requests are made through the bookstore.

5. Changes to forms previously typeset in the Copy Center require three extra days.

6. Any statement of policy or other material for external distribution must be proofed and edited by the Director, Marketing and Communications, Bacon St. Building, room 2017. Three days to two weeks must be allowed, depending on the number of pages. Originals should be submitted on white paper, and all external letters and memos will then be printed on letterhead.
Guidelines for Editing, Typesetting, and Graphics Services

1. Fill out Request for Printing form (see Appendix) for editing, typesetting, or graphics.
2. Attach the form to any originals, samples, copy, and/or illustrations, and type any copy submitted.
3. Submit the form and materials to the Marketing and Communications office, Bacon St. Building, room 2017, ext. 5205.
4. The department head must approve all requests.

Photocopying

Photocopy machines are available for limited use (of up to 50 copies each of no more than five originals) by faculty and staff in the following locations. Access is available using the Lounge Key.

- Collins Building, room 251
- Library, room 510
- Newton Building, room 402
- Phillips Building, room 327
- Tech Center, room 982
- Wynn Center, room 1100D

Durham Tech Communication and Style Guide

Durham Tech’s Marketing and Communications department has revised this guide to assist you in producing letters, memos, fliers, reports, email, Internet content, and other written communication for the college.

This guide covers some of the most frequently asked questions about grammar, punctuation, capitalization, official names, and formats. Should you have a question about this material or other information not covered, please feel free to call ext. 5205. Please note that this guide is not formatted for printing and will be updated online frequently.

CURRICULUM DEVELOPMENT

CURRICULUM DEVELOPMENT and REVISION
Faculty may contact the Director of Curriculum Development for special assistance in the use of various types of educational development materials. The Curriculum Development office works closely with the Teaching-Learning Center to provide assistance to faculty in ongoing curriculum improvement.

**Principles Guiding Curriculum Development at DTCC**

1. **Competency-Based Education at Durham Tech**

At Durham Technical Community College, questions of curriculum, instruction, and evaluation are approached using the principles of the Competency-Based Education model (CBE). Competency-Based Education refers to any format of instruction in which the skills or competencies to be learned are carefully identified using an organized method, with these skills reflecting those required at job entry level and job mastery requirements clearly stated at the onset of the learning process.

The procedures for applying principles of Competency-Based Education to curriculum, instruction, evaluation, and update are collectively referred to as “The CBE Process” and may be divided into four main activities:

- Curriculum Development - what should be taught (content);
- Instructional Development - how should it be taught (teaching methodologies and strategies);
- Curriculum Evaluation - how should program effectiveness be gauged (a part of the Program Review process); and
- Program Update - periodic review and update of competencies to ensure that instruction is pertinent and up to date.

2. **Vision Statement and General Learning Objectives**
In 2003 Durham Tech’s Instructional Services Division developed a Vision Statement for a Learning College. The Vision Statement recognizes the importance of continuing to establish and assess competency development. Moreover, the Vision Statement names five attributes (general learning objectives) that all Durham Tech graduates should achieve in the areas of communication, diversity, work skills, critical thinking, and ethical awareness.

The Vision Statement serves as the guiding principle for the formulation and assessment of intended learning outcomes in programs, disciplines, and courses. Intended learning outcomes show the demonstration of the effective integration, application, and transfer of a set of competencies. For example, assessing the ability to perform a specific psychomotor skill could be combined with assessing the student’s ability to show through written communication an understanding of how that skill fits into the overall scheme of a particular profession or industry. The student might also show an understanding of the ethical considerations, diversity issues, and workplace needs associated with performing that task.

3. Assessment
   a. Course-level
      Intended learning outcomes are identified at the course level through a list of learning outcomes (competencies). An actual learning outcome is determined by the measurement (as a result of assessment activities) of individual learning as demonstrated by student performance on faculty-designed instruments.

   b. Program level assessment of learning outcomes takes different forms:
      - All programs assess general learning outcomes (Vision Statement) for a college-wide database.

      In addition,
      - Some programs require capstone courses to assess student mastery of program competencies and general learning outcomes.
- Other programs include co-op experiences to acquaint students with fieldwork and to document students’ skills in a workplace environment.
- Clinicals in all the health technologies programs provide opportunities to work with professionals and to test skills and knowledge learned in the classroom in a clinical setting.
- Creating portfolios of work are often used to document and assess skills in technical programs.

c. Program Assessment is also done by outside accrediting agencies:

- Eight of our health technologies programs (Associate Degree Nursing, Dental Laboratory Technology, Occupational Therapy Assistant, Opticianry, Practical Nursing, Respiratory Therapy, Pharmacy Technology, and Surgical Technology) are accredited by national organizations and must document the competency of their graduates for the national agencies.
- Our ADN and PN programs are also accredited by the North Carolina State Board of Nursing.
- Our BLET program must conform to the standard established by the North Carolina Department of Justice.

d. Program and course competencies are reviewed for relevancy on a regular basis by Advisory Committees and Program Review task forces.

