

CURRICULUM AND INSTRUCTIONAL MANUAL

ST. PETERSBURG COLLEGE

2011-2012

[\\file-cluster\voyager\pub\curriculum](file-cluster\voyager\pub\curriculum) or
<http://www.spcollege.edu/central/curriculum> or
[\\webhost\curriculum](webhost\curriculum)

Procedures and Forms Related to
Courses and Degree Programs

SCHEDULE OF MEETINGS

THE SECOND or FOURTH TUESDAY OF THE MONTH

2:30 P.M.

District Office DO 143 or Your Computer (emtg)

(SEPTEMBER 2011– JUNE 2012)

TERM	COMPLETED PROPOSAL RECEIVED BY:	C&I MTG.	BOT MEMO TO CAROL K	BOT MTG.
	8/17/2011	9/13/2011	9//2011	10//2011
TERM I	9/21/2011	10/11/2011	1//2012	2//2012
	10/19/2011	11/08/2011	1//2012	2//2012
	11/16/2011	12/6/2011	1//2012	2//2012
TERM II	1/4/2012	1/24/2012	1//2012	2/2012
	1/18/2012	2/14/2012	9//2012	10//2012
	2/8/2012	3/13/2012	9//2012	10//2012
	3/14/2012	4/10/2012	9//2012	10//2012
TERM III	5/2/2012	5/22/2012	9//2012	10//2012
	5/16/2012	6/12/2012	9//2012	10//2012

1. There is a three-week turn-around time between the deadline for receipt of a proposal and the date of the C & I meeting at which the proposal will be considered. **Proposals received after the deadline will be considered for the next agenda.**
2. The effective date for new courses/programs or course/program changes will be Session II or Session I of the next academic year.
3. The December 6 Meeting is early due to Final Exams. This meeting will be held electronically.
4. **Proposals will only be going to the October and the February Board meetings.**

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INTRODUCTION

The curriculum process embodies the sum total of all instructional programs and offerings, credit and non-credit, at the College. Curriculum is further defined in terms of specific courses and degree programs, a consistent rubric for determining the type and amount of credit awarded and the delivery mode of instruction. Supervision of the College curriculum is the responsibility of the Senior Vice-President, Student and Academic Affairs, who is one of the chief academic officers of the College. Non-credit courses do not lead to degrees. The curriculum discussed in this manual is limited to credit courses.

At St. Petersburg College the development of curriculum is primarily the responsibility of the faculty. Every credit course and/or program is usually developed by faculty and recommended through the curriculum process as defined in this manual. The Curriculum and Instruction Committee (C & I Committee) receives recommendations from the various academic areas regarding proposed curriculum changes. The C & I Committee considers curriculum proposals for new courses, course changes, course deletions, new programs, program changes, program deletions, or general education requirement modifications. The committee reviews the compatibility of the curriculum with the educational objectives of the College by reviewing and making recommendations on the various proposals. The committee is composed of representatives from the various disciplines and sites. The committee structure and members are identified in the appendix of this manual.

This manual is designed to assist faculty and staff with the process of developing curriculum proposals that will include the information needed to make decisions about the proposals. The manual also includes information regarding college-wide access and use of the approved curriculum files. The curriculum files include an Approved Course Outline for each credit course and a Program Requirement Sheet for each program. The Approved Course Outline is a fundamental statement of course competencies to be used by all instructors teaching a given course at all campuses and centers.

APPROVAL PROCESS FOR CURRICULUM PROPOSALS

Curriculum proposals become part of the College curriculum only after the approval process is completed. This process consists of the following steps, which initiate with the inception of the idea for the proposal to its inclusion in the Curriculum folder on the College's file server (<http://www.spcollege.edu/central/curriculum/> or <\\file-cluster\voyager\pub\curriculum>) and the online College catalog. **Throughout this manual, program administrator is same as deans, program directors or provosts.**

1. **Proposal Originator.** Faculty at any College location may originate curriculum proposals. The originator must communicate with his/her program administrator and faculty or staff who are directly involved with or affected by the proposed curriculum action at the home campus and other campuses or sites, including the library. **The originator's program administrator is involved in "refining" the proposal.**

