



Curriculum Committee Handbook

Bylaws	1
Procedures	4
Appendix A: Common Course Numbering.....	5
Appendix B: Course Learning Outcomes	10
Appendix C: Curriculog	11
Appendix D: New Program Approval Process	13
Appendix E: Program Review Process Summary	16

BYLAWS

The Curriculum Committee reviews and makes recommendations on curricular changes, per FVCC Board Policy, Chapter 7, Section 30:

“Responsibility for design, approval, and implementation of the curriculum is vested in designated institutional bodies with clearly established channels of communication and control. The faculty has a major role and responsibility in the design, integrity, and implementation of the curriculum. The curriculum of instructional programs and individual courses shall be reviewed on a regular basis by the College Curriculum Committee to ensure comprehensiveness and that community and educational needs are met with high levels of academic standards.”

The committee is responsible for upholding the integrity of college course and program offerings, while ensuring adherence to FVCC Board of Trustees and Montana Board of Regents policies and procedures governing curriculum.

The committee’s recommendations for implementing or removing programs are submitted to the FVCC Board of Trustees. Upon approval, they are forwarded to the Montana Board of Regents and the Northwest Commission on Community Colleges and Universities (NWCCU).

Charge

- Review and vote on the following curricular proposals: new courses, course revisions, course deletions, new programs, program revisions, and program deletions or moratoriums.
- Consider proposals in light of the college mission to prepare students for successful transfer or meaningful employment.
- Vote on Program Review recommendations. Respective Division Chair works with faculty to implement recommendations.
- Review the committee’s policies, procedures, and forms every five years and propose necessary revisions.

Membership

Voting Membership:

1. Vice President of Academic and Student Affairs (co-chair)
2. Faculty Senate President (co-chair)
3. Faculty Senate Vice President
4. Business and Technology Division Chair
5. Health Science Division Chair

6. Humanities Division Chair
7. Math and Computer Science Division Chair
8. Science and Engineering Division Chair
9. Social Science Division Chair
10. Student Affairs Representative (determined by committee co-chairs)
11. Lincoln County Campus Director
12. Director of Trades and Industrial Arts
13. Nursing Director

*A quorum shall consist of 50% plus one of all voting members.

Non-voting Members:

1. Registrar
2. Director of Academic Affairs

*Non-voting members review proposals, suggest improvements, and attend meetings.

Member roles and responsibilities

Co-chairs:

- Review the agenda packet prior to distribution.
- Determine committee meeting schedule.
 - Committee co-chairs may call and cancel meetings as needed.
- Preside at all meetings and ensure proper protocol is followed.

Voting Members:

- Read and review all curriculum proposals brought before the committee using current curriculum management system (Curriculog).
- Attend and participate in all committee meetings. When an absence is unavoidable, notify a co-chair and appoint a proxy to attend.
 - Occasionally, a time-sensitive committee issue needing immediate attention arises when faculty is off contract. If a committee member will not be checking email for a period of longer than 10 days over the summer, notify a co-chair and appoint a proxy in case the need for a committee vote arises.
- Review the agenda packet prior to committee meetings.
- Submit an informed vote on all proposals.
- Serve as a representative for respective departments and divisions.
- Serve as the primary means of communication between the committee and respective departments and divisions.
- Serve as a consultant to respective division members during curriculum development.
- Advise and assist respective division members with preparing proposal submissions.
- Represent proposals from respective division members to the committee, or prepare the proposal originator to do so.
- Inform and update respective division or department members about pertinent curricular issues and discussions.
- Serve on subcommittees as needed.