e. Program Review

Each program at Durham Tech participates in a program review. Program review allows administration, faculty, and community professionals to carefully examine resources, curriculum, student learning outcomes, and evaluation instruments. The program review committee outlines the strengths and weaknesses of the entire program and recommends actions for improvement.
f. Further demonstration of the learning of our program students is available through the state-mandated eight performance factors:  
http://www.durhamtech.edu/html/aboutdt/collegeperf.htm

g. Departmental Assessment
At the department level, administration and faculty participate in institution effectiveness planning. Currently, these plans revolve around ways to improve student learning and are implemented over two-year cycles. The departmental plans seek to develop techniques and strategies that will lead to greater student mastery of program content and skills.

h. College–Level Assessment and Accreditation
Durham Technical Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate’s degrees. The college’s most recent reaffirmation was June 21, 2007. The college is also a member of the American Association of Community Colleges.
Curriculum Changes

Curriculum changes are initiated at the instructional program level following the identification of need by program advisory committees, the program review process, statewide curriculum improvement projects, and program accreditation agencies and through student input, and careful discussions with faculty members.

Program Directors should work closely with Department Heads in developing the details of all proposals. The Assistant Dean of Curriculum Development coordinates the process and provides further clarification and assistance as needed.

A. Making local curriculum changes and due dates for such changes. These changes may be made via email communication.

1. Changes to the order of courses in a Plan of Study
   i. All students are admitted to a department on a plan of study; therefore, the college tries to make changes to plans of study only once a year with the change beginning in the next fall semester.
   ii. To change a plan of study, send an email to the Assistant Dean (daniellm@durhamtech.edu) with a copy to the Dean/Department Head.
   iii. Attach a current plan of study with the changes clearly marked. (Colored font is helpful.)
   iv. To change order of plan of study for fall semester, please submit by November 1 of the preceding year. This allows time for the new plan to be ready for distribution to the college in March and for proper courses to be on the schedule of classes for registration.

2. Changes to a local prerequisite or corequisite.
   i. Courses prerequisites and corequisites should only be changed once a year, with the change becoming effective in the fall semester when most students begin their plan of study.
   ii. To change a local prerequisite or corequisite, send an email by November 1 of the preceding year to the Assistant Dean
iii. Changes to local prerequisites or corequisites must exceed those required by the state.

iv. Remember that a change to a local prerequisite or corequisite should also appear on the course outline.

3. Changes to course outlines

i. May be made once a semester depending on when the course is offered.

ii. Course outlines should be available to students when they register for the course.

iii. Double-check the course outlines on the Durham Tech website. Make sure each course in your program has an outline, and the course outlines are accurate and up-to-date. If your outline lists a particular textbook, rather than “text to be chosen by instructor,” it is important the book be correct each semester.

iv. Please send the Administrative Assistant for Student Learning, Development, and Support (joynerc@durhamtech.edu) an email by the following dates to notify her if your outlines are correct or to submit revised or new course outlines electronically:

   For spring semester courses        November 15
   For summer term courses           April 15
   For fall semester courses         July 1

i. To revise an old course outline, submit the old outline either electronically or in paper form with changes noted in red. (Please do not use the track changes feature when formatting the course outline. All outlines are put in a standard format by the Administrative Assistant for Student Learning, Development, and Support.)

v. The Administrative Assistant will make any necessary formatting or editing changes and will forward the outline to the Web Master...
(filipowskil@durhamtech.edu) for the website and to the Assistant Dean, (daniellm@durhamtech.edu). The assistant will also return an electronic copy to the Program Director.

B. Making curriculum changes requiring NCCCS approval and due dates for such changes. These changes require submission of an Academic Change form.

1. Deleting a course or adding a new course from the Combined Course Library to your program of study.
   
i. Requires NCCCS approval via electronic Program of Study change form completed by the Assistant Dean of Curriculum Development.
   
ii. Double-check the curriculum standards to see if course is eligible to be added. Curriculum standards for every program are available at following website:
       http://www.ncccs.cc.nc.us/Programs/curriculum_standards.htm.
   
iii. Discuss change with faculty, Dean/Department Head, and Assistant Dean of Curriculum Development.
   
iv. Program Directors typically discuss such changes with advisory committees to determine industry backing for changing or adding new competencies and skills to a program.
   
v. Complete an Academic Change Request form. On the website, select Faculty & Staff, then College Forms.
   
vi. Submit form to Dean/Department Head for electronic signature and routing.
   
 vii. Attach a current Plan of Study. Any changes should be marked in red.
   
 viii. To add or delete a course to your plan of study for the next fall, please submit request by November 1 of the preceding year. This allows time for electronic submission and approval by the NCCCS and for new plan to be included on the website.
   