The originator is responsible for:

- A. **preparing** the curriculum proposal according to the procedures described in this manual.
- B. **completing** the curriculum proposal forms. (See pages 21-22)
- C. **transmitting** the proposal with the required curriculum forms as one electronic folder to **his/her program administrator.**

2. **Originator's Program Administrator.** The program administrator reviews the proposal and makes sure it is written in the correct format and covers all the requirements on the Course Design Checklist (page 46). If the program administrator approves the proposal, then the proposal is **TRANSMITTED** as one electronic folder to each site for review by the program administrator, provost, campus executive officer, vice president of Baccalaureate Programs and University Partnerships and to the Curriculum Services Coordinator and Staff Assistant at EpiCenter - Services Building.
3. **Special Fee.** A Lab Fee Calculation Form must be completed and submitted to the Senior VP Student and Academic Affairs, followed by the review and analysis of the Associate VP of Business Services Budget Planning & Compliance. A memo is then created and submitted to the Board for official approval.
4. **Deadlines.** There is a three-week turnaround time between the deadline for receipt of a proposal and the date of the C & I meeting when the proposal will be considered. Proposals received after the deadline will be considered at the next C & I meeting. C & I Meetings are held September to June. Proposals are only submitted to the Board in October for January or May inception and February for May or August inception.
5. **Curriculum and Instruction Committee.** The Curriculum and Instruction (C & I) Committee is composed of representatives from the various disciplines and sites. The committee receives recommendations from the various academic areas regarding proposed curriculum changes. The C & I committee considers curriculum proposals for new courses, course changes, course deletions, new programs, program changes, program deletions, or general education requirement modifications. The C&I committee reviews the compatibility of the curriculum with the educational objectives of the College and makes recommendations on the various proposals. The originator and/or the Program Administrator must attend the meeting where the proposal is discussed and considered. If the proposal is not approved, the originator may make changes to the proposal and resubmit it. If the proposal is approved, it is forwarded to the President's Cabinet for consideration in October and February.
6. **President's Cabinet/Board of Trustees.** The President's Cabinet provides a broad-based, senior-level review of all proposals for Board of Trustees approval. Descriptions of courses and programs shall be submitted to the Board of Trustees for final action and approval by memorandum in October and February, but shall not be subject to rulemaking procedures since they are curricular matters. The development of curriculum is primarily the responsibility of the faculty.
7. **PEOPLESOFT.** In order for students to be able to register for classes and for course records to be maintained, certain information must be entered into the master course file. Consequently, the **Course Maintenance Data** form **must be completed for all new courses and course changes.** The **Program Maintenance Data** form is used to **provide information needed to update affected program files and must be submitted for any new programs and program changes.**
8. **Catalog.** All curriculum changes approved at the October and February Board meetings are included in the following year's hardcopy College catalog. (See the Schedule of Meetings for the deadline date for proposal changes to be submitted at the October and February Board meetings.)

9. **Course Schedule and Class Schedules.** The originator should be aware that some curriculum changes such as course deletions, new courses, and title changes could affect the preparation of course schedules, which are online prior to registration for the various terms. Consequently, please refer to the Visual Calendar, which can be found at <http://www.spcollege.edu/central/curriculum/> or in a folder called the Curriculum folder at <\\file-cluster\voyager\pub\curriculum> to ensure that such proposals are received in time for the appropriate action.
10. **Curriculum Files.** Curriculum changes that affect the catalog course description, major learning outcomes, course objectives, or criteria performance standard for a course will result in the revision, addition, or deletion of the Approved Course Outline for the course. Curriculum changes that affect the program requirements of any program will result in the revision, addition, or deletion of the Program Outline Sheet for that program. All College Curriculum (programs and active course files) are stored and maintained by the Curriculum Office in a folder called the Curriculum folder at <\\file-cluster\voyager\pub\curriculum> or go to <http://www.spcollege.edu/central/curriculum/>.

