Competency-Based Workforce Education
CCCCD is committed to competency-based education in all technical programs
and courses. In their program and courses, all students are taught and tested for
competencies relevant to their success in the workforce. In addition, each
program has in place capstone experiences.

Non-Proliferation / Duplication of Courses, Programs and Degrees
CCCCD believes that there should not be unwarranted proliferation / duplication
of program, course offerings and degrees. This permits the district to focus
resources to the benefit of the maximum number of students and create steady
enrollment in our programs. Learning communities and other joint/cross
departmental efforts permit students to gain knowledge and apply it to their
specific degree program, without the need to create program specific versions of
courses or to create sub-programs for a small sector of our student population.

Currency and Relevance
In order to maintain currency and relevance in the curriculum, the District
provides students with state-of-the-art equipment in its instructional delivery
systems. The District is also very committed to distance education and increasing
student accessibility to an education through a variety of instructional methods.
Advisory committees also play a key role in keeping workforce curriculum
dynamic and innovative.

The CCCCD faculty, administration, board of trustees and the Texas Higher
Education Coordinating Board each share in the responsibility of curricular
development for the district. Responsibility for fostering the identification of
possible new academic and technical programs and courses lies primarily with the
Vice Presidents, Campus Provosts and Deans.

CCCCD is always sensitive to regional and statewide labor market information, new
and emerging technologies, as well as courses/programs offered by neighboring
educational institutions and local business. College personnel work closely with
universities, area businesses and employment leaders to ensure that the curriculum is
current and relevant to the knowledge and skills needed by employees to be successful
in the workforce.

Although needs assessment is conducted prior to all new program development,
for credit- earning technical programs, a program advisory committee is also
utilized for the development and evaluation of program curriculum, long-range
planning, and development of on-the-job training and employment opportunities
for students.

Proposed changes to the credit-earning curriculum at CCCCD are reviewed by the
Curriculum Advisory Board (CAB). The CAB is comprised of faculty representatives
from each division, who are appointed to serve 3-year rotating terms. The CAB is

charged with reviewing all changes in curricula or catalog listings, including the addition of new courses and programs in any division, and making recommendations to the Vice President of Academic Affairs (VPAA). Its deliberations frequently result in a further strengthening of the proposed curricular changes it is reviewing.

Continuing Education curricular development follows a slightly different path. Since Continuing Education is driven by market demand by the community and by business and industry, CE uses a myriad of resources to identify curriculum needs. Included in those sources are:
http://stats.bls.gov/oco/home.htm – US Dept of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook
http://www.certcities.com – Cert Cities
http://nctcog.org – North Central Texas Council of Governments
http://www.aapc.com/ - American Assoc of Professional Coders
http://www.aamt.org/agate/aamt_oms/content/index.asp – American Association of Medical Transcriptionists
http://www.itaa.org/index.cfm – Information Technology Assoc of America
http://www.salary.com/salary/layoutscripts/sall_display.asp – Salary.com
http://www.monster.com/ - Monster.com

Curriculum is designed from basic research based on the skill sets needed for desired occupational outcomes. Teams of staff and faculty who are subject matter experts develop original curriculum that is standardized and deployed in CE classes. This process is reviewed by the Executive Director of Continuing Education and Workforce Development and by the Executive Vice President three times a year to ensure compliance with THECB standards for Continuing Education curriculum.

General Education Core Curricula

The original General Education Core Curricula was developed during the 1985-86 academic year and was required for the completion of the Associate of Science (AS) and Associate of Arts (AA degrees. The Core for the Associate of Applied Science degree is designed with considerable flexibility to accommodate specific programs. During the 1990-91 academic year, the College revisited the Core through a process characterized by broad participation and vigorous debate. The revisions took effect Fall 1991. As a result of Senate Bill 148, The Texas Education Code requires all public colleges and universities to have a core curriculum of not less than 42 credit hours. Although CCCCD had a core curriculum of 45 credit hours, a core curriculum committee was established to review the core requirements in Fall of 1998 and organize core