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### 5.3.4 GT Curriculum Review and Revision Policy and Procedure

Gwinnett Technical College follows the Technical College System of Georgia’s (TCSG) policy 5.1.2 General Program and Program Specific Standards, as well as procedure 5.1.6p Structure of Associate, Degree, Diploma, and Technical Certificate of Credit Programs (<https://www.tcsq.edu/about-tcsq/state-board/policy-manual/>).

Gwinnett Technical College is committed to continuous improvement of instruction through the curriculum review and revision process. The process is designed to allow input from all instructional, administrative, and advisory personnel associated with the College. All technical colleges in the State of Georgia share the process. All aspects of instruction can be addressed within the process: local instructional practices and emphases, state standards, administrative input and oversight, and advisory committee involvement. The curriculum review and revision process revolves around the state standard curriculum used by all state technical colleges.

#### Structure of the Review/Revision Process

The current revision process is designed to facilitate annual review and revision according to a specified timeline. The process allows for input from instructors, administrative personnel, and advisory committee members through the Instructional Faculty Consortium Committees (IFCC) and through the technical colleges directly to the State Technical College System of Georgia.

Gwinnett Technical College is a member of the North Region Consortium, which also includes Athens, Atlanta, Chattahoochee, Georgia Piedmont, Lanier, and North Georgia Technical Colleges. All instructional faculty at the technical colleges are members of their program area Instructional Faculty Consortium Committee. Consortium committees are to meet for the following purposes:

- To serve as a forum for the discussion and consideration of issues of interest to program specific technical college faculty;
- To serve as an informational resource;
- To serve as a communication mechanism to carry out specific work concerning

state-wide instructional policies and procedures and program-specific program guides.

### **Review and Revision Input Sources**

One possible source of input for the curriculum revision process is from the instructor's own classroom experience. Revisions might include course content, time allotted for the course, division of the time allotted into classroom and lab hours, and prerequisites. As the course is being taught, it may become obvious that one or more of the elements above will need revisions. These practical experiences are adequate basis for making a recommendation for revision.

A need for curriculum revision may also be indicated by the course evaluations. Student comments on the curriculum and the amount of time needed for each section--or other concerns-- must be evaluated. Discussions with other instructors in the program area will provide additional insight. Student or employer feedback through follow-up studies may also be considered as possible sources of ideas for curriculum revision.

Another reason for suggesting a curriculum revision involves the continuous technological change in all program areas. As new technology replaces old or requires additional time for inclusion, the instructor may become aware of the need to make a curriculum revision recommendation.

Advisory committee input is another important source of curriculum revision recommendations about important and required skills graduates need as the College is preparing students for employment and future growth. Advisory committee input is required at least annually. A curriculum review at this time assures the continued input of industry experts.

### **Curriculum Revision Process**

Whenever an instructor has a recommendation for curriculum revision, it is important that following process be followed:

1. Discuss the recommendation with other instructors in the program area. Discuss the recommendation with the program director, division dean, and the vice president of academic affairs.
2. Get the recommendation placed on the agenda of the next advisory committee meeting by making a written request to the secretary of the advisory committee.
3. Discuss the recommendation at the advisory committee meeting. Advisory committee support is important, and minutes indicating that support may be required at the next level of the process.
- 4.
5. Discuss the recommendation at the next meeting of the Instructional Faculty Consortium Committee.
6. Program additions and changes to the standards are posted on the Probe.
7. College presidents and vice presidents of instruction review recommendations, and the Presidents Council determines whether to endorse the recommendations.
8. Recommendations are brought before the state board for response and approval.
9. Once approved, changes are incorporated into state standards.