From the web page all staff can access the individual active course files and program requirement sheets for Bachelor of Science (BS), Bachelor of Applied Science (BAS), Associate in Arts (AA), Associate in Science (AS), Associate in Applied Science (AAS) degrees, Certificates (CT), Advanced Technical Certificates (ATC) and Applied Technology Diploma (ATD) programs. All Associate Provosts will receive e-mails advising them of the updating of the curriculum files. All AA Programs can be accessed by going to www.facts.org.

THREE YEAR REVIEW PROCESS PROCEDURES

BEGINS in August and ENDS in December of the following year

1. Curriculum Office sends Preliminary List to Program Administrators and/or Provosts in August.
2. Program Administrators identify delivery mode, and sends online and blended course list to appropriate IT for the discipline (AS, BAS, and BS). Program sequencing maps should also be reviewed at this time for all AS, BS and BAS programs.
3. Curriculum Office sends Final List and Response Forms in September to Program Administrators and/or Provosts.
4. Discipline Meetings in October – Distribute Courses to Faculty Reviewers along with program sequencing maps for AS, BS and BAS program.
5. Lab Fee Forms **MUST BE RETURNED BY MARCH 1st to Curriculum Office**
6. Below:

POSITION	FACULTY Form #1	INSTRUCTIONAL TECHNOLOGISTS	PEER REVIEW-selected by Dean's-Form #3	PROGRAM ADMINISTRATORS	RESPONSE FORM DUE	DUE TO C & I	C & I MTG	BOARD MEETING
DUTIES	Course Review Checklist (self-assessment of each course listed for three-year review)	Checklist for ITs—online and blended. ITs will help faculty complete checklists. General Course Design Checklist Checklist Content Delivery	Course Content Checklist Recommend changes for MLOs.	Peer Review Committee submits Peer Review Form with recommended changes to the course outline for submission to C&I				
JUNE 1 DUE DATE	March 1	April 1	May 1	June 1	6/17/2011	8/17/2011	9/2011	OCT2011
OCTOBER 3 DUE DATE	July 1	August 1	September 1	October 1	10/14/2011	11/09/2011	12/2011	FEB 2012
DECEMBER 1 DUE DATE	September 1	October 1	November 1	December 1	12/12/2011	1/11/2012	1/2012	FEB 2012

7. All proposals will be going to only 2 Board meetings –October and the February – no proposals will be going to any other Board meetings.

Diversity Perspectives. The majority of SPC's students continue their work toward baccalaureate degrees. The baccalaureate programs require students to complete courses that address five dimensions (i.e., Values and Ethics, International, Environmental, Race and Ethnicity, and Gender). Area colleges have agreed to work on the inclusion of those five dimensions in their own courses to ensure that transfer and native students have equivalent experiences. SPC includes issues of race, ethnicity and gender, when appropriate, throughout the curriculum as part of the College's Annual Equity Plan. As part of the three-year review process, courses should be examined to ensure that at a minimum those dimensions are appropriately incorporated into the course outcomes and objectives.

Computer/Information Competency: New courses approved by the Board of Trustees meeting the Computer/Information Literacy criteria may be permitted to satisfy the computer competency requirement for graduation. The approved curriculum will be presented by amendment to BOT Rule 6Hx23-4.32 within six months of approval by the Board of Trustees.

PROCEDURE FOR DELETION OF COURSES NOT TAUGHT FOR FIVE YEARS

In the Fall of each year, the Curriculum Office will review courses that have not been taught in the past five years.

The Curriculum Office will then ask the appropriate program administrators to review these courses and indicate whether they plan to offer the courses within the next five years or if the courses should be deleted from the curriculum. If there are no firm plans to offer the courses, then the program administrator will submit these courses to the Curriculum and Instruction Committee with a recommendation that they be deleted from the curriculum.

PROCEDURES FOR PREPARING CURRICULUM PROPOSALS

PROPOSAL TO CHANGE A COURSE OR PROGRAM

Overview. Faculty initiators investigate the need for addition or revision of a course or program or deletion of a course or program. The person initiating the change checks with the program administrators that use the course for their reactions to the change. The originator prepares a full proposal, including a Curriculum Proposal, Course Outline with Rationale, Course Maintenance Form, Program Outline with Rationale and Program Maintenance Form if required, and then forwards the package to the program administrator.