Meetings

- Meetings will take place in alignment with the MUS Board of Regents meeting schedule. Two meetings will be scheduled during the fall semester and one during spring semester.
- Minutes will be taken at all meetings, approved by the committee at the subsequent meeting, and posted on the college website.
- Agenda packets will be distributed electronically at least three days before a meeting date and include minutes from the previous meeting, action items, discussion items, and items for the committee's information.
- Action items may be approved, denied, or tabled for future consideration.
 - Action items may be amended as a result of discussion and voted on as amended
 - When an item is tabled, the Division Chair from the corresponding division will contact the faculty originator, explain the committee's position, and provide guidance in resubmitting the proposal as appropriate.
- No action will be taken on discussion items. If it is determined that action is necessary, the item will need to be resubmitted as an action item at the next meeting.
- Anyone may attend committee meetings to observe or to provide additional insight or context. The curriculum management system (Curriculog) is open to all employees and can be accessed at www.fvcc.curriculog.com.

Timelines

Faculty is responsible for entering proposals into the curriculum management system (Curriculog), responding to questions and comments, and monitoring progress. Curriculum proposals are accepted fall and spring semesters, starting the first day of inservice through week 13, except over Thanksgiving Break and Spring Break.

Proposals for new curriculum and revision elements published in the catalog must be approved by the end of fall semester for inclusion in the following year's academic catalog. Exceptions must have a compelling reason, such as change in industry need, compliance with state or federal mandates, or other compelling reason. The committee co-chairs will review and decide on all exception requests. It generally takes 12-18 months to prepare a new program for launch in Curriculog (See Appendix D).

Course revision proposals approved during spring semester can only be implemented the subsequent academic year for elements not published in the academic catalog: lab fees and learning outcomes. Lab fee revisions must be approved prior to publication of the course schedule.

In the rare, time-sensitive instance that a curricular issue needing immediate attention arises when faculty is off contract, an email vote will ensue. If a quorum is unattainable within 10 business days, the Vice President of Academic and Student Affairs may approve the proposal.

PROCEDURES

COURSES

- Faculty is responsible for managing and updating curriculum in accordance with standards set forth by the college, state, and/or accrediting bodies.
 - Course proposals must comply with the Montana University System Common Course Numbering guidelines (See Appendix A).
 - Course outcomes must provide an accurate and detailed description of course content and be structured to complete the sentence “Upon successful completion of this course, the student should be able to...” (See Appendix B).
- All course proposals, new courses, and revisions, are submitted, routed, and approved on a rolling basis through Curriculog (See Appendix C).
- Course proposals that receive approval will be listed as FYIs on the next meeting agenda.
- Should a member of the committee request that a proposal be pulled from Curriculog for a face-to-face discussion, the proposal will be added to the next meeting agenda as an action item.
- Approved course proposals will be processed by Academic Affairs as necessary for the catalog, master course file, course profile, and the Montana University System Common Course Numbering database.
- Please note:
 - A new course can replace another course only if the content is deemed equivalent. In that case, the course being replaced needs to be deleted in a separate proposal.
 - Course proposals do not affect program curriculum. For example, once a new course gets approved, a program proposal is required in order to get the course added to a program.

