

The Curriculum Development Process

Revised May 2007

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I. The Journey of a Curriculum Change

A. Minor Curriculum Changes

Proposals for minor curriculum changes are submitted by e-mail. Minor curriculum changes are those that do not substantively change the nature of a particular program and/or those that have no effect or inconsequential effects on other College programs. Minor curriculum changes that may be submitted by e-mail include: course number changes, course title changes, course description changes, credit hour reductions (NOT increases), course deactivations or deletions, changes in lecture/lab distribution, and removal (NOT addition) of course prerequisites.

Process

- I. Faculty member submits curriculum change to department head using the electronic change form (available at http://www.pstcc.cc.tn.us/departments/curriculum_and_instruction/currinfo/curr-change-forms.htm). The form is filled out by the deadline and a copy of the course syllabus (in master syllabus format) is attached.
- II. Department head reviews the information and returns to faculty member if any revisions are needed. If the information is correct, department heads (only) email the coordinator of Curriculum with the proposed change using the electronic change form and attaching the master syllabus.
- III. If all necessary information is included (such as a syllabus in master syllabus format), the coordinator of Curriculum forwards the email to the Dean of Academic Advising, Articulation, & Curriculum (for approval).
- IV. If approved, the Dean of Academic Advising, Articulation, & Curriculum forwards the e-mail to the registrar (for updating SIS). Department heads will be notified if problems are identified.
- V. Approved changes will then be entered in the new catalog. Curriculum Development Committee (CDC) members will receive a list of minor curriculum changes. A list of all approved changes will be attached to the CDC meeting minutes and posted to the Curriculum Proposal Status Report on the web.

I. The Journey of a Curriculum Change

B. Substantive Curriculum Changes

The following changes will continue to require a curriculum change form, formal review by the CDC, and approval by the director of Curriculum and the vice president of Academic and Student Affairs: new programs (degree and certificate), program changes (degree and certificate), new courses, addition of course prerequisites, and other items requiring CDC discussion (e.g. increase in course credit hours affecting multiple programs).

Process

- I. The faculty member initiating the change develops or revises the syllabus and, where applicable, the four-semester program plan. The documents are attached to Curriculum Change form(s) (available at http://www.pstcc.cc.tn.us/departments/curriculum_and_instruction/currinfo/curr-change-forms.htm) and signed by the faculty member.
- II. Faculty member submits curriculum change to department head. The correct curriculum form is filled out by the deadline and a copy of the course syllabus (in the master syllabus format) is attached.
- III. Department head reviews the paperwork and returns to faculty member if any revisions are needed. If the paperwork is correct, the department head signs the change form and sends it to the coordinator of Curriculum. The syllabus is also sent on disk or through email to the coordinator of Curriculum (so the syllabus can be posted to the web if the change is accepted.) It is also helpful to discuss with or send a copy to your department's CDC representative so that the person can answer any questions at the CDC meeting.
- IV. If all necessary information is included (such as a syllabus in master syllabus format), the coordinator of Curriculum distributes the proposed changes to the CDC for review and approval. CDC members are given one week to review materials before discussion and voting begins.
- V. If problems are identified by the CDC, the paperwork is returned to the department head for further revision and subsequent reevaluation by the CDC. Proposals not approved by the CDC are returned to the department head; approved proposals are signed by the CDC chair and forwarded to the Dean of Academic Advising, Articulation, & Curriculum for approval.
- VI. The Dean of Academic Advising, Articulation, & Curriculum reviews the proposed change and if accepted, signs the change form and forwards to the vice president of Academic and Student Affairs.
- VII. Curriculum changes approved by the vice president of Academic and Student Affairs that do not require TBR approval are submitted to the registrar for updating SIS. The registrar initials the paperwork and returns it to the Curriculum Office. Approved changes will then be entered in the new catalog.
- VIII. For changes requiring TBR approval, the proposal is signed by the president and submitted to the TBR. If the TBR approves the change, the proposal is submitted to the registrar for updating SIS. The registrar initials the paperwork and returns it to the Curriculum Office. Approved changes will then be entered in the new catalog.
- IX. A list of all approved changes is attached to the CDC meeting minutes and posted to the Curriculum Proposal Status Report on the web.