Steps for Editing an Existing Approved Course Outline OR Program Requirement Sheet:

1. **ACCESS** the Curriculum Folder by going to <\\file-cluster\voyager\pub\curriculum> or to <http://www.spcollege.edu/central/curriculum/>.
2. **ACCESS** the desired Course Outline from <\\file-cluster\voyager\pub\curriculum> or from <http://www.spcollege.edu/central/curriculum/> by following these steps:
 - A. Select the course by clicking on the course prefix range and then clicking on the course. (Listed alphabetically and numerically).
 - B. A box will come up and ask if you want to **Open or Save this file** if you are **NOT** on File Server.
 - C. Click **SAVE** and save it to your desktop.
3. **ACCESS** the desired Program Outline from <http://www.spcollege.edu/central/curriculum/> or from <\\file-cluster\voyager\pub\curriculum> by following these steps:
 - A. Click on the desired 2011 Program Folder (AS, AS Articulated, AAS, Certificates & ATDs; BAS or BS Programs).
 - B. Click on the desired individual Program Outline Sheet. (Listed alphabetically).
 - C. A box will come up and ask if you want to **Open or Save this file**, if you are **NOT** on File Server.
 - D. Click **SAVE** and save it to your desktop.
4. **EDIT** the existing Approved Course Outline or Program Outline Sheet using the following editing procedures:
 - **Underline** new text to be inserted into the existing Approved Course Outline or Program Outline Sheet. **DO NOT PRINT IN RED!!**
 - **Strike-through** text to be deleted from the existing Approved Course Outline or Program Outline Sheet.
 - **DO NOT use tracking or any other editing devices!!!!!!**

Note: In the case of such extensive editing that use of these underline and strike through editing procedures would result in an unclear proposal, the originator should follow the procedures and format for preparing a new course or program proposal, but mark the new one "REVISED" and the original one "OLD."

5. **INCLUDE THE RATIONALE** for the course proposal as the last section of the Approved Course Outline (E). DELETE any Rationales that are listed and ADD a new one. Prepare a separate rationale page for a program change proposal, including the desired effective date of the program change. See page 26 of this manual for items to be addressed in the rationale and page 28 for Sample Rationales.
6. **INCLUDE** a representative list of textbooks.
7. **ACCESS** and **SAVE** the two required curriculum forms: Curriculum Proposal Transmittal form and the Course Maintenance Data form (or Program Maintenance Data form) from the Curriculum Forms folder.
8. **COMPLETE** and **SAVE** each of these forms. **Do not save these forms with tracking or any other editing devices.**
9. **MERGE** the three files of your proposal (the Curriculum Proposal Transmittal form, the Approved Course Outline or the Program Outline Sheet, and the Course Maintenance Data form or the Program Maintenance Data form) into one folder.
10. **TRANSMIT** the curriculum proposal folder as an e-mail enclosure to your program administrator.
11. The program administrator ascertains that all input data needed to make a decision has been provided. If the program administrator approves the proposal, then he/she **TRANSMITS** the Curriculum and Instruction Proposal Form and all supporting materials as an e-mail enclosure to:
 - A. The discipline program administrators (if applicable) at **each** site (AC, CL, HC, SE, SPG, TS).
 - B. All deans, provosts, campus executive officer and vice president of Baccalaureate Programs and University Partnerships.
 - C. Robert Mohr, Curriculum Services Office.

Note: Please transmit related proposals (each proposal consisting of only one complete file) at the same time, if possible.

PROPOSAL TO ADD A NEW COURSE

Overview. New course proposals are prepared by the originator on the computer in Microsoft Word using the format of the sample Approved Course Outline displayed in this manual on pages 13-16. A template with the approved format is stored as a form in the Curriculum folder on the web <http://www.spcollege.edu/central/curriculum/> and on the file server <\\file-cluster\voyager\pub\curriculum> along with other curriculum forms. Because the proposed course outline will become the content of the Approved Course Outline in the electronic course file stored on the file server, accuracy in content and formatting are essential. All new courses must satisfy the **New Course Development Process** (see page 51.)