Course Process

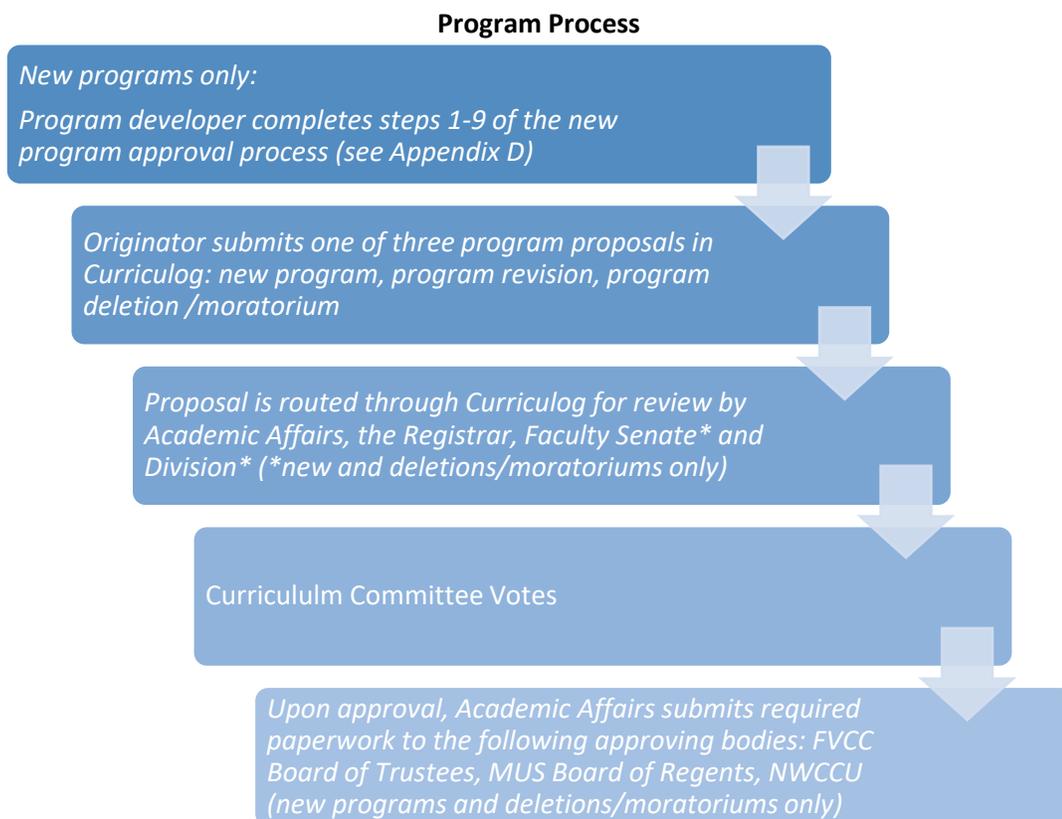
Originator submits one of three course proposals in Curriculog (new, revision, deletion).

Proposal is routed for review by Academic Affairs, the Registrar, Division (new courses and deletions only), and then to Curriculum Committee.

Upon approval, Academic Affairs updates the course information in the following places as needed: G drive, catalog, SIS, and CCN.

PROGRAMS

- Program proposals – new, revisions, deletions, and moratoriums – are submitted and routed through Curriculog. Upon completion, all proposals except new programs will be added to the next agenda as an FYI item. New program proposals will be added to the next agenda as action items.
- Should a member of the committee request that a proposal be pulled from Curriculog for a face-to-face discussion, the proposal will be added to the next meeting agenda as an action item.
- New program proposals must go through the New Program Approval Process before being proposed and routed via Curriculog (see Appendix D). Upon completion, the proposal will be added to the next agenda as an action item for final approval.
- Approved program proposals will be processed by Academic Affairs as necessary for the catalog, Board of Trustees, Board of Regents, and NWCCU.



Appendix A: Excerpts from Montana University System Common Course Numbering Guidelines

Full document available here: <https://www.mus.edu/Qtools/CCN/ccn-administrative-guidelines.pdf>

DATA MAINTENANCE AND INTEGRITY

- a. In order to maintain transparency and predictability, all undergraduate courses must be common course numbered.
- b. In order to maintain the integrity of the MUS course data, all undergraduate courses must be reviewed for equivalency.
- c. All courses deemed equivalent must possess the same prefix, course number, and course title; such courses will directly transfer on a one-to-one basis across the Montana University System.

Important note on credit transfer: Common course numbering does not determine how credit for any course will be applied at the programmatic level. It only determines, for example, that M 121 will transfer as M 121 across the university system. Whether M 121 counts towards any specific program requirement is entirely at the discretion of the receiving institution/department. If the receiving institution deems the course does not meet its program requirements, the course will be counted as elective credit.

- d. To prevent duplication of course content under different course numbers, all course reviews shall be conducted by faculty peers at the institutions offering similar content. If proposed course content/outcomes are deemed 80-100% similar to an existing course, the proposed course will be aligned with the existing course.
- e. For any course deemed equivalent to another course in the CCN system, if the content and outcomes of the course changes substantially, the course shall be resubmitted for review. If the change alters the outcomes by 20%, the course shall be given a new, unique course number and title. It is possible that the change could alter an equivalent course to a degree that it now aligns with a different existing course. If that is the case, the course will be realigned with such an existing course.