II. Curriculum Change Forms

II. Electronic Curriculum Change Form (For Minor Curriculum Changes)

Faculty initiating a change should complete the applicable shaded sections of the form and send via email to their department head. Department heads should review the form and if approved, send via email (or on disk) to Anita Amburn at aamburn@pstcc.edu.

Change Effective (semester, year):		Catalog Year:	
Course Prefix and Number:			
TYPE OF CHANGE(S) (Please check all of the following that apply):			
<input type="checkbox"/> Title Change	<input type="checkbox"/> Course Number Change	<input type="checkbox"/> Grade Type Change	
<input type="checkbox"/> Description Change	<input type="checkbox"/> Deactivation/Deletion		
<input type="checkbox"/> Prerequisite/Corequisite Change	<input type="checkbox"/> Lecture/Lab Distrib. &/or Credit Hour Change		
TITLE CHANGE			
Current Course Title (25 character maximum):			
New Course Title (25 character maximum):			
DESCRIPTION CHANGE			
Current course description (as it appears in the catalog):			
New course description (as it is to appear in the catalog):			
PREREQUISITE/COREQUISITE CHANGE			
Current Prerequisite(s):			
Current Corequisite(s):			
New Prerequisite(s):			
New Corequisite(s):			
COURSE NUMBER CHANGE			
Current Course Prefix & Number:			
New Course Prefix & Number:			
LECTURE/LAB DISTRIBUTION AND/OR CREDIT HOUR CHANGE			
(Any change in total credit hours requires a new course number that has not been previously used.)			
Current lecture hours per week:	Current lab hours per week:	OR	Current lect/lab combined hrs per week:
Current total credit hours:			
New lecture hours per week:	New lab hours per week:	OR	New lect/lab combined hrs per week:
New total credit hours:			
DEACTIVATION/DELETION			
Deactivation (Check here if course has been taught before):			
Deletion (Check here if course has never been taught before):			
GRADE TYPE CHANGE			
Current Grade Type:	(GR = standard A, B, B+, C, C+.... NP = pass/no pass RD = developmental studies grading)		
New Grade Type:	(GR = standard A, B, B+, C, C+.... NP = pass/no pass RD = developmental studies grading)		
RATIONALE FOR CHANGE(S):			
Change submitted by:		Date:	
APPROVAL			
Department Head		Date:	
Dean of Advis, Artic, & Curriculum		Date:	
Records Processing		Date:	

New Course Form
(Substantive Curriculum Change)

Faculty initiating a change should complete the shaded areas of the form and submit to their department head with a master syllabus. Department heads should review the form and if approved, send the form and the master syllabus via email to Anita Amburn at aamburn@pstcc.edu or submit on disk to GN 123A.

Change Effective (semester, year):		Catalog Year:	
Course Prefix and Number:			
Course Title (25 character maximum):			
Prerequisite(s):			
Corequisite(s):			
Credit Type:	(0 = degree credit, 1 = certificate credit only, 5 = co-op, R = remedial, D = developmental)		
Grade Type:	(GR = standard A, B, B+, C, C+.... NP = pass/no pass RD = developmental studies grading)		
Lecture/Lab Distribution:			
Separate Lecture & Lab:			
Lecture hrs/week:	Max. lect. enrollment:	Lab hrs/week:	Max lab enrollment:
			Total credit hours:
or			
Lecture/Lab Combined:			
Lecture/lab combined hrs/week:	Max. lect/lab enrollment:	Total credit hours:	
Is the proposed new course replacing an existing course? Yes No			
If yes, what course is it replacing?			
DSP Restrictions:			
Check each DSP course that must be completed before taking the proposed new course.			
DSPR 0700	DSPW 0700	DSPM 0700	DSPM 0850
DSPR 0800	DSPW 0800	DSPM 0800	
When will this class be offered? Fall Spring On Demand			
If the proposed new course is to be considered for the general education core, what category would it fulfill (e.g. humanities)?			
Is this course designed for transfer? Yes No			
If yes, to what institutions and for what courses (provide course prefixes, numbers, and titles)?			
Course description (as it is to appear in the catalog):			
Rationale for course addition:			
Change submitted by:			Date:
APPROVAL			
Department Head			Date:
Curriculum Dev. Committee Chair			Date:
Dean of Advising, Articulation, & Curriculum			Date:
VP of Academic & Student Affairs			Date:
Records Processing			Date:

Addition of Prerequisites and/or Corequisites
(Substantive Curriculum Change)

Faculty initiating change should complete the shaded areas of the form and submit to their department head. Department heads should review the form and if approved, send via email to Anita Amburn at aamburn@pstcc.edu or submit on disk to GN 123A.

Change Effective (semester, year):		Catalog Year:	
Course Prefix and Number:			
Course Title (25 character maximum):			
Current Prerequisite(s):			
Current Corequisite(s):			
New Prerequisite(s):			
New Corequisite(s):			
Rationale for change:			
Change submitted by:		Date:	
APPROVAL			
Department Head		Date:	
Curriculum Dev. Committee Chair		Date:	
Dean of Advis, Artic, & Curric.		Date:	
VP of Academic & Student Affairs		Date:	
Records Processing		Date:	

Certificate/Program Change Form
(Substantive Curriculum Change)

Faculty initiating change should complete the shaded areas of the form, attach program proposal, revised four-semester plan of courses (or certificate outline) as it is to appear in the catalog, or other documentation as appropriate. In addition, catalog materials must be emailed to aamburn@pstcc.edu or sent on disk to GN 123A.

Change Effective (Semester, Year):		Catalog Year:	
Certificate/Program Name:			
Major/Certificate Code:			
Type of Change:			
<input type="checkbox"/>	New Certificate	<input type="checkbox"/>	New Program
<input type="checkbox"/>	Modification of a Certificate	<input type="checkbox"/>	Modification of a Program
<input type="checkbox"/>	Deactivation of a Certificate	<input type="checkbox"/>	Deactivation of a Program
If modifying a curriculum, complete the following:			
<input type="checkbox"/>	Total Hours Before Change		
<input type="checkbox"/>	Total Hours After Change		
Description of Change:			
Rationale for change:			
Change submitted by:		Date:	
APPROVAL			
Department Head		Date:	
Curriculum Dev. Committee Chair		Date:	
Dean of Advis, Artic, & Curriculum		Date:	
VP of Academic & Student Affairs		Date:	
Records Processing		Date:	

III. How to Write a Syllabus in Master Syllabus Format

The Parts of the Master Syllabus

Please refer to the copy of the master syllabus format template in this packet. It provides important notes for each section. A few things to remember...the semester is 15 (not 16) weeks long because the 15th week is the final exam period. Be as specific as possible in the evaluation section. Designate how much each section (tests, labs, etc.) will count toward the final grade. Lastly, make sure that the policies that you list at the end match verbatim the policies in the catalog such as attendance and academic dishonesty.

Program Goals

Program goals are referenced after each course objective in the master syllabus format. A list of general education goals as well as individual career/technical program goals are available at

http://www.pstcc.edu/departments/curriculum_and_instruction/currinfo/c-menu.htm

Writing Instructional Process Statements

Contained in this packet is a guide to developing instructional process statements. At least three different general education outcomes must be referenced as well as at least one transitional strategy and one active learning strategy.

MASTER SYLLABUS TEMPLATE

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

COURSE TITLE
COURSE PREFIX AND NUMBER

Class Hours:

Credit Hours:

Laboratory Hours:

Date Revised:

Catalog Course Description:

Needs to match description in current College catalog

Entry Level Standards:

A description of the basic knowledge, skills, and attitudinal characteristics considered essential for success in this course. Consider minimum acceptable achievement levels in mathematics, reading, and English. Also consider required level of knowledge in the content area.