No tracking and only Arial print style is acceptable.

Formatting Requirements

Software: Microsoft Word
 Margins: 1" left/right, 0.7" top/bottom

Print Size: 12 point
 Print Style: **Arial**

Steps for Preparing a New Course Proposal

1. **ACCESS** the Curriculum Folder by going to <http://www.spcollege.edu/central/curriculum/> or to <\\file-cluster\voyager\pub\curriculum>.
 - A. Scroll down to “**Forms – Curriculum**” and Click on it.
 - B. Click on the “**New Course Format**” file.
 - C. A box will come up and ask if you want to **Open or Save this file**, if you are **NOT** on File Server
 - D. Click **SAVE** and save it to your desktop.
2. **ENTER** the new course text into the new saved course template format.
3. **INCLUDE THE RATIONALE** for the proposal as the last section (E.) of the proposed Approved Course Outline (see page 26 for items to be addressed in the rationale and page 28 for Sample Rationales.) **DELETE** any other Rationale listed and **ADD** a new one.
4. **INCLUDE** a representative list of textbooks.
5. **SAVE** the file.
6. **ACCESS** and **SAVE** the two required curriculum forms from the Curriculum Forms Folder to your desktop: Curriculum Proposal Transmittal form and the Course Maintenance Data Sheet
7. **COMPLETE** and **SAVE** each of these forms. **Do not save these forms with tracking.**
8. **MERGE** the three files of your proposal: the Curriculum Proposal Transmittal form, the Approved Course Outline (or the Program Outline Sheet), and the Course Maintenance Data form (or the Program Maintenance Data form) into one folder.
9. **TRANSMIT** the curriculum proposal folder as an e-mail enclosure to your program administrator.
10. The program administrator will make sure the proposal is written according to the C & I manual and that all forms are complete. If the program administrator approves, then he/she will **TRANSMIT** the proposal as an e-mail enclosure to:
 - A. The discipline program administrators (if applicable) at **each** site (AC, CL, HEC, SE, SP/G, TS).
 - B. All deans, provosts, campus executive officer and vice president of Baccalaureate Programs and University Partnerships.
 - C. Robert Mohr, Curriculum Services Office.

Note: Please transmit related proposals (each proposal consisting of only one complete file) at the same time, if possible.

PROPOSAL TO ADD A NEW PROGRAM

Overview

Faculty who originate new program proposals follow a comprehensive process to ensure appropriate library resources, technology, and faculty are budgeted and facility space is allocated.

1. Needs assessment.
2. Program development.
3. Provost review.
4. Curriculum & Instruction Committee review.
5. President's Cabinet review and Board of Trustees approval.

Needs Assessment. The College goes through a rigorous process to determine the need for a particular program:

PROCESS FOR CONSIDERATION OF NEW ACADEMIC PROGRAMS

A. Needs Assessment

- ◆ Outline or describe the need
- ◆ Student interest (survey), Employer interest (survey or other)
- ◆ Job Projections (local; statewide) Positions available for graduates, salary
- ◆ Current and projected labor market analysis (number of current and needed professionals in field)

B. Program Description

- ◆ How does this fit into SPC's mission?
- ◆ Why is this program distinctive?
- ◆ Quality measures that will be used to assess success of program
- ◆ Identify tentative program goals/outcomes
- ◆ Proposed curriculum

C. Cost of Program

- ◆ Faculty
- ◆ Equipment
- ◆ Facilities/ On-Line possibilities
- ◆ Other Expenses