ix. The Assistant Dean of Curriculum Development will then enter the new program of study into the system office database.
2. Making system-wide changes to a curriculum standard or to the combined course library. In addition to approving new programs, the NCCCS office has developed a process for the continual review and update of the Combined Course Library. If a Program Director or Department Head wishes to seek changes to a program standard or to a course(s) in the Combined Course Library, the following steps must be taken:

   i. The Program Director, Department Head, and the Director of Curriculum Development must review and discuss the feasibility of changing the standard or course(s) in the Combined Course Library.

   ii. The Assistant Dean of Curriculum Development, Program Director, and Department Head will discuss the request with the Assistant Vice-President for Student Learning, Development, and Support.

   iii. Upon approval of the request, the Director of Curriculum Development will work with the Program Director to complete the required forms for the System Office. The Assistant Vice-President for Student Learning, Development, and Support must approve the requested change and sign the completed forms.

   iv. The NCCCS office will assess suggested changes and submit them to all colleges that will be affected by the change for their approval. If a two-thirds majority vote of colleges approves the change, it is then submitted to the statewide Curriculum Review Committee. This committee, composed of representative Presidents and Chief Instructional Officers from various colleges in the system, meets twice a year, usually coinciding with the September and March meetings of the North Carolina Association of Community College Instructional Administrators (NCACClIA).

Submission Deadlines to the NCCCS Curriculum Review Committee
The Curriculum Review Committee meets twice each calendar year, once during the spring semester and once during the fall semester. The meeting dates and submission deadlines are as follows:

<table>
<thead>
<tr>
<th>Items Due to System Office</th>
<th>Action by Committee</th>
<th>Implementation Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>From July 29, 2009 through January 26, 2010</td>
<td>March 2010</td>
<td>Spring Semester 2011 (2011*01)</td>
</tr>
<tr>
<td>From January 27, 2010 through July 28, 2010</td>
<td>September 2010</td>
<td>Fall Semester 2011 (2011*03)</td>
</tr>
<tr>
<td>From July 29, 2010 through January 26, 2011</td>
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</tr>
<tr>
<td>From January 27, 2011 through July 28, 2011</td>
<td>September 2011</td>
<td>Fall Semester 2012 (2010*03)</td>
</tr>
</tbody>
</table>
General Guidelines for Program Directors who have students on both a current plan of study and an old plan of study:

A. The minimum credit hours in each category (major and related courses, general education courses, and electives) of the original plan must be met, unless otherwise stipulated.

B. When a new course replaces an old course, the student (1) may receive credit for the old course if already taken; (2) may take either the old or new course if the overall program objectives are being fulfilled; or (3) be required to take the new course if the old course is no longer offered.

C. For major or related electives, the student (1) may receive credit for electives already completed; (2) may take electives designated by any subsequently revised plan of study; or (3) may take newly required courses as electives if the new courses are not unduly similar to courses already completed. If a course is used as an elective but is not on the plan of study under which the student enrolled or any subsequent plan of study, a course substitution form is required.

D. When a course is designated as a major requirement by one plan of study and as an elective by the other plan, the student completing the course may receive credit for the core requirement or for the elective, but not for both.

E. A student who enrolls under a plan of study and is not in residence and receives no academic credit for two consecutive semesters must reapply for admission and, upon acceptance, will be admitted under the plan of study in effect at the time of the readmission. In such circumstances the following provisions will apply:

   a. The student will be granted transfer credit for all equivalent courses completed under the original plan of study.
   
   b. Elective credit may be granted for courses already completed but which have been deleted from the plan under which the student is readmitted.
   
   c. The student must meet the required minimum credit hours in each category prescribed by the plan of study to which readmitted.

F. When a plan of study is significantly revised, the Program Director, his or her Department Head, and the Director of Curriculum Development should develop a
G. Transitional Plans
   a. When courses are deleted or added, creating a new Plan of Study, the program director needs to develop a transition plan for students admitted and expected to graduate on the old plan of study.
   b. Usually such a plan outlines the courses that will be substituted from the new plan of study for courses on the old plan of study that are unavailable.
   c. Working with the Assistant Dean of Curriculum Development, the program director will develop such a transitional plan and will submit it by February 1, via a memo routed to the department head and to the Director of Student Records.
   d. Once the transition plan has been establish, the Assistant Dean for Curriculum Development will add the proper courses to the Automatic Course Substitution List and send the updated list to the Director of Student Records.
   e. This transition information will be distributed to students on the old plan of study, to Student Records staff for work with graduation audits, and to program advisors.

Process for Transfer Credit, for Standard Course Substitutions, and for Individual Course Substitutions and Waivers.

A. Transfer Credit:
   a. How do students receive credit for courses from other institutions?
      i. Students must be officially admitted into an academic program at Durham Tech before they can transfer credit from another college.
      ii. Students must submit an official transcript to the Admissions office.
      iii. Admissions counselors evaluate courses at other colleges (not Durham Tech) for transfer credit for courses listed on the students’ plans of study.
      iv. Transfer credit appears at the beginning of students’ transcripts.

