

- a. Assist their Division Chair/Program Director in establishing and monitoring class size.
- b. Maintain and retain grade books and grades for a period of at least five years to provide source documents for the audit of permanent records and the correction of administrative errors.

#### 4.3. CURRICULUM DEVELOPMENT, REVIEW AND APPROVAL

New curricula and courses are originated by the College and submitted for review and approval to the Curriculum Committee, officers, and boards as outlined below. Within the guidelines established by State Board policies, the College has established procedures for the development, review, and approval of courses and curricula.

All curriculum offerings are evaluated by faculty, the Chair Council, the Curriculum Committee, and other appropriate institutional units. Each course offered is evaluated in terms of the purpose of the institution, the resources of the institution, and the changing needs of the students. Inclusion of courses in the Catalog and Student Handbook is an indication that they meet all these requirements and are approved by the Department of Postsecondary Education.

##### 4.3.1. Courses.

Any College faculty or administrative staff member may propose the addition of courses to the curriculum. The initiator determines the purpose and general content of the course, recommends the curriculum to which it will apply and whether or not it will be required or elective, determines if the proposed course already exists in the Alabama Community College System Common Course Directory, and subsequently makes a recommendation to the appropriate Division Chair/Program Director. Division Chair/Program Director and other appropriate departmental personnel review, approve, and then submit the course to the CAO, who in turn seeks the input of the Chair Council and then submits it to the Curriculum Committee for review and submission to the President's Cabinet for final approval. If the proposed course is not included in the ACCS Common Course Directory, and if recommended by the Cabinet, a course submission request ([Exhibit 4-1](#)) is submitted to the Alabama Department of Postsecondary Education (DPE) which includes a rationale for requesting the course. The DPE refers the request to the System Academic or Technical Discipline Committee for review. If recommended by the Academic or Technical Discipline Committee, the Course Directory Steering Committee makes the final recommendation to the DPE.

If the course has been approved by the Cabinet and is found on the DPE Common Course Directory, the CAO is authorized to make a request to DPE to add the course to the College's Academic Inventory, the College Catalog and Student Handbook, and on future schedules.

##### 4.3.2 Curricula.

Expansion of programs and the development of new curricula are initiated when a need is identified and fully documented. As a means of controlling curricula and avoiding proliferation of programs, the State Board of Education requires justification for the initiation of any new program. Consequently, the following primary criteria must be substantially addressed in new AAS or certificate programs:

1. Relevance to Institutional Role

2. Relevance to Institutional Planning
3. Need for the Program
4. Program Objectives and Content
5. Student Availability and Demand
6. Program Completion Requirements
7. Institutional Context
8. Program Administration
9. Accreditation
10. Resources to Support the Program
11. Financial Support
12. Evaluation and Assessment
13. Preparation Related to Jobs
14. Joint Venture/Consortium
15. Program Configuration
16. Catalog and Publications

The appropriate academic division originates requests for all new curricula. Proposals from within a division are submitted to the Division Chair/Program Director. Proposals or requests from other sources are submitted to the CAO for assignment.

The academic division responsible for the development of a respective curriculum provides preliminary planning by completing the "Application for a New Instructional Program" which complies with State Board policies, and by designing the curriculum format for the Catalog and Student Handbook. The materials are assembled and submitted to the CAO who initiates the review process. The CAO seeks the input of the Chair Council and then submits the proposal to the Curriculum Committee. Prior to the submission to the Curriculum Committee a proposed occupational/technical curriculum is also submitted to the appropriate lay advisory committee for review and recommendations.

If the Curriculum Committee recommends to the President's Cabinet that the curriculum be implemented, it will be returned to the CAO for implementation planning which includes a submission to the Department of Postsecondary Education for review and subsequently to the Alabama Commission on Higher Education for review and approval.

The approval process for new instructional programs occurs in three phases. The college conducts a cursory needs assessment and submits an Intent to Submit a Program Application (ISPA) in the academic year preceding the submission of the Application for a new Instructional Program.

During Phase Two, if the College's comprehensive needs assessment has confirmed the desirability and feasibility of implementing the proposed program, the Application is submitted to DPE. During Phase Three, the Alabama Commission on Higher Education determines final approval and pre or post- implementation conditions. The Curriculum Committee assures all appropriate steps are taken for notification and/or approval from governing and accrediting bodies.

#### 4.3.3. Curriculum/Program Review.

Curricula and programs are reviewed by a variety of means. The review process involves faculty at the division, committee, and individual level. Programs are reviewed in pursuance of State Board of Education policy that requires each instructional program be reviewed once every five years. The results of these reviews are used internally to make program improvements and are forwarded to the Alabama Department of Postsecondary Education as a component of the annual Institutional Effectiveness Plan. CVCC has also instituted annual program reviews, which allow more frequent reporting and goal setting opportunities. The annual program review includes a list of significant changes occurring in each program over the past year, as well as an assessment of strengths, weaknesses, opportunities, and challenges, based on student performance. Goals for the following year are also established as part of the review process.

### 4.4. INSTRUCTION

#### 4.4.1. Class Rosters

After regular registration and after the schedule adjustment/late registration period, faculty are expected to print rosters from the College's website. No student should be officially admitted to class unless his/her name appears on the roster or unless a program change (drop or add) or registration form is presented by the student. A student whose name does not appear on the roster and who has not presented a program change slip should be sent to the Admissions Office. Under no circumstances should the student be allowed to attend class unless he/she has proof of registration.

#### 4.4.2. Grade Rosters

Each instructor must print a grade roster for purposes of keeping attendance and recording grades. The faculty may elect to use a grade book if he/she wishes. The grade roster or grade book becomes an official and legal record of the class or classes recorded and can be subpoenaed if needed in court cases. Instructors are urged to provide proper security for students' grades as recorded to ensure students' rights as provided for by the Family Rights and Privacy Act of 1974 (Buckley Amendment).

1. The name and student number of each student should be recorded on each grade roster. The class section number, along with the time and place of meeting, should be recorded on each grade roster.