Prerequisites:

Needs to match current College catalog

Corequisites:

Needs to match current College catalog

Textbook(s) and Other Reference Materials Basic to the Course:

I. Week/Unit/Topic Basis:

Week	Topic
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1	<i>A systematic and orderly list of activities and/or events that will comprise the total allotted time for the course. The activities, whether based on units or topics, should correspond to the number of weeks of instruction. A 15th week needs to be included for the final exam period.</i>
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- 12
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- 14
- 15

II. Course Objectives*:

- A. *A description of learner outcomes resulting from the educational experiences provided by the course. Course objectives should be broad in scope and should describe the required level of performance to be demonstrated by students in knowledge gained, skills mastered, and attitudes or values developed. Statements of course objectives should support, and be directly related to the TBR general education goals (for university parallel courses) or to the PSTCC program goals (for career/technical courses). General education references should be included with each course objective (as indicated by roman numerals representing the gen. ed. goal(s) for which each objective provides support). An example follows.*
- B. Demonstrate familiarity with PC microcomputer and Windows environment. I.1, VII.1-6
- C.
- D.
- E.
- F.
- G.
- H.
- I.
- J.
- K.

*Roman numerals after course objectives reference goals of the _____ program.

III. Instructional Processes*:

Students will:

1. *A description of the instructional activities that provide the means through which students will achieve the stated objectives of a course. Processes must be included that develop or strengthen students' general education skills, connect course activities or material to the workplace, to subsequent coursework, or to other aspects of life, and ensure students are actively engaged in the learning process. Instructional processes must be descriptive of the strategies and methods employed in the course. Each process should be referenced to the TBR's general education outcomes, a school-to-career transitional strategy, or an active learning strategy. At least three general education outcomes must be referenced as well as one active learning strategy and one transitional strategy (see "Guide to Developing Instructional Process Statements" for a list of general education outcomes and examples of transitional and active learning strategies). References should be presented as outcome or strategy headings. An example follows.*
2. Create PowerPoint presentations based on client input or industry research.
Communication Outcome, Technological Literacy Outcome
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. *A detailed list of expectations which should include the specific measurable (1) skills, (2) tasks, (3) knowledge, and (4) attitudes (where applicable) that the student will attain or be able to perform upon completion of the course. Overall course objectives should be achieved when instructional expectations are met. As such, there should be multiple instructional expectations to support each course objective. The relationship between the expectations for student performance and the objectives of the course should be identified by referencing each statement of expectation to the relevant course objective. An example follows.*
2. Generate line, bar and pie graphs. A, B
- 3.
- 4.
- 5.
- 6.
- 7.
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- 9.
- 10.
- 11.
- 12.
- 13.

- 14.
- 15.
- 16.
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- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: ____% of grade

The specific evaluation process through which levels of achievement are determined. Evaluation methods should be reflective of the stated objectives of the course. Testing procedures should include the number and type of test (discussion/objective, cumulative/non-cumulative, etc.)

B. Laboratory Expectations: ____% of grade

Experiments, reports, etc. Laboratory experiments should be tied directly to the specific academic activities to reflect theoretical concepts of the course.

C. Field Work: ____% of grade

Library papers, surveys, interviews, practicum, attendance at suggested/required events, etc.

D. Other Evaluation Methods: ____% of grade

Off-campus evaluation process, standardized testing, computer applications, etc.

E. Grading Scale:

VI. Policies:

A. Attendance Policy:

Policies should be consistent with policies stated in the current College catalog.

B. Academic Dishonesty:

C. Other Policies:

GUIDE TO DEVELOPING INSTRUCTIONAL PROCESS STATEMENTS

Instructional processes describe the means by which course objectives will be achieved. Processes described should

- assist students in achieving general education skills and should be referenced to the appropriate TBR general education outcome,
- connect course activities and material to the workplace, to subsequent coursework, or to other identified aspects of life and should be labeled as transitional strategies, and
- ensure that students are actively engaged in the learning process and should be labeled as active learning strategies.

Examples from various Pellissippi State courses are attached. TBR's general education outcomes and competencies are listed below along with sample transitional and active learning strategies.