B. Course Substitutions:
   a. What kinds of substitutions are possible, and how does a Program Director make them?
i. Standard automatic substitutions. Every student is admitted on a plan of study. When a course disappears from the plan on which a student is admitted, a substitution must be made. These types of substitutions are developed by the Program Director and the Assistant Dean as part of a transition plan from an old plan of study to a new plan of study.

ii. Substitutions are also made for courses that are either equivalent or more rigorous than the course on the plan of study. Admission counselors prepare graduation audits in which they must account for every course on a student’s plan of study to certify that student’s status for graduation. A comprehensive list of automatic course substitutions is maintained and frequently updated by the Assistant Dean of Curriculum Development. The updated list is then emailed to the Administrative Council and to the Student Information and Records office.

b. What instances call for standard automatic substitutions?
   i. Example 1: A new course is used to substitute for an archived course on a plan of study (part of a transition plan).
      1. The Early Childhood program was revised due to a NCCCS Curriculum Improvement Project. *EDU 251 Exploration Activities* was a required course on the 2004-2005 Early Childhood plan of study. It was replaced on the 2005-2006 plan of study with *EDU 151 Creative Activities*. Thus, the original course and the standard substitution need to appear on the standard automatic substitutions list.

   ii. Example 2: Two courses are equivalent and may substitute for each other, such as *CET 111 Computer Upgrade/Repair I* and *CTS 120 Hardware/Software Support*.

   iii. Example 3: A higher level course may be substituted for a lower-level course.

   iv. Example 4: A Program Director finds that numerous students take a math course at a higher level than the one listed on the plan of study. Rather than send through a course substitution for each individual student, the program director sends through a memo requesting a standard automatic course substitution.

Below is an example of a memo requesting a standard automatic course substitution.

**Memorandum**

**Date:**

To: Director of Student Records

Via: Executive Dean

Assistant Dean of Curriculum Development
From: Program Director of Criminal Justice

Subject: Course Substitution for Math 121

Currently, students being admitted or readmitted to the criminal justice program are required to complete MAT 121 (Algebra/Trigonometry I). However, in some cases, the student may choose to take a higher math course such as MAT 140, MAT 161, or MAT 171. These math classes not only meet but also exceed the requirements of MAT 121. Therefore, I respectfully request that this memo serve as a standing substitution for students who have successfully completed the aforementioned math courses and that any student meeting this criteria be granted course substitution for MAT 121 (Algebra/Trigonometry I).

Please feel free to contact me if you have any comments or concerns.

Thank you.

C. Course Substitutions for Individual Students.
   a. Occasionally, a Program Director will modify the plan of study for an individual student by substituting another Durham Tech course for one listed on the plan of study.
   b. How does a Program Director substitute one Durham Tech course for one listed on the plan of study?
      i. The Program Director fills out the Request for Course Substitution form. This form is only used to substitute one course at Durham Tech for another course at Durham Tech.
      ii. The substitution may not be for one of the core courses in the program curriculum standard.
      iii. Ideally, a course substitution form will be submitted before the student enrolls in the course.
      iv. The form is submitted from the Program Director to the Department Head to the Assistant Dean of Curriculum Development to the Executive Dean who then forwards the request to the Director of Student Records who distributes copies back to the Program Director and Department Head.

D. Waivers
   a. Occasionally, a Program Director will waive a course on the plan of study for an individual student or for all students. A waiver means the student does not have to take the course . . . or have transfer credit . . . or have a different course substituted.
      i. Waivers are unusual, and the hours waived are quite limited.
      ii. A core course may never be waived.
iii. The waiver may not change the minimum required hours for a degree:
Curriculum Standard Guidelines from NCCCS:
A.A.S. 64-76 SHC
Diploma 36-48 SHC
Certificate 12-18 SHC
A.A. or A.S. 64-65 SHC

iv. If the waiver is for an individual student, the Program Director would send a memo to the Director of Student Records via the Dean/Department Head, Assistant Dean of Curriculum Development, and Vice President of Student Learning and Development explaining the rationale for the waiver.

v. If the waiver is for all students who entered on the plan of study, the memo would ask for a Standard Automatic Substitution.

Example:
With the change to Early Childhood Education due to the CIP, the program kept EDU 153 on the new plan of study, but removed EDU 153A, the lab. As no course will replace the lab and the lab is only one hour, the program director sent forth a memo requesting a waiver of the one hour to be placed on the Standard Automatic Substitution List.

E. Quarter Hour Issues
   a. Students who took classes under the quarter system still exist. Such classes can be problematic as students try to finish graduation requirements. The issue usually involves a two-hour quarter course that is now a three-hour semester course. The Program Director may ask that a particular student be granted credit for the quarter class for graduation if he or she thinks it appropriate. Many quarter classes are on the Quarter to Semester Crosswalk. This crosswalk is reevaluated yearly by Administrative Council. The Director of Student Records receives the yearly revisions to this crosswalk.

