

Overview and Introduction

The development and revision of curriculum is a continuous, on-going process that reflects the changing needs of the students and the community. To ensure quality, effectiveness, and efficiency, planning at MATC is an institution-wide endeavor, based on the concepts of shared-governance and continuous quality improvement. In the development and delivery of its educational offerings, MATC follows the guidelines of the Wisconsin Technical College System.

Instructional managers and faculty play important roles in the process of curriculum development. In addition to activities at the departmental level, participation in the process includes interaction with the program's advisory committee, membership on the divisional curriculum team, and/or membership on the district-wide *Curriculum and Learning Committee*. Results of these activities are shared through minutes and other communications to the wider audience of the college community.

MATC designs and offers courses and programs that provide students access to careers and lifelong learning. Central in this instruction is the development of technical knowledge and skills, within which attitudes and skills related to the college's Core Abilities are integrated. The soundness of the college's programs and courses rests on well-developed goals and standards, a commitment to the assessment of students based on these outcomes, and continual improvement directed by the results.

This manual presents the rationale and procedures for integrated and systematic curriculum development and revision. It outlines the regulations, procedures, and forms that support the processes. The roles of faculty, departments, programs, divisions, support staff, advisory committees, and other stakeholders are also detailed.

Introduction

Curriculum: *The processes through which teaching and learning are defined and implemented.*

The educational purposes of Milwaukee Area Technical College are defined by College Policy (A0101) which references the State of Wisconsin's statutes and administrative code. Beyond the broad scope of a legal definition, the educational purposes of MATC represent learning at levels of instruction ranging from basic skills, adult high school, through higher education. Courses include those that award credit — those required in associate degree, technical diploma, and college transfer programs, as well as noncredit offerings — those designed to provide basic education, continuing education, and advanced technical training for business and industry.

MATC's vision is to be a world class educational institution that empowers its students, faculty, and staff to realize their potential. Guided by this vision, the college's mission is to provide quality occupational, academic, and lifelong education for improving personal and employment potential. The college advances General Education as central to its curricula. Students are provided opportunities to extend the range of a their preparation from competence in the occupation to a broader focus that includes the knowledge and conceptual abilities expected of college-educated adults.

As an educational institution, MATC focuses on the *teaching and learning process*. This process is facilitated by curriculum development and review procedures. These procedures provide a framework in which the college focuses on maintaining standards, upholding integrity, and clearly communicating purposes and expectations. Curriculum planning reflects the goals of the college and ensures consistent quality and accountability, and clearly articulates the skills, knowledge, and attitudes expected upon completion of courses and programs. To students in the classroom, to accrediting agencies, to employers in business and industry, and to other publics served by the institution, curriculum stands as evidence of the quality of the college.

MATC Vision

MATC is the premier comprehensive technical college that provides excellence in education to enrich, empower and transform lives.

MATC Mission

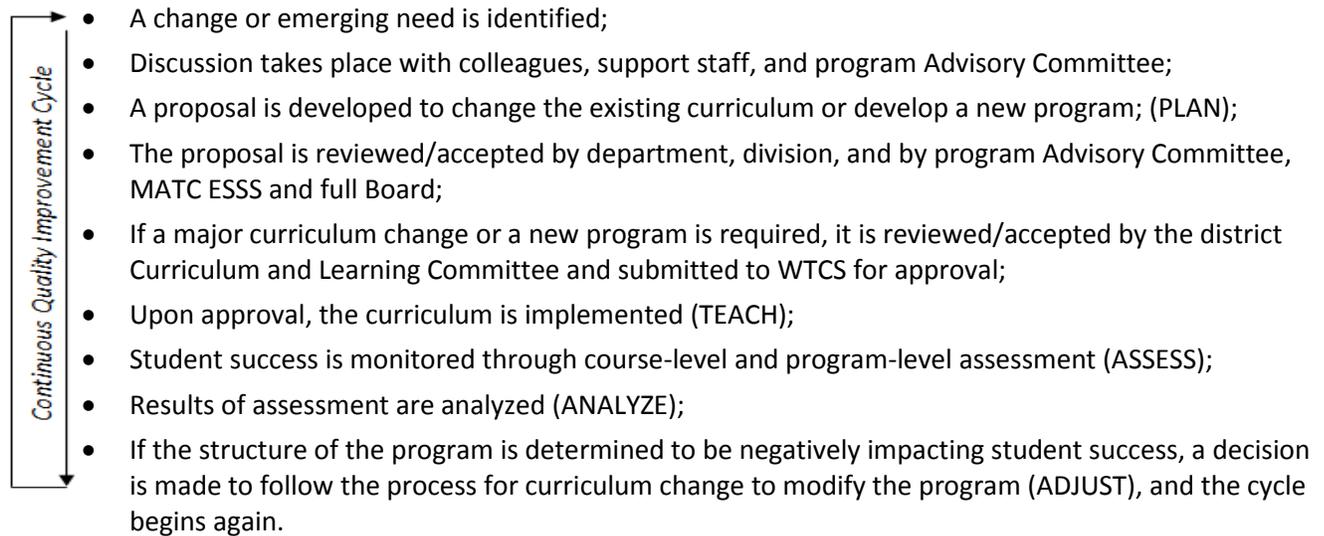
As a public, two-year comprehensive technical college, MATC offers exceptional educational and training opportunities and services to our diverse metropolitan area by engaging with partners to advance the quality of life for our students and community.

This manual describes the linkages between stakeholders that ensure the educational purposes of the college are met, and provides a resource to faculty, staff, and instructional management in the process of curriculum development. It uses as references the procedures defined in the *MATC Administrative Regulations and Procedures Manual* and the Wisconsin Technical College System's *Educational Services Manual*. It also uses the concepts and definitions described in the Wisconsin Instructional Design System (WIDS) model.

The term “curriculum” can encompass a variety of aspects of instruction depending on the individual’s perspective. This manual distinguishes between two aspects of curriculum development — *content* and *structure* — defining regulations and procedures applicable to each.

In the context of developing *content*, curriculum development is referred to as *the design of teaching/learning experiences for a course, workshop, seminar, or program*. When talking about the *structure* of a curriculum, reference is made to the *structural* components of a course or academic program of study. These include course number, title, credits, the number of hours, description, etc. These components are used in publications, in documentation for accreditation, in obtaining internal approval, and in meeting compliance guidelines established by the Wisconsin Technical College System Board (WTCSB).

In its simplest form, curriculum development follows this cycle:



This process illustrates the Continuous Quality Improvement Cycle: Plan, Teach, Assess, Analyze and Adjust (PTAAA, or PTA³) diagram, as shown below.

