CURRICULUM & ADMINISTRATION

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What is Curriculum?

Why do we have Curriculum?

Standards vs. Curriculum

**Standards** - expectations, what is to be learned
- decision made at the state level.

**Curriculum** - program designed to teach the standards
- decision made on local level
What is Curriculum?
"the courses offered by an educational institution"
Websters, 2013
Why do we have Curriculum?
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  • decision made at the state level.

Curriculum - Program designed to teach the standards
  • decision made on local level
Example: Standard- "students should know $2+2=4$
Curriculum- "Here is how we are going to teach the student that $2+2=4$"
Curriculum Decisions

Faculty

Administration
Faculty
Primacy over curriculum as identified in 10+1:

- Curriculum, including establishing prerequisites
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- Processes for program review
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- Research and coordinate all information
- Discuss course(s) with other appropriate faculty
- Draft all documentation
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Roles for curriculum as follows:

- Responsible for ensuring that the systems are in place
- Provides technical guidance as needed
- Communicates the instructional goals to the campus community
- Ensures curriculum continuity with other department offerings
- Guides curriculum development in context of current programs
- Reflects a holistic view of curriculum development within the college's mission
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- Ensure compliance with all regulatory parties
- Remain current with all state technical changes
- Facilitate and support training and professional development
- Monitor and support logistical activities at every level
- Inform constituent groups of ongoing external mandates and developments
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Connection between Faculty and Administration

must ensure a smooth and balanced curriculum access on your campus
Connection between Faculty and Administration

- Must ensure a smooth and balanced curriculum process on your campus
- Must communicate technical aspects and Title 5 changes
- Must work continuously as a team
Continuous Priority

Just like Goldilocks & the 3 Bears

- Too Hot: Too much micromanagement and not enough room for creativity
- Too Cold: Hands-off approach; groups work in isolation
- Just Right: Learning requires an atmosphere of openness; Norms are established for a place where collective inquiry and innovation can flourish
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How do campuses identify the strengths to make this work?

What examples can you provide?
Value of Communities of Practice

- Communities of Practice: groups of people who share a concern, set of problems, or a passion about a topic
- Deepen their knowledge and expertise by interacting frequently
- First knowledge-based social structures

Benefits to the College

Benefits to the Curriculum Community
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**Short Term Value**

*Improve Outcomes*

- Arena for quick problem solving
- More perspectives on problems
- Coordination, standardization, and synergies across units
- Ability to take risks with backing of the community

**Long Term Value**

*Develop Capabilities*

- Ability to execute an appropriate, innovative and vibrant curriculum
- Increased retention of talent
- Forum for "benchmarking" against other colleges
- Ability to foresee technological developments
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Improve Experience of Work
- Help with challenges
- Better able to contribute
- More meaningful participation
- Sense of belonging

Long Term Value
Foster Professional Development
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- Enhanced professional reputation
- Increased marketability and employability
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7 Principles for Cultivating Communities of Practice

- Design for evolution
- Open a dialogue between inside & outside perspectives
- Invite different levels of participation
- Develop both public & private community spaces
- Focus on value
- Combine familiarity and excitement
- Create a rhythm for the community

Cultivating Communities of Practice: A Guide to Managing Knowledge
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Examples in Practice

ESL Deactivation

Repetition and Recency

Course Routine Review

Premature Program Posting

Math Madness

Abusing the Work Experience

• What are the issues?
• Who are the responsible parties?
• How might this be resolved?
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Synthesis