F. Developmental Studies Classes
   a. Students who are coded developmental may not register for co-op classes. Program Directors should not approve the registration of any student for a co-op class who is not formally admitted to the curriculum program sponsoring the co-op.
   b. Finishing developmental requirements prepares students for curriculum work in a program of study. Very rarely, a student will complete his or her plan of study without completing required developmental courses. In such a case, the Program Director would need to email the Associate Dean and Department Head of Student Engagement and Transitions to see if the developmental course(s) may be waived. The Dean would email the Coordinator of Admissions with approval of the waiver of the developmental class.
Development of New Academic Programs

The three major steps in beginning a new program are the following:

- Assessing the need for such a program;
- Exploring the feasibility of such a program; and
- Developing an academically rigorous and valid program in compliance with the NCCCS curriculum standard.

The application form for new programs is available from the Assistant Dean, Curriculum Development, or at the following website http://www.nccommunitycolleges.edu/

The following check sheet outlines the major activities in the development of a new curriculum program and in completing the curriculum application for the state of North Carolina Community College System.

Curriculum Program Application Process Check-Off Sheet

<table>
<thead>
<tr>
<th>Activity</th>
<th>Issues to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Program Planning: Perception of Need</strong></td>
<td>The college seeks to address the current educational needs of our community and to anticipate the looming future needs.</td>
</tr>
<tr>
<td>A. Assessing the educational needs of Durham and Orange County</td>
<td>Realization of a need for a new program may come from research, from faculty and administration, from advisory committees, from industries, from professional organizations, or from community groups.</td>
</tr>
<tr>
<td>B. Identify Planning Area</td>
<td>Planning Area is Orange and Durham County. Is there an anticipated need for such training? Does program address a need of local industry or address new trends in the community and state? Initial discussions on exploring a new program take place with the Vice-President for Student Learning, Development, and Support; the Assistant Dean for Curriculum Development; and with program deans and directors.</td>
</tr>
<tr>
<td>C. Purpose of the proposed program</td>
<td>Is program consistent with the college’s mission? Is program aligned with the college’s strategic plan?</td>
</tr>
<tr>
<td>D. Substantive Change Consideration</td>
<td>Assistant Dean for Curriculum Development makes the initial determination whether program might constitute substantive change. If initial determination is positive, the Assistant Dean for Curriculum Development and the college’s SACS Liaison will</td>
</tr>
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<td></td>
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<tr>
<td>1. New off-campus sites where 50 percent or more of the credits in a program are offered; 2. Significant growth in distance education, including 50 percent or more of an education program delivered via technology-based instruction; and 3. New site-based programs that are significantly different from current offerings.</td>
<td>begin development of the substantive change prospectus</td>
</tr>
<tr>
<td><strong>E.</strong> Vice President for Student Learning, Development, and Support will notify all CC presidents, all chief academic officers, and staff at the system office of the college’s intent to apply for proposed program.</td>
<td>Typically present at the planning meeting will be guests from other colleges and a representative from the NCCCS. Durham Tech members usually include Vice President for Student Learning, Development, and Support; Assistant Dean for Curriculum Development; Head of the Department into which program will be placed; and faculty.</td>
</tr>
<tr>
<td>• List area to be served; • List anticipated starting semester; • Invite interested colleges as well as program staff at System Office to a planning meeting; and • Allow other colleges a two-week response time.</td>
<td>Typically present at the planning meeting will be guests from other colleges and a representative from the NCCCS. Durham Tech members usually include Vice President for Student Learning, Development, and Support; Assistant Dean for Curriculum Development; Head of the Department into which program will be placed; and faculty.</td>
</tr>
<tr>
<td><strong>F.</strong> List program planning/advisory committee members or key industry representatives involved in planning the program.</td>
<td>Items to be discussed at the planning meeting: • Identification of same or similar programs already offered at other community colleges and the impact of the new program on their existing programs; • Discuss results of employment and student surveys—see below; (If those surveys have not been done, establish an employment and student survey pool.) • Discuss admission requirements to program; • Discuss collaboration efforts; • Discuss start-up costs of such a program: equipment needed and typical salary rates; • Discuss academic program; • Develop a responsibility chart and assign duties for completing application and implementing program; and • Discuss credentials for advisory committee members (if an advisory committee has not already been established).</td>
</tr>
</tbody>
</table>

List the colleges involved in the meeting and document the outcome of the meeting in the minutes.

Document role of advisory committee in development of curriculum.
## II. Feasibility Study

| Would there be students interested in the program? |
| Does the college have faculty and resources to maintain the program? |
| If needed, are clinical sites available? |

### Complete the following surveys:

1a. **Employment** Availability (job opportunities for graduates):
   - Currently available
   - 1st class
   - 2nd class
   - Entry salary

1b. List of Employers: Who contacted, how many they would hire in 1st and 2nd class, and at what salary?