V. COURSE ALIGNMENT

- a. Courses with common numbers indicate that the courses are deemed 80-100% similar in the outcomes they expect students to be able to demonstrate by the end of the class. Because equivalency is determined based on projected learning outcomes (not grading rubrics, course structure, catalog descriptions, textbooks, individual instructors, or facilities), how the course is taught or where the course is taught is not included as a basis of comparison.

VI. COURSE PREFIXES

- a. In order to ensure that the new system-wide numbering method is not confused (especially electronically) with previous campus course numbers, the new system prefix will not duplicate any campus prefix used in the last 10 years.
- b. Prefixes will be comprised of no more than four characters.
- c. Prefixes are limited to alpha characters only.

- d. All prefixes are discipline-neutral. The prefix refers only to a field of study, not to a department, division, program, school, or degree.

VII. COURSE TITLES

- a. Equivalent courses shall have the same officially authorized title, as well as an abbreviated title limited to 30 characters, to facilitate electronic processes.
- b. Individual campuses may, at their discretion, employ a colon after the official CCN title and add a campus-unique subtitle for cataloging purposes so long as the transcribed course title is listed only by the official CCN title.

VIII. COURSE NUMBERS

- a. All course numbers must contain three numeric characters. Campus specific alpha characters may follow the numeric designators; however, they have no connection to equivalency and must not be used to qualify, modify, or otherwise affect established equivalency.
- b. Course numbers for deleted courses shall not be reused for a minimum period of ten years.
- c. Bag-numbered courses (190s/290s/390s/490s course numbers) are not deemed equivalent in either content or credits. These variable content courses may transfer at the discretion of the receiving programs as either course substitutions or electives. For clarity in communicating the role of 90s courses, the following numbering conventions will be used:
 - x90 Undergraduate Research
 - x91 Special Topics
 - x92 Independent Study
 - x93 Study Abroad
 - x94 Seminar/Workshop
 - x95 Field Work/Clinical/Practicum
 - x96 Service Learning
 - x97 Education Methods
 - x98 Coop Education/Internship
 - x99 Senior Thesis/Capstone

IX. COURSE CREDITS

- a. The credit range among courses deemed equivalent may not deviate by more than 1 credit. For example, a course can be offered for 3 credits on one campus and 4 credits on two other campuses, but it cannot be offered for 3 credits on one campus, 4 credits on the second campus, and 2 credits on the third campus.

X. CROSS LISTING

- a. Only one instance of any given course shall exist in the CCN database. If campuses choose to develop campus-level cross-listing methods, they must list the official CCN course title as the primary data during transcription.

XI. INTEGRATED LECTURE/LAB COURSES

- a. No campus will be asked to change its approach to linking lecture and lab courses. If the courses are separate, the lecture courses will be listed on the CCN web display as the parent course. The satellite lab courses will be listed with a subsequent course number as the child course (e.g. BIOB 101/BIOB 102). If the lab course is integrated with the lecture course, the course will be listed on the CCN web display as the parent course followed by the designation (IL) for integrated lab.
- b. If a lecture course has neither a satellite lab nor an integrated lab course, it will be deemed nonequivalent and given a separate number.

XII. MISSION AND ACADEMIC INTEGRITY

- a. In order to maintain the respective four-year and two-year institutional missions pursuant to BOR Policy 219 and academic integrity, two-year institutions shall not offer courses above the 200 level. As such, courses at the 300- and 400-level cannot be listed as equivalent to 100- or 200-level courses. If faculty intend to deem course content as equivalent, they need to align the courses at the appropriate grade level.
- b. Campuses may still utilize local articulation agreements as transfer solutions when direct alignment will not work.