D. Proposed Campus Location

E. Projected Enrollment

- 1st year- headcount (unduplicated); FTE Subsequent Years

F. Other private/public institutions offering program: Local; statewide

G. Differentiation between currently offered programs and SPC's proposed program

H. Potential Partners (UPC proposals)

I. Narrative Rationale (SPC direct offering)

Program Development. As outlined in this manual, curriculum proposals are created by individual faculty or collaborative faculty groups and reviewed by other faculty through the Curriculum and Instruction Committee. New degree program proposals are developed by individual faculty or collaborative faculty groups by first researching educational needs through business and industry advisory committees and economic councils, reviewing accreditation requirements and existing state curriculum frameworks, and benchmarking similar programs at other institutions. New courses and programs are justified by Advisory Committees and/or discipline committees as enhancing the quality and effectiveness of a program of study through the addition of relevancy, rigor, connectivity, or increasing skills, understanding of concepts, and practical application. New required programs must fall within the program length requirements set by the state of Florida. Associate in Science (AS), Certificates and ATD programs use curriculum frameworks approved by the Florida Department of Education as a basis for course and program design, although programs also must address discipline-specific accreditation requirements. All certificates and ATDs must be part of an AS program. **If this is a brand new program in the State of Florida, new curriculum frameworks must be submitted to the state for approval.**

Program Administrator Review.

The proposal originator's Program Administrator reviews the proposal and makes sure it is written in the correct format. The proposal is then transmitted to each site for review by the appropriate program administrators, the provosts, campus executive officer, vice president of Baccalaureate Programs and University Partnerships and to the Curriculum Services Coordinator. Proposals are reviewed by Program Administrators and Provosts as part of the approval process; however, the faculty bears sole responsibility for content and for methods of instruction.

A new program curriculum proposal should include the following items:

- A. Curriculum Proposal Transmittal form.
- B. Program Outline Sheet with Rationale for addition of new program.
- C. Program Maintenance Data form with new department number if this is a new discipline and with desired effective date.

Steps for Preparing a New Program Proposal

1. **CREATE** the proposed Program Outline Sheet following the format displayed in the current college catalog. A sample program outline sheet is displayed on pages 19-20.
2. **SAVE** the Program Outline Sheet to your hard drive/desktop.
3. **CREATE** and **SAVE** the Rationale page and all other supporting information for the program.
4. **ACCESS, SAVE, and COMPLETE** the required curriculum forms: Curriculum Proposal Transmittal form and the Program Maintenance Data form.
5. **ACCESS** the Curriculum Folder by going to <http://www.spcollege.edu/central/curriculum/> or [\\file-cluster\voyager\pub\curriculum](http://file-cluster\voyager\pub\curriculum).
 - A. Click on "**Curriculum Forms**" folder.
 - B. Select the desired forms, Program Outline, Curriculum Proposal Transmittal and Program Maintenance Data form.

- C. A box will come up and ask if you want to **Open or Save this file**, if you are **NOT** on the file server.
 - D. Click **SAVE** and save it to your desktop.
6. **MERGE** the four (or more) files of your proposal (the Curriculum Proposal Transmittal form, the Rationale, the Program Outline Sheet and the Program Maintenance Data form) into one folder.
7. **TRANSMIT** the curriculum proposal folder as an e-mail enclosure to your program administrator.
8. The program administrator will check to make sure the proposal is written according to the C & I manual and that all forms are completed. If the program administrator approves, he/she will **TRANSMIT** the proposal as an e-mail enclosure to:
- A. The discipline program administrators (if applicable) at **each** site (AC, CL, HC, SE, SPG, TS).
 - B. All deans, provosts, campus executive officer and vice president of Baccalaureate Programs and University Partnerships.
 - C. Robert Mohr, Curriculum Services Office.

Note: Please transmit related proposals (each proposal consisting of only one complete file) at the same time, if possible.

PROPOSAL TO DELETE A COURSE OR PROGRAM

A proposal to delete a course or program may be in memo format addressed to the C & I Committee. The memo must identify the course or program, the staff requesting the deletion, and the rationale for the deletion. The Rationale should address the items identified on page 27 under Rationale for Proposal and should include the desired effective date for the deletion.

TRANSMIT the proposal (memo) for course or program deletion to your program administrator, who after approving will forward to:

- A. The discipline program administrator (if applicable) at **each** instructional site (AC, CL, HC, SE, SPG, TS).
- B. All deans, provosts, campus executive officer and vice president of Baccalaureate Programs and University Partnerships.
- C. Robert Mohr, Curriculum Services Office.