1c. Other information which may support employment opportunities—not in your survey

2. **Impact** of Program on other programs in the system. Send hard-copy assessment forms to impacted colleges

| Will there be employment for graduates of the program? |
| Will employment opportunities be available on an ongoing basis? |
| Is this a new field which will be a developing technology in the service area, region, or state? |

3. **Feasibility**

   3a. Survey and document number of potential students.
   3b. Project full-time and part-time enrollment for 1st and 2nd class.

4. **Equipment**

   4a. Facilities to house program
   4b. Equipment required

### Estimate the costs of the program

A hard copy of impact assessment must be sent to colleges that offer a similar program within a reasonable commuting distance. The form must describe the perceived impact on an existing program of implementing the proposed program at Durham Tech. In particular, the effect of sharing clinical facilities with other colleges must be described. The impact on any program in the NCCCS offering such a program must also be discussed.

Any negative impact issues must be resolved.

Are there students with the necessary prerequisites to enter the program?

Is there student interest in such a program?

Does the college have the necessary space and equipment? Or has it the funds to purchase needed equipment and supplies?
| 5. List of institutional costs to begin and maintain program:  
5a. Start-up costs, instructors, equipment and maintenance, ongoing plans for obtaining necessary funds | The college draws on information from the advisory committee, from existing programs, and from accrediting agencies to identify equipment, supplies, and instructional resources needed for the new program.  
Has the college made plans to financially maintain the program? |
|---|---|
| III. Curriculum Development | 6. Academic Issues  
6a. Admission requirements  
6b. Accreditation  
6c. Clinical needs  
6d. Faculty requirements  
6e. Library resources  
6f. Other | Will the program require outside accreditation?  
If the program requires co-op, fieldwork, or clinicals, are training sites available?  
How many full-time and part-time faculty will be needed? What degrees or experience will be required?  
What library resources are needed to support the program? |
| 7. Develop Curriculum  
7a. Job competencies and how determined  
7b. Copy of NCCCS curriculum standard  
7c. College’s program of study  
7d. College’s plan of study (semester by semester) | What skills and knowledge will students need? Must have a minimum of 49 SHC in major hours for AAS programs  
What general education courses will be required? Must include 18 SHC including 2 composition courses, math –science course, humanities-fine art course, social studies course  
AAS degrees may range from 64-76 SHC  
AA and AS are 64-65 SHC  
What is the curriculum standard?  
How will we shape our particular program?  
What is the best sequence of courses? |
<p>| Application and Approval by the State of North Carolina Community College System | 8. Submission of the Program Application to the North Carolina Community College System Curriculum Review Committee. | Upon completion, the application is reviewed by the college’s Academic Standard, Policies and Curriculum committee. Following that review, the program application is submitted to the Curriculum, Personnel, and Student Affairs Committee of the Board of Trustees and then to the full Board for approval. After board approval, the application is |</p>
<table>
<thead>
<tr>
<th>The application is typically processed within 90 days.</th>
<th>The college will be notified by the President of the NCCCS if the application has been approved.</th>
</tr>
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<tbody>
<tr>
<td>Once the application has been approved, an electronic program of study must be filed and approved by the system office. Only courses on that electronic program are available to be offered by the college.</td>
<td>Assistant Dean for Curriculum Development creates the electronic program of study in the IIPS system. A duplicate program must also be created in Colleague.</td>
</tr>
</tbody>
</table>

**Notifying SACS**

Notification of substantive change is sent to Dr. Belle Wheelan, President, Commission on Colleges, 1866 Southern Lane, Decatur, Georgia 30033, at least 6 months prior to implementation. (Twelve months advance notification is requested for changes in degree level.) This letter is sent via Dr. Donna K. Wilkinson, Vice President, Commission on Colleges.

Upon receipt of approval from the State Board, the President will notify the Commission and indicate whether the institution believes the new program constitutes a substantive change.

If the program does constitute a substantive change, the institutions will submit a
Advertising Program and Admitting Students

After application and electronic program of study receive State Board and NCCCS approval, the new program may be advertised and students may be accepted and coded into that curriculum.

Program Review at Durham Technical Community College

Background

A formal, ongoing process of program review is used at Durham Tech to assess a program’s contribution to institutional effectiveness, while at the same time generating useful information for program improvement. The planning for program review began in 1986 as a result of recommendations from the SACS reaffirmation process and to complement competency-based education at the college. A program review model was first implemented in 1991 and revised in 1995 as a response to a system-wide mandate for reviewing curriculum model.

The program review model was again revised in 2005. The college has sought to focus program review on a procedure that allows examination and measurement of student learning and achievement. The process of program review involves students, faculty, administrators, and community members. While the college constantly examines courses and teachers semester by semester and student learning outcomes on numerous measurement standards, program review offers the opportunity to examine and analyze the overall student learning in a particular program, the structure of the program, as well as the data collected and the data possibly needed. The goal in program review is to develop plans for improving student learning, program by program, throughout the college.