General Education Goals, 2004-2006

I. **Communication Outcome:** The goal of the Communication requirement is to enhance the effective use of the English language essential to students' success in school and in the world by way of learning to read and listen critically and to write and speak thoughtfully, clearly, coherently, and persuasively. To achieve this outcome, students will demonstrate the ability to:

1. Analyze and evaluate oral and/or written expression by listening and reading critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view.
2. Distill a primary purpose into a single, compelling statement and order and develop major points in a reasonable and convincing manner based on that purpose.
3. Develop appropriate rhetorical patterns (i.e. narration, example, process, comparison/contrast, classification, cause/effect, definition, argumentation) and other special functions (i.e., analysis or research), while demonstrating writing and/or speaking skills from process to product.
4. Understand that the writing and/or speaking processes include procedures such as planning, organizing, composing, revising, and editing.
5. Make written and/or oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
6. Manage and coordinate basic information gathered from multiple sources for the purposes of problem solving and decision-making.
7. Recognize the use of evidence, analysis, and persuasive strategies, including basic distinctions among opinions, facts, and inferences.

II. **Humanities and/or Fine Arts Outcome:** The goal of the Humanities and/or Fine Arts requirement is to enhance the understanding of students who, as citizens and educated members of their communities, need to know and appreciate their own human cultural heritage and its development in a historical and global context. Also, through study of Humanities and/or Fine Arts, students will develop an understanding, which they otherwise would not have, of the present as informed by the past. To achieve this outcome, students will demonstrate the ability to:

1. Analyze significant primary texts and works of art, ancient, pre-modern, and modern, as forms of cultural and creative expression.
2. Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.
3. Explore global/cultural diversity.
4. Frame a comparative context through which they can critically assess the ideas, forces, and values that have created the modern world.
5. Recognize the ways in which both change and continuity have affected human history.
6. Practice the critical and analytical methodologies of the Humanities and/or Fine Arts.

III. **Social/Behavioral Sciences Outcome:** The goal of the Social/Behavioral Sciences requirement is (a) to develop in the student an understanding of self and the world by examining the content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behavior and social systems; (b) to enhance knowledge of social and cultural institutions and the values of this society and other societies and cultures in the world; and (c) to understand the interdependent nature of the individual, family, and society in shaping human behavior and determining quality of life. To achieve this outcome, students will demonstrate the ability to:

1. Recognize, describe, and explain social institutions, structures, and processes and the complexities of a global culture and diverse society.
2. Think critically about how individuals are influenced by political, geographic, economic, cultural, and family institutions in their own and other diverse cultures and explain how one's own belief system may differ from others.
3. Explore the relationship between the individual and society as it affects the personal behavior, social development and quality of life of the individual, the family and the community.
4. Examine the impact of behavioral and social scientific research on major contemporary issues and their disciplines' effects on individuals and society.
5. Using the most appropriate principles, methods, and technologies, perceptively and objectively gather, analyze, and present social and behavioral science research data, draw logical conclusions, and apply those conclusions to one's life and society.

6. Take ethical stands based on appropriate research in the social and behavioral sciences.
7. Analyze and communicate the values and processes that are used to formulate theories regarding the social context of individual human behavior in the social and behavioral sciences.

IV. **History Outcome:** The goal of the History requirement is to develop in students an understanding of the present that is informed by an awareness of past heritages, including the complex and interdependent relationships between cultures and societies. To achieve this outcome, students will demonstrate the ability to:

1. Analyze historical facts and interpretations.
2. Analyze and compare political, geographic, economic, social, cultural, religious and intellectual institutions, structures, and processes across a range of historical periods and cultures.
3. Recognize and articulate the diversity of human experience across a range of historical periods and the complexities of a global culture and society.
4. Draw on historical perspective to evaluate contemporary problems/issues.
5. Analyze the contributions of past cultures/societies to the contemporary world.

V. **Natural Sciences Outcome:** Issues in today's world require scientific information and a scientific approach to informed decision making. Therefore, the goal of the Natural Science requirement is to guide students toward becoming scientifically literate. This scientific understanding gained in these courses enhances students' ability to define and solve problems, reason with an open mind, think critically and creatively, suspend judgment, and make decisions that may have local or global significance. To achieve this outcome, students will demonstrate the ability to:

1. Conduct an experiment, collect and analyze data, and interpret results in a laboratory setting.
2. Analyze, evaluate and test a scientific hypothesis.
3. Use basic scientific language and processes, and be able to distinguish between scientific and non-scientific explanations.
4. Identify unifying principles and repeatable patterns in nature, the values of natural diversity, and apply them to problems or issues of a scientific nature.
5. Analyze and discuss the impact of scientific discovery on human thought and behavior.