XIV. EXEMPTIONS

- a. Extended and experiential learning courses, such as non-credit professional development courses, life studies courses, community workshops, and other non-transferable courses, are exempt from common course numbering.

XVI. PROCEDURES FOR PROPOSING NEW PREFIXES OR MOVING COURSES WITHIN PREFIXES

- a. The creation of a new prefix or the movement of courses shall cause the least amount of disruption to the system as possible.
- b. In the event that a faculty member believes the creation of a new prefix is warranted, that individual shall present written facts to the Office of the Commissioner of Higher Education clearly, objectively, and succinctly explaining his or her position as to why a new prefix should be created.
 - The creation of a new prefix will be denied if any of the following criteria are met:
 - The placement of courses in the new prefix would break existing course alignments;
 - the placement of newly proposed courses in the new prefix would duplicate courses (80% equivalency rule) that already exist in the CCN system;
 - the area of study for the proposed prefix overlaps an area of study for an existing prefix by 50% or more, or
 - the creation of the prefix is qualified solely by a specific department or program area.
- c. Further consideration will be given on a case-by-case basis if the following criteria are met:
 - The request for a new prefix has system-wide faculty consensus in that area of study and any other affected areas of study;
 - the requested prefix would hold courses that lead to a specific degree not already existing in the MUS;
 - the faculty provides objective metrics indicating the current placement of the course or courses is having negative effects (e.g. decreased enrollment).

- d. The Commissioner will make the final decision for any request for a new prefix. There will be no further appeal.

XVII. EXTERNAL INSTITUTION PARTICIPATION IN THE COMMON COURSE NUMBERING SYSTEM

- a. The MUS has developed a Memorandum of Understanding (MOU) that will be used as the contract for non-MUS entities that wish to participate in the CCN system in order to facilitate student transfer between its institution and the units of the MUS.
- b. The MUS affirms that courses from a non-MUS entity that have been identified, via the standard CCN course evaluation process set forth in the MOU, as equivalent to those at the campuses of the MUS will directly transfer on a one-to-one basis across the Montana University System.

Appendix B: Writing Course Learning Outcomes

Course learning outcomes should

- clearly indicate what a student will be able to do upon completion of the course;
- reflect the goals of the course in measurable terms;
- reflect the skills, knowledge, and dispositions students acquire through course participation; and
- be phrased to complete the sentence beginning with “Upon successful completion of this course, students should be able to...”

Course learning outcomes are the basis of for the Montana University System’s Common Course Numbering system. (See Appendix A). To retain the integrity of that system and therefore maximize its value to the transfer student, course learning outcomes must be carefully composed to accurately and specifically reflect course content.

Example of poorly written outcomes:

Upon successful completion of this course, students should be able to

- developing a business idea
- organizing and financing a business idea
- preparing and using financial statements to evaluate operations and performance.
- types and cost of financial capital
- understand creating and recognizing venture value

Example of well-written outcomes:

Upon successful completion of this course, students should be able to

- Define and identify concepts of small business or entrepreneurship;
- Utilize foundations of small business or entrepreneurial opportunities;
- Develop and write a detailed feasibility study or business plan to launch or manage a small business or entrepreneurial opportunity;
- Enhance the operating, marketing and efficiency of a small business or entrepreneurial opportunity using technology;
- Explain the legal, operational, and accounting requirements for small business or entrepreneurship;
- Determine human, market, and financial resource needs to meet objectives.

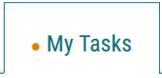
Appendix C: Curriculog

First time login: USERNAME: Your complete FVCC email address

PSWD: fvcc1967

Changing your PSWD: Select the “My Settings” option from the drop-down under your user name. Click on your name to open your account. You have the ability to change your name, email information and your password in the Personal Information section. Selecting “Change Password” will display a dialog box prompting you to enter your current password, new password, confirm new password, and select “Update Password.”