Information Needed in Preparation for Program Review

A. Program specific questions
   a. Each program will develop program specific questions to be addressed in the program review. Developing the questions to consider requires the participation of program faculty and administration, as well as members of the advisory committee. These groups will draw upon their specific knowledge of curriculum issues and of technological advances and changes occurring in the profession. Moreover, faculty, administration, and members of the advisory committee are most aware of the
challenges, opportunities, and constraints faced by the program. Ideally, such program specific questions will allow the review to particularly address strengths and weaknesses of the program. The program review committee will review the initial list of questions to make any additions or deletions.

B. Initial pages for program review, including:
   a. Outline of the basic program review procedures used at Durham Technical Community College: Durham Tech Program Review Model
   b. Underlying principles of the college and the program as presented in the following:
      i. Statement of purpose from College Mission and Goals;
      ii. Vision Statement of a Learning College: specific abilities all graduates of Durham Tech are expected to possess;
      iii. Department goals; and
      iv. Program specific goals via objectives, list of critical competencies, and plan of study of the program.

C. History of the program. For the final report, the Program Director writes a brief narrative of the program. Instructional Services maintains files in the Phillips Building, room 310 D that document the history of each program.

D. Minutes of recent advisory committee meetings

E. Qualifications of faculty. Programs might also want to include CEU courses, workshop participation, or computer skills enhancements like Blackboard instruction

F. Percent of courses taught by full-time and by part-time faculty

Course and Teacher Evaluations

A. Course Evaluations. Each program maintains such files. While course evaluations do provide some information about program facilities, some programs may decide they would like more specific information. Such decisions should be made a year in advance of program review so that the survey instrument can be developed and distributed to classes.

B. Teacher Evaluations. Each program maintains such files; teachers also receive copies.

C. Graduate and Employer Surveys:
   a. Graduate Surveys. The NCCCS requires all community colleges to maintain graduate surveys as part of the Critical Success Factors on which colleges are judged. The results are posted on the college’s website and on the NCCCS website http://www.nccommunitycolleges.edu/.
      1. The graduate surveys are very general and do not provide program-specific information. Therefore, it is recommended that individual programs strongly consider creating their own, more specific graduate surveys to administer during the final semester, during a capstone course, or once the graduates have transferred
or are working in the field. Again, it is helpful to begin such surveys well before the year of program review.

b. Employer Surveys. The NCCCS also requires employer satisfaction surveys. The results are posted on the college’s website and on the NCCCS website.

   1. Again, most programs will want to develop more specific survey instruments that canvas the firms that employ graduates of their own program.

c. Examples of recent program specific graduate and employer surveys are available from the Director of Curriculum Development.

Financial Information and Enrollment Information on the Program

The following information is available from the Research, Evaluation, Assessment, and Planning (REAP) Department.

A. Program FTE and expenses (Analysis of Expenditure and Revenues)
B. Graph of enrollment trends for the program over a five year period
C. Student Success information
   a. Passing rates for licensure and certification exams. Such information is part of the NCCCS Critical Success Factors and is therefore available on the college’s website and on the NCCCS website. Program directors also receive such information directly from the licensing agency.
   b. Performance of transfer students at UNC institutions. The performance of college transfer students is part of the NCCCS Critical Success Factors and is therefore available on the college’s website and on the NCCCS website.
   c. Many programs are also trying to gather specific information on student retention and graduation rates so that they can identify any patterns that may be helpful in addressing academic difficulties faced by students.

- Please let REAP staff know of your information requests for program review as early as possible. (At least one month in advance is preferred.)

NCCCS Critical Success Factors including the six Performance Funding Measures for Durham Tech are summarized at [http://www.durhamtech.edu/html/aboutdt/collegeperf.htm](http://www.durhamtech.edu/html/aboutdt/collegeperf.htm). For a full report, go to the NCCCS Publications Critical Success Factors Report at [http://www.nccommunitycolleges.edu/Publications/](http://www.nccommunitycolleges.edu/Publications/). The twelve Core Indicators of Student Success are listed below:

1. Progress of basic skills students;
2. Passing rates for licensure and certificate examinations;
3. Goal completion of completers;
4. Employment status of graduates;
5. Performance of college transfer students;
6. Passing rate of students in developmental courses;
7. Success rate of developmental students in subsequent college-level courses;
8. Student satisfaction of program completers and non-completers;
9. Curriculum student retention and graduation;
10. Employer satisfaction with graduates;
11. Client satisfaction with customized training (business/industry); and
12. Program unduplicated headcount enrollment.

Durham Technical Community College
Program Review Model
Program
Semester/Year

Academic program review is a collaborative process designed to evaluate the effectiveness of the program with regard to learning outcomes for students. This process involves former students in the program, faculty members, community members who are familiar with the discipline and who may be experts and/or employers in the field, and campus administrators.

The following steps in the process are designed to ensure that ongoing evaluation of programs results in improved learning outcomes for students:

1. Collection of data about the program as it relates to student success;
2. Review and analysis of the data showing how well students do in the program; and
3. Synthesis of all available information and judgments about the overall quality of the program and recommendations for improvements.

