

## CURRICULUM MODEL POLICY

### I. Policy Section

7.0 Instruction

### II. Policy Subsection

7.18 Curriculum Model

### III. Policy Statement

A. The GRCC Curriculum Model establishes guidelines and standards for GRCC curricula, including degrees, programs, and courses. The model is based on the following principles:

1. Academic programs and courses are purposefully defined in the context of the goals and expectations of students and their learning needs.
2. The curriculum is outcomes-based and learning is defined by measurable student learning outcomes at the institutional, program, and course levels for all offerings.
3. Degrees are defined and granted by the institution.
4. All GRCC programs will result in a meaningful credential and prepare students to immediately enter the workforce, enhance their skills or knowledge in a particular area to support their continued employment or transfer to another institution to continue their education.
5. Programs are created and delivered within schools and departments.
6. Programs and courses provide the same opportunities regardless of delivery method.
7. General education will be included in all programs that lead to a degree

B. Curricula are built by aligning content and competencies seamlessly through degrees, programs, and courses. The model integrates these curricular components systematically to facilitate curriculum development, delivery, and evaluation. The model provides definitions of Degrees & Certificates, Academic Programs, General Education, Institutional Learning Outcomes, and Courses.

C. The policies that guide GRCC curricula are contained in the GRCC Curriculum Model document.

<http://www.grcc.edu/sites/default/files/docs/teachexcellence/GRCC%20CURRICULUM%20MODEL%20AGC%20Approved%20April%202013.pdf>

IV. Reason for the Policy

- A. A curriculum is a scope and sequence of learning activities that is arranged in a logical order for a defined audience. The scope responds to the breadth of learning intended and the sequence illustrates the order, with complexity of learning outcomes becoming greater over time. The overarching purpose of curriculum is to describe the intentions of a learning experience. A curriculum is also a planning and communication tool that lets stakeholders (faculty, staff, students, and the community) know what is being taught, why, and how the intended learning is to inspire and impact the learners.
- B. The GRCC Curriculum Model provides the structure for curriculum development, delivery, and evaluation at the degree, program, and course levels.
- C. The model defines existing degrees, credentials, and non-credit certificates, as well as two additional credit bearing credentials: Advanced Certificate and Certificate of Completion. ). Each degree that the College offers will have a defined purpose in terms of the role it plays in preparing students to either pursue entry-level employment, or transfer to a four-year institution, or both.
- D. Within the model, associate degrees will be aligned with ten different kinds of programs, as appropriate based on their purpose or role in the preparation of students. General education is aligned with the Michigan Association of Collegiate Registrar's and Admissions Officers (MACRAO) Agreement. All of the academic programs listed will result in the mastery of the GRCC Institutional Learning Outcomes (ILOs).
- E. Each learning experience at the course level is characterized by explicit student learning outcomes, a plan for experiences that will lead students to achieve these outcomes, and a plan for assessing that achievement.

V. Entities Affected by this Policy

Students, Faculty, Academic Administration at all levels

VI. Who Should Read this Policy

Faculty Members and Academic Administrators who develop, deliver, evaluate, support, make decisions about curriculum at the degree, program, and course levels.

Faculty or staff members who advise students about curriculum.

VII. Related Documents

Grand Rapids Community College Catalog [www.grcc/catalog](http://www.grcc/catalog)

VIII. Contacts

Policy Owner: Associate Provost and Dean of Instructional Support and Interdisciplinary Studies  
Curriculum Specialist  
Members of the Curriculum Operations Support Team

IX. Definitions for the Curriculum Model

- A. Course- A set of learning experiences designed around a specific topic or discipline.
- B. Curricular Tracks- An area of curricular focus in a Career program with a minimum of 8 credits of coursework.
- C. Curriculum- A scope and sequence of learning activities that is arranged in a logical order for a defined audience.
- D. General Education- Institutional curriculum requirements for all associate's degrees.
- E. Major- An area of curricular focus in a Pre-Professional program with a minimum of 15 credits of coursework.
- F. Program- A set of courses designed to meet the learning needs of students for a specific purpose.
- G. Program Outcome- What the student should be prepared to do upon completion of the program, i.e., obtain employment, transfer to a four-year institution.
- H. Student Learning Outcome (Institution, Program, Course)-
- I. Institutional (ILO)- The knowledge, skills, attitudes, behaviors all students who graduate with a degree or credential from GRCC will be able to demonstrate. The ILOs include Communication, Critical Thinking, Social Responsibility Skills, and Personal Responsibility. The competencies and

skills associated with the ILOs are embedded within programs and courses.

- J. Program- The specific knowledge, skills, attitudes, and behaviors all students within a particular program will be able to demonstrate upon graduating with that degree or credential.
  - K. Course- The specific knowledge, skills, attitudes, and behaviors all students within a particular course will be able to demonstrate upon completion of the course.
- X. Procedures
- A. The Curriculum Operations Support team will use the curriculum model to develop and revise all curriculum processes at the degree, program, and course level.
  - B. Faculty members and Academic Administrators will use these processes to develop, revise, review and evaluate curriculum at all levels.
  - C. Those providing advising to students will use the model to help students in their planning.
  - D. The model guides all curriculum processes and thus is related to a number of procedures and processes:
    - 1. CARP – New Course Development and Course Review and Revision Process
    - 2. New Program Development Process
    - 3. Major Program Revision Process
    - 4. Academic Program Review Process
    - 5. Catalog – Program and Course listings
    - 6. MACRAO Course listing
    - 7. Graduation Audit Processes
    - 8. My Degree Path

XI. Forms

This policy will be operationalized through all curriculum processes. There are no specific curriculum model forms.

XII. Effective Date

August 22, 2013

XIII. Policy History

This is a new policy in that it brings together, formally defines, and provides policy for all levels of the curriculum system at GRCC. The majority of the definitions found within the model are new to the institution. In a few cases the new definitions simply document common practice in writing. There are updates to the definitions of the types of degrees that we offer.

The GRCC Curriculum Model was developed over the 2012-13 Academic Year and was passed by AGC on April 9, 2013.

XIV. Next Review/Revision Date

April, 2016