Launching Course Proposals in Curriculog	
Step: 1	Go to fvcc.curriculog.com .
Step: 2	Click "Login" (top right).
Step: 3	Click  (top center).
Step: 4	Hover over the appropriate approval process.
Step: 5	Click  “Start Proposal” on the far right to bring up the proposal form.
Step: 6	If this is a new course, skip to Step 7. Course deletion and revision proposals have a build in course import feature. An import wizard appears after clicking “Start Proposal.” Enter the course prefix (number and name if you wish) and hit the “Search” button. A list of courses matching the criteria will appear. Click the  “Review and Build” button on the right to import the course information. Then click “Build Proposal.”
Step: 7	Complete all applicable fields that are not already filled in. Required fields are marked with an asterisk (*).
Step: 8	Click 
Step: 9	Scroll to the top and click  .
<p>If required fields are left blank, you will get a red validation error message. Click  to see what required fields need to be completed. Then, click  again.</p> <p>As the proposal routes through the approval steps, it will return to you so you can see any comments or changes that have been made along the way. You will need to approve the proposal to keep it moving in the system. If you do not approve it, it will sit still for four days, then auto-approve and move on to the next step.</p>	

Responding to Proposals in “My Tasks”	
Step: 1	Go to fvcc.curriculog.com
Step: 2	Click "Login" (top right)
Step: 3	Click on the “My Tasks” tab (top left) 
Step: 4	Click on the course listed on the left side of the screen to open and review the proposal.
Step: 5	If you would like to make a comment or ask a question, click on  at the top right.
Step: 6	<p>When you are ready to enter your decision, find the vertical icon menu at the top right. Click on the check mark to open the Your Decision screen.</p>  <p>Click “Approve” or “Reject” and enter a comment if you would like. Then click . Once you have made your decision, the proposal will move on and you will no longer have access to it.</p>
NOTE:	<p>If you are serving as more than one role on a proposal (Originator and Division Chair and Curriculum Committee Member, for example), depending on where the proposal is in the workflow, you may need to turn right around and approve the same proposal as a different role. If that’s the case, the proposal(s) you just approved will immediately show up again under your “My Tasks” tab. Since you have already seen the proposal, you can simply click on the square to the right of the proposal  then click</p> 

Appendix D: New Program Approval Process

TIMEFRAME

The approval process for AAS and CAS programs takes approximately 12-18 months from start to finish. Approval of Certificates of Technical Studies (29 credits or fewer) takes approximately one year.

*An asterisk indicates steps that are not necessary for CTS programs.

Step 0-Overview and Timeline: Program developer meets with Academic Affairs Executive Assistant to develop approximate timeline and review the development checklist and [Program Development Request form](#).

Action: Program developer completes the Program Development Request form, including information on preliminary business/community input and engagement.

Step 1-Preliminary Approval: Program developer submits a Program Development Request Form to the VP of Academic and Student Affairs.

Action: VP shares the proposal with Exec Staff to obtain approval to continue program development. The program developer may attend this meeting. Upon preliminary approval, the VP submits the signed Program Development Request form to the Program Review Committee Chair. Academic Affairs creates a program review folder and populates documents.

<G:\AcademicAffairs\Employees\PROGRAM REVIEW\New Program Proposals>

***Step 2-Academic Priorities and Planning:** Upon preliminary approval from Exec Staff, Academic Affairs adds the program to the list for the next Academic Priorities and Planning Statement, due annually eight weeks prior to the July Board of Regents meeting. Academic Affairs updates FVCC's Forthcoming Academic Proposals spreadsheet with OCHE.

Step 3-Division Chairs and Faculty Senate Awareness: The VP of Academic and Student Affairs shares the approved Program Development Request with Division Chairs and Faculty Senate President.

Action: Division Chairs notify their divisions and discuss any concerns with the program developer. Faculty Senate President notifies Faculty Senate and provides feedback to the program developer.

Step 4-Advisory Committee: Program developer assembles an advisory committee of local employers and gets feedback on the proposed curriculum.

Please Note: Step 5 cannot commence until an advisory committee has been assembled and at least one meeting has been held.