Each academic program should be reviewed at least every five years in order to evaluate the program with regard to the mission and goals of the college, the Vision Statement for a Learning College, goals of the department and the program, learning outcomes for students, and success for students in their next step (academic or professional).

The final program review report should include:
1. The information outlined below;
2. A brief but comprehensive narrative about the history of the program at the college; and
3. A concise but complete list of the strengths of the program, the areas in which the program needs improvement, and an action plan for addressing the areas that need improvement.
I. All programs seek to fulfill Durham Technical Community College’s Mission and Goals Statement and the college’s Vision Statement. Those statements are listed below.

A. Statement of Purpose from College Mission and Core Values:
   a. Durham Technical Community College’s mission is to enrich students’ lives and the broader community through teaching, learning, and service.
   b. Core Values:
      i. WELCOMING: We value a welcoming, vibrant, and safe campus environment.
      ii. LEARNING: We value learning through rigorous quality instruction, focused student support, and appropriate student activities.
      iii. ENGAGING: We value an engaging, collegial atmosphere with professional, ethical, and respectful interactions that enhance learning.
      iv. UNDERSTANDING: We value the unique experiences of individuals and the diversity of the community.
      v. IMPROVING: We value continual improvement in all areas of the college through encouraging effective innovation, appropriate use of technology, responsible stewardship of financial and human resources, and professional development for faculty and staff.
      vi. UNIFYING: We value unity through the common purpose of serving students and the community.

B. Goals. Durham Technical Community College’s stated goals are as follows:
   a. Provide educational and training opportunities and serve Durham and Orange county residents with educational programs that meet their needs;
   b. Ensure that all graduates demonstrate mastery of critical competencies as stated for each program;
   c. Promote learning through the full range of instructional methods and emphasize student retention and success through a wide variety of support services;
   d. Foster the development of a well-prepared, professional faculty and staff that reflects the diversity of the communities served;
   e. Instill in students a commitment to lifelong learning;
   f. Participate as an active partner in the educational community;
   g. Engage in continuous improvement to promote a flexible, responsive, innovative, and dynamic institution focused on teaching and learning;
   h. Implement and utilize appropriate technology that enhances efficiency and effectiveness of instruction and support services;
   i. Assist in workforce development by actively seeking training partnerships that respond to employer needs and meet service area demands; and
   j. Prepare students and employees to assume active roles in the college, in the culturally diverse community, and in the global workplace.

C. Vision Statement of a Learning College:
   a. Consistent with the college’s mission, the Instructional Services Division facilitates and encourages life-long learning throughout the college
We define learning as the intentional process of acquiring knowledge or skills. The process requires the engagement of the learner and leads to a demonstrable change in the way the learner relates to his or her environment. The college ensures that its graduates have acquired the knowledge and (or) skills necessary for future academic, technical or professional success. Graduates will also demonstrate the following attributes:

i. The ability to communicate clearly, effectively and respectfully both orally and in writing;
ii. The ability to recognize cultural differences among peoples, to develop tolerance for differences, and to act appropriately with individuals of varying cultures;
iii. The ability to contribute positively to the academic and workplace environment by demonstrating expected behaviors (e.g. integrity, demeanor, attendance, punctuality) and by working with others to solve problems;
iv. The ability to learn how to learn and to possess critical thinking and problem-solving skills necessary in an ever-changing environment; and
v. The ability to recognize ethical dilemmas and to identify possible solutions.

b. The Instructional Services Division believes that as learning occurs, changes begin within the person and transcend to interpersonal relationships, groups, community, and to the greater global environment.

II. In addition, each department focuses on departmental specific goals and objectives to promote student success and academic excellence.

A. Goal statement of the department
B. Goal statement(s) of the program
C. Objectives (competencies) of the program (Intended Outcomes of the Program)
D. Success in obtaining employment in the field (or next academic step)
E. Organization of the program
F. Quality of the faculty
G. Review of curriculum for relevance, currency, order, applicability
H. Costs related to the program

III. Methods and Procedures Employed for Program Review (How did you conduct program review?)

A. What data was collected?
B. What program specific insights should be determined?
a. Set up a list of questions to examine and explore. This section only lists the questions, usually 8-12 program-specific questions. The last two questions are usually the following:
   i. What are strengths and weaknesses of department?
   ii. What plans will be implemented from the review to improve student learning?
C. Brief Summary of Process and Data (What was found?)
D. Analysis of Data (What does it mean?)
   a. In assessing programs, three different levels need to be considered:
      i. Does the program fulfill the college’s mission and goals?
      ii. Does the program implement the model for a learning college by ensuring that graduates have the abilities listed in the vision statement?
      iii. Does the program fulfill its own specific objectives list and ensure that graduates demonstrate critical competencies of the program?
   b. Thus, how effectively is the program addressing the above criteria? Are students successful in obtaining employment or in the next academic step? What special projects (QEP, Achieving the Dream) are carried out?
E. Strengths, Areas for Improvement, Recommendations for Improvement, Action Plan