

ACADEMIC MASTER PLAN (AMP)

CURRICULUM WORKING GROUP CHARGE AND DELIVERABLES

As part of the Academic Master Plan (AMP) effort, the Curriculum Working Group will address one of the three key themes that will organize the plan: what a high-quality and engaging curriculum will look like in five years. The working group will discuss and articulate a vision for a curriculum that fully prepares students for transfer or work and develops global, cultural, technology, and information literacies.

Charge

The Curriculum Working Group is charged with:

- Researching the higher education landscape, and specifically that of community colleges at large and in CUNY, to assess the curriculum currently offered and to determine areas of possible growth and expansion
- Hosting various forums as needed to brainstorm ideas and to elicit feedback from the campus community
- Developing a draft vision statement specific to the curriculum theme—a statement that reaffirms current strengths and envisions the curriculum in five years
- Developing goals, outcomes, and strategic objectives that will help the college to fulfill the vision
- Providing drafts of documents, to be submitted to the AMP steering committee as requested
- Through the working group chair, reporting to the Academic Master Plan (AMP) Steering Committee on the development of its portion of the AMP
- Producing a final draft of the curriculum portion of the AMP by early April 2020

Operation of committee

The Curriculum Working Group is expected to meet regularly (twice monthly) from December to the final draft deadline to ensure progress toward planning completion. Meetings are called by the working group chair. Questions or concerns about the progress of the work, or information needed to proceed, should be addressed to the chair of the AMP steering committee. Data requests, if needed, should also be addressed to the chair. The steering committee will provide some basic resources (background materials, websites etc.) before the working group begins its work.

Basic guiding principles of good planning

- Good planning should identify why, what, how, by whom, by when, with what resources, and with what quality.
- Professional development dedicated to fostering skills in planning is essential, including professional development targeted at key leaders.

Working draft of vision statement

Queensborough Community College remains committed to the core values of the student experience, professional development, and a supportive learning environment. Over the next five years, building on

these core values, the college will undergo a comprehensive review of the curriculum to ensure that it is high quality and engaging, prepares students for higher degree and careers, and responds intentionally to the needs of students and improves academic success. To this end, the college will support enhanced professional development that promotes instructional excellence at the community college; develops global, technology, and information literacies; and systematically takes into account the student perspective in the educational experience. To support this effort, the college will expand the level of communication and coordination across departments and divisions, developing a culture of collaboration that transforms college practice and improves the effectiveness and efficiency of comprehensive student support.

Curriculum Working Group – some areas and questions to consider

<i>Areas</i>	<i>Questions</i>
Academic mission, vision, and values	<p>What connections does QCC have to other bodies and in what ways does QCC define its academic mission and values distinctly?</p> <p>What is the vision for QCC’s academic program five years from now?</p> <p>Sample: QCC will continue to grow into a responsive campus community and culture in which faculty and students are engaged in more than just the classroom and where students are known, supported, and challenged to become confident, competent, engaged, committed, resourceful, and successful.</p> <p><i>Remember the academic master plan should help the college to achieve the vision.</i></p>
Academic program mix, quality review, and consideration of modality	<p>Are we offering the right mix of programs for the students of five years from now?</p> <p>Are our current programs up-to-date and flexible enough for five years from now? [Note: the academic master plan does not have to answer this question for all programs; it needs to establish a template, process, and timeline for each program to answer it; consider working with your program review process to do this.]</p> <p>Are the modalities the college offers sufficient for students of five years from now? [Again, the academic master plan does not have to present finalized programs in new modalities; it needs to set goals for adding new modalities—e.g., online over the five-year plan; program review process can incorporate the consideration of modality as part of its review process, based on college-wide goals and targets.]</p> <p>Overall, this section of the plan should consider not just the individual program’s plans, but the means by which programs are created and updated in relationship to each other. This is probably the biggest question QCC has to tackle, as the current system isolates program-level decision-making.</p>

<i>Areas</i>	<i>Questions</i>
General education review	<p>Does the college's general education plan support students of five years from now?</p> <p>Is it offered in an efficient format that helps students receive a broad liberal arts education?</p> <p>Are there unique learning facets that the college wants to enhance or preserve in the general education curriculum?</p> <p>Are students able to access the general education curriculum? Is there sufficient flexibility?</p> <p>This section may also be where institutional learning outcomes (ILOs) can be established. Having ILOs is a key part of a cohesive educational plan, but it is more likely to be an emergent part of the planning process rather than a separate goal for the first year of the plan.</p>

Overall AMP timeline

September

- Vision statement draft (based on retreat notes) developed to set tone of year-long effort
- CAPC convened to review AMP process and timeline; request for CAPC input
- Faculty survey distributed to determine priority themes for the AMP

October

- CAPC convened to review input and survey results; key themes established; charges to AMP steering committee developed
- AMP steering committee formed

November

- Working group (WG) charges developed; guidelines and timeline for AMP process finalized
- WGs formed each assigned one theme
- Working group orientations

December to February

- WGs review college data and reports as appropriate to theme
- WGs research CUNY and other college curricula, practices etc. relative to themes
- WG chairs share developments with AMP steering committee
- AMP steering committee shares developments with CAPC
- Each WG drafts section of AMP; drafts submitted to AMP steering committee and CAPC for input

March

- WGs host open forums for review and comment on draft documents
- WG chairs present working documents to AMP steering committee
- AMP steering committee provides comment and suggestions
- WGs modify draft documents in response to suggestions from AMP steering committee

April to May

- WGs submit revised draft documents to AMP steering committee, which forwards to CAPC; CAPC reviews WG drafts and provides comment and suggestions
- WGs submit final draft documents to AMP steering committee
- AMP steering committee subgroup compiles preliminary draft of full AMP document
- AMP steering committee meets to discuss and revise full AMP document
- AMP steering committee submits full AMP draft document to cabinet for review and comment
- Draft AMP document revised as appropriate
- CAPC chair presents to committee summary of work completed and AMP draft for comment
- AMP steering committee submits final draft AMP to Senate for summer review and comment
- Document distributed to campus for review and comment, to be submitted to AMP steering committee

September

- Open forums to discuss AMP draft
- AMP steering committee completes final version based on input from campus and open forums

October

- CAPC reviews final AMP document
- AMP steering committee submits final AMP document to Senate for approval