Action: Program developer saves the Advisory Committee meeting minutes to the Program Review folder:

<G:\AcademicAffairs\Employees\PROGRAM REVIEW\New Program Proposals>.

Step 5-Program Review: Program developer completes the Program Review Document and submits it to the Program Review Committee Chair.

Program Review Committee:

- Verifies completeness of information presented
- Reviews how program fits with college's Mission, Core Themes, and/or Division
- Reviews needs of program including equipment, IT, personnel, facilities
- Reviews needs assessment
- Reviews curriculum
- Makes recommendations for improvement

Action: The Program Review Committee Chair summarizes the recommendation of the committee and forwards the entire proposal packet and summary to the VP of Academic and Student Affairs.

Step 6-Program Review Recommendations: VP of Academic and Student Affairs calls a meeting with the program developer, Division Chair, CFO, and chair of the Program Review committee to address recommendations.

Action: Program developer finalizes program details to prepare for approval from Exec. Staff.

Step 7-Executive Staff: VP of Academic and Student Affairs takes the full program review packet to Executive Staff to determine if the college has the financial resources to commit to the program and if the program is in alignment with college goals. The program developer may attend this meeting.

Action: The VP of Academic and Student Affairs obtains the President's signature on the Program Review Summary to indicate approval and saves it in the program's Program Review folder. Academic Affairs notifies the program director of approval.

***Step 8-Request to Plan form:** Academic Affairs submits a Request to Plan form to OCHE for the next Board of Regents meeting.

Step 9-Faculty Senate/Division Feedback: Program developer submits the signed Program Review Summary, catalog page, and Program Review Proposal to their Division Chair and Faculty Senate for feedback.

Action: Division Chair and Faculty Senate President route for feedback then notify the program developer of feedback. Program developer includes feedback in Curriculog proposal.

Step 10-Curriculog: The program developer launches a Curriculog proposal to initiate a Curriculum Committee preliminary vote.

Action: Curriculum Committee votes on whether or not to approve the program curriculum to come to Curriculum Committee for a vote.

Step 11-Curriculum Committee: The program developer or the respective Division Chair presents the new program at a Curriculum Committee meeting for a vote.

Action: The Curriculum Committee votes to approve the new program curriculum.

Step 12-FVCC Board of Trustees: Upon Curriculum Committee approval, Academic Affairs submits the program to the FVCC Board of Trustees for approval.

Action: The Board of Trustees votes to approve the new program.

Step 13-MUS Board of Regents: Upon FVCC Board of Trustees approval, Academic Affairs submits the proposal to the MUS Board of Regents for notification or approval.

- All programs over 29 credits (CAS and AAS degrees) are submitted to the Board of Regents at regular meetings in March, May, September, and November and then approved at the subsequent meeting.
- Certificates with fewer than 30 credits are presented to the Board of Regents monthly as Level I Campus Approvals and receive official approval the following month.

Step 14-NWCCU: Upon Board of Regents approval, Academic Affairs submits the program to NWCCU for notification or approval.

Step 15-Department of Education: Upon NWCCU approval, the Financial Aid office submits the new program to the Department of Education for approval to distribute financial aid.

Program Approval Checklist

*An asterisk indicates steps that are not necessary for CTS programs.