VI. **Mathematics Outcome:** To expand students' understanding of mathematics beyond the entry level requirements for college and to extend their knowledge of mathematics through relevant mathematical modeling with applications, problem solving, critical thinking skills, and the use of appropriate technologies. To achieve this outcome, students will demonstrate the ability to:

1. Build on (not replicate) the competencies gained through the study of two years of high school algebra and one year of high school geometry.
2. Use mathematics to solve problems and determine if the solutions are reasonable.
3. Use mathematics to model real world behaviors and apply mathematical concepts to the solution of real-life problems.
4. Make meaningful connections between mathematics and other disciplines.
5. Use technology for mathematical reasoning and problem solving.
6. Apply mathematical and/or basic statistical reasoning to analyze data and graphs.

VII. **Technological Literacy Outcome:** The goal of the Technological Literacy requirement is to develop in the student an understanding of the role of technology in society and the skills necessary to adapt to changing technology. Students will also learn to gather and disseminate current and historical information in their field of specialization to aid them in making informed decisions. To achieve this outcome, students will demonstrate the ability to:

1. Perform routine personal computer operations.
2. Communicate effectively using the Internet.
3. Identify information resources, facilities, and personnel appropriate to their needs.
4. Access information using manual and electronic systems.
5. Evaluate retrieved information to determine its relevance to intended use.
6. Use retrieved information in making decisions

Transitional Strategies - The activities list below is NOT a list from which strategies must be selected. It is presented only to suggest ideas for classroom activities that could assist students in seeing the relevance of what they are learning in class to their professional careers, to subsequent coursework, or to other aspects of their lives. Transitional strategies include:

Career exploration research	Job shadowing
Business Tours	Volunteer activities
Participation in relevant out-of-class events	Simulations
Guest lectures from the community	Internships
Interviews with professionals/political, social leaders	Mentoring

Active Learning Strategies - An active learning strategy might be defined as an activity that requires students to DO something...the instructor can be sure that each student did it. A passive learner receives information; an active learner uses information to accomplish

a task. Active learning strategies are not limited to group work, although organized group activities are an effective way to involve students in the learning process. Active learning strategies include:

Group projects/assignments	Role playing
Participation in relevant out-of-class events	Games
Student-generated course material	Brainstorming sessions
Round-Robin Problem Solving	Peer critiques
Student-led discussions	Structured in-class debates

EXAMPLE INSTRUCTIONAL PROCESS STATEMENTS

ENGL 1010 English Composition I

Students will

1. Collaborate in teams for peer review of drafts to analyze audience and message, to develop and organize ideas, and to evaluate drafts as to effectiveness and clarity. *Communication Outcome, Transitional Strategy, Active Learning Strategy*
2. Analyze and write sample business letters using word processing software. *Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*
3. Listen to guest speakers from various businesses to discover demands of written communication in the work world. *Transitional Strategy*
4. Read assigned essays and participate in class discussion. *Communication Outcome, Transitional Strategy, Active Learning Strategy*
5. Write analytical, expository essays using word processing software. *Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*
6. Develop research skills using the Internet and library resources to find information pertinent to essays requiring documentation. *Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*
7. Develop oral presentation skills to present individual and group information from research, using tables, graphs, and/or charts to help draw conclusions from the data. *Communication Outcome, Transitional Strategy, Active Learning Strategy*
8. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. *Transitional Strategy, Active Learning Strategy*

SOC 1020 Social Problems and Social Change

Students will

1. Research and write a report on a specific social problem. *Communication Outcome, Social/Behavioral Sciences Outcome, Technological Literacy Outcome*
2. Research the internet to find current information on social problems. *Technological Literacy Outcome*
3. Use oral presentation skills to present findings from research. *Communication Outcome, Technological Literacy Outcome*
4. Use teamwork to debate social problems. *Social/Behavioral Sciences Outcome, Active Learning Strategy*
5. Participate as a volunteer with a local agency to learn more about career opportunities and about various dimensions of social problems. *Social/Behavioral Sciences Outcome, Transitional Strategy, Active Learning Strategy*
6. Practice elements of the work ethic, such as punctuality, professionalism, dependability, cooperation, and contribution. *Transitional Strategy, Active Learning Strategy*

