Curriculum Committee Goals 2018-2019

Six-Year Course Reviews
a. Continue to collaborate with faculty and deans to work toward 100% compliance with completing six-year course reviews.
b. Provide trainings during Learning College Week to support faculty understanding of CurricUNET and the review process.
c. Provide support via attendance at department meetings (as invited and appropriate)
d. Provide one-on-one support as requested.
e. Explore options for aligning Program Review, Six-Year Course Review and Two Year CTE Course Review schedules to help with faculty workload.

Outcomes versus Objectives – Process for Differentiation and Inclusion
a. Work with VPAA, Faculty Senate and Curriculum Committee to evaluate current process and determine the appropriate changes, if necessary, for inclusion of both Outcomes and Objectives on the COR.
b. Explore current practices at other CCCs to determine what they are doing to accommodate ACCJC and CCCCO requirements.
c. Work with Governet to update CurricUNET as needed to display both outcomes and objectives, as determined in item b.i. above.
d. Create tutorials to explain the difference between Outcomes and Objectives and orient faculty to changes in process, which may include the inclusion of both outcomes and objectives on the COR, to implement changes during their six-year review cycle.

Prerequisites, Corequisites, and Advisories (AP4260)
a. Continue to provide mandatory annual training for Curriculum Committee members and interested faculty.
b. Provide instruction sheet (tutorial) for documenting the addition of a prerequisite and/or corequisite to include content review and/or statistical validation.
c. Encourage faculty to vet prerequisites via statistical validation during their six-year course review.
d. Create repository for documenting content review, statistical validation, and faculty discussions in vetting applicability and continued appropriateness of requisites.
Explore Options for Increasing Completion Numbers

a. Work with deans and faculty to evaluate current AA/AS/ADTs to determine if Certificates of Achievement can be created to help students with stepping stones to the larger degree.

b. Support faculty in the creation of clear pathways to degrees and certificates that are stackable and attainable within a two-year time-frame.

c. Evaluate existing 16-17.5 unit Certificates of Accomplishment to determine viability prior to working with faculty to submit these to the CCCC0 as Certificates of Achievement.

d. Provide clear guidelines and examples to help faculty in creating the narrative that accompanies new certificates and degrees.