✓	Steps	Action	Completion Dates/Notes:
	0. Overview and Timeline	Program developer meets with Academic Affairs Executive Assistant to develop approximate timeline and review the development checklist and Program Development Request form.	
	1. Preliminary Approval	Program developer submits a Program Development Request to the VP, who takes it to Executive Staff to obtain approval to move forward.	
	2. Academic Priorities and Planning	Academic Affairs adds the program to the list for the next Academic Priorities and Planning Statement.	Annually in July
	3. Division Chairs/Faculty Senate Awareness	The VP of Academic and Student Affairs shares the approved Program Development Request with Division Chairs and Faculty Senate for notification.	
	4. Advisory Committee Meeting	The program developer convenes an Advisory Committee, works with them to refine curriculum and program details, and saves meeting minutes and membership to the Program Review folder.	
	5. Program Review	The program developer takes the proposed program through the Program Review process.	
	6. Program Review Recommendations	VP of Academic and Student Affairs calls a meeting with the program developer, CFO, Division Chair, and chair of the Program Review committee to address recommendations.	
	7. Exec Staff	The VP shares the Program Review documents with Exec Staff and the President signs the Program Review Summary indicating approval. Academic Affairs notifies the program developer of approval.	
	8. Request to Plan*	Academic Affairs submits a Request to Plan form to OCHE for the next Board of Regents meeting.	
	9. Faculty Senate/Division Feedback	The program developer submits the Program Review document, signed Program Review summary, and catalog page to Faculty Senate and their Division Chair to request feedback.	
	10. Curriculog	The program developer launches a Curriculog proposal to initiate a Curriculum Committee preliminary vote.	
	11. Curriculum Committee	The program developer or the respective Division Chair presents the new program at a Curriculum Committee meeting for a vote.	
	12. Board of Trustees	The Academic Affairs submits the program to the FVCC Board of Trustees for approval.	
	13. Board of Regents	The Academic Affairs submits the program to the MUS Board of Regents for awareness or approval.	
	14. NWCCU Proposal*	The Academic Affairs submits the program proposal to NWCCU for awareness or approval.	
	15. Dept. of Education	The Financial Aid office submits the program to the Dept. of Ed. for approval.	

Appendix E: Program Review Process

All new programs are reviewed after two years of operation. Existing programs are reviewed on a five-year cycle. Each spring, the program review schedule is revisited and modified, if necessary, so that programs are reviewed in an appropriate timeframe.

April – Schedule Finalized: The program review schedule for the following academic year is finalized.

Action: Academic Affairs creates a program review folder for each program under review and includes blank documents. <G:\AcademicAffairs\Employees\PROGRAM REVIEW>

May- Orientation: An orientation meeting is held to review the process and address questions. The following attend:

- Program Directors and Division Chairs of programs scheduled for review in the coming year
- Vice President of Academic and Student Affairs
- Director of Academic Affairs
- Vice President / Chief Financial Officer, Finance and Administration
- Director of Institutional Research
- Transfer Advisors

Fall Semester – CTE Reviews: Career and Technical Education programs (AAS, CAS, and CTS) are reviewed in the Fall semester.

Spring Semester – Transfer Reviews: Transfer areas (AA and AS), as well as General Education areas, are reviewed in the Spring semester.

Preparation for Review	
August 1 for CTE January 1 for Transfer	Institutional Research and Academic Affairs populate data into the document. G:\AcademicAffairs\Employees\PROGRAM REVIEW
Two weeks prior to review meeting	Program Director saves completed self-study document to the above folder for committee members to review
One week prior to review meeting	Program Review Chair disseminates review documents to the Program Review Committee
Review Meeting	
Program Director and Division Chair meet with the Program Review Committee to discuss the self-study document. The committee drafts a summary, including commendations, recommendations, and action items.	
Follow-up	
One week after review meeting	Program Director receives a draft summary from review committee, including recommendations
Two weeks after review meeting	Program director attends follow-up meeting with the Vice President, CFO, Division Chair, and Director of Academic Affairs. Responsibility for action item completion and timeline will be determined at this meeting.
By last month of semester	Program Review Chair presents summary to curriculum committee, Vice President discusses review summary with Executive Staff, including budgetary and resource allocation

Program Review Committee Membership:

The Program Review Committee is comprised of at least eight members, including one faculty member from each of the five academic divisions. The Director of Academic Affairs, Coordinator of Academic Affairs, and the Dean of Student Financial Services and Compliance serve on the committee as ex-officio members. Faculty Senate appoints faculty committee members, subject to approval by the Vice President of Academic and Student Affairs. Faculty committee members serve three-year terms, and membership is staggered to ensure continuity among returning and new members. The Director of Academic Affairs serves as Program Review Committee Chair.