BIOL 1120 General Biology II

Students will

1. Locate and evaluate related scientific information in the ERC and on the World Wide Web. *Technological Literacy Outcome*
2. Use related equipment and tools for making biological measurements and observations. *Natural Sciences Outcome, Technological Literacy Outcome*
3. Collect data, generate graphs and tables of the collected data, summarize the data and draw conclusions from the data. *Natural Sciences Outcome, Technological Literacy Outcome*
4. Read and critique scientific writings. *Communication Outcome*
5. Develop a vocabulary that allows them to communicate more effectively with their health care providers. *Communication Outcome, Transitional Strategy*
6. Participate in laboratory exercises and lecture activities which develop teamwork, problem solving, and data analysis. *Natural Sciences Outcome, Active Learning Strategy*
7. Select a learning experience that promotes independent thinking and required sustained effort and time such as a research project, job shadowing, community service project, interviews or field trip. *Active Learning Strategy*

DSPM 0850 Developmental Studies Mathematics

Students will

1. Use graphing calculators and/or computer software. *Mathematics Outcome, Technological Literacy Outcome*
 2. Engage in collaborative activities, e.g., modeling projects, teamwork, presentations, and/or other activities involving linear, quadratic, and/or radical functions. *Mathematics Outcome, Active Learning Strategy, Transitional Strategy*
 3. Use multiple approaches - physical, numerical, graphical, symbolic, and verbal - to solve polynomial, rational, and radical equations. *Mathematics Outcome*
 4. Actively engage in a quadratic modeling project that simulates projectile flight and connects 0850 to entry-level college mathematics courses as well as physical science courses. *Mathematics Outcome, Natural Sciences Outcome, Transitional Strategy, Active Learning Strategy*
 5. Actively engage in the collection and analysis of real-world data via the CBL and CBR. *Technological Literacy Outcome, Active Learning Strategy*
-

ART 1730 Western Art II

Students will

1. Develop written summaries of visual art exhibits that emphasize the cultural implications of the works observed. *Communication Outcome, Humanities/Fine Arts Outcome, Active Learning Strategy*
2. Participate in interactive discovery exercises that focus on the power and limitations of cultural conditioning. *Humanities/Fine Arts Outcome, Transitional Strategy, Active Learning Strategy*
3. Evaluate the influence of the visual arts in defining societal issues by identifying and discussing contemporary and 14th-17th century Western European images that communicate various positions on significant social and political concerns. *Humanities/Fine Arts Outcome, Active Learning Strategy*

V. Departmental Deadlines for Curriculum Changes

In 2003, CDC agreed to October 31st as the deadline for all curriculum changes (rather than having different deadlines based on a course's applicability to other programs). **No** changes will be accepted after October 31st. Department heads will be responsible for enforcing these deadlines. Please make every effort to inform your department members of this important date.

VI. Have Questions? Here's a List of Contacts!

<u>Name</u>	<u>Position</u>	<u>Phone</u>	<u>Email</u>
Mrs. Rachael Cragle	Curriculum Secretary	539-7219	rcragle
Ms. Berta Ward	Dean of Academic Advising, Articulation, and Curriculum	539-7156	bward

Helpful Web Resources

Advising and Curriculum Home Page

1. Type in the following address:
http://www.pstcc.edu/departments/curriculum_and_instruction/

OR

2. Go to the PSTCC home page (<http://www.pstcc.edu>) and choose Advising and Curriculum under Academic Resources

Within the Advising and Curriculum Home Page

On the left side of the page (yellow section) click on "Curriculum Information" for a host of helpful resources. It includes syllabus development resources, curriculum change forms, program goals for all programs, general education outcomes and competencies (for instructional process statements on syllabi), all master syllabi, and CDC minutes. Also from this page you can check on the status of a course change by viewing the Curriculum Proposal Status Report.