COURSE DESIGN PROCEDURES **(Formerly Flexible Access)**

Course Design courses are traditional courses **already approved by C & I** that are going to be offered through the Internet or as “blended” courses which include multiple delivery and media. These courses are defined as those that include substantial components of distance and/or asynchronous learning as a substitute for, rather than as a complement to, traditional delivery where students and faculty are in the same place at the same time. Special care must be taken to make sure these courses match the same high standards as any course offered at St. Petersburg College, meet the guidelines of accrediting agencies, meet the appropriate needs of students, and build on the unique strengths and talents of instructors.

The process to initially approve the offering of Course Design courses and to provide a continuing mechanism for reviewing and improving these courses is for the individual or instructional team to meet with their Instructional Technologist and build the course in Angel.

Once the course is in Angel and approved by the Instructional Technologist [making sure the areas on the Course Design Checklist are covered (see page 45)] then the program administrator will have the course reviewed by a Peer Review Team. The Program Administrator will give the final approval or disapproval.

SAMPLE COURSE OUTLINE

ST. PETERSBURG COLLEGE

APPROVED COURSE OUTLINE

COP	2801	JAVASCRIPT	3
Prefix	Number	Course Title	Cr.Hrs.

A. Course Description:

Prerequisite: CGS 1000 and CGS 1822. This course will teach students to write JavaScript programs that can be executed by the major Web browsers. These programs will be created using this object-based scripting language. Students will conceptualize and develop interactive web pages using strings, arrays, built-in functions, user-defined functions, control structures, looping structures, and cookies. 47 contact hours.

~~This course will teach students to write JavaScript programs that can be executed on any computer running compatible software. These programs will be created using this Object-Based Scripting Language and designed to interact over the Internet or any other similar network with an appropriate Web Browser. Students will conceptualize and develop interactive web sites using the full features of JavaScript. 47 contact hours.~~

B. Major Learning Outcomes:

1. The student will describe and apply the features of JavaScript as an Object-Based Scripting Language.
2. The student will describe and explain the benefits and limitations of JavaScript.
- ~~3. The student will identify the compatibility element of JavaScript in the user environment.~~
3. The student will demonstrate an understanding of JavaScript compatibility issues.
4. The student will identify and define the components of the JavaScript language.
- ~~5. The student will identify and define the components of the JavaScript language~~
5. The student will create HTML pages that employ scripts written with JavaScript.

C. Course Objectives Stated in Performances Terms:

1. The student will describe and apply the features of JavaScript as an Object-Based Scripting Language by using the evaluation by the instructor.

2. The student will describe and explain the benefits and limitations of JavaScript by demonstrating the knowledge of the application of JavaScript through written testing and evaluation by the instructor.
- ~~3. The student will identify the compatibility element of JavaScript in the user environment by demonstrating the knowledge of the appropriate application of Java Script in circumstances where it is compatible.~~
3. The student will demonstrate an understanding of JavaScript compatibility issues by writing scripts that will run in all of the major browser programs.
4. The student will identify and define the components of the JavaScript language by discussing and creating program statements and operations using acceptable standards of JavaScript.
5. The student will create HTML pages that employ scripts written with JavaScript by creating pages with scripts featuring control structures, loops, arrays, built-in functions, user-defined functions, and cookies.
- ~~5. The student will identify and define the components of the JavaScript language by developing and/or demonstrating a variety of Java Script operations for the Internet.~~

D. Criteria Performance Standard:

These course objectives will be measured with tests that are administered throughout the semester and by requiring each student to develop and submit JavaScript programs for evaluation by the instructor.

E. Rationale:

Javascript has recently become more important, and more demanding, because of the rise of Ajax and the development of a number of JavaScript libraries.

F. Textbook:

JavaScript & Dom Scripting,_Harris; Murach and Assoc.

C&I 7-16-97; DBT 8-18-97
Effective Session 19971.
C&I 11-10-98; DBT 12-15-98,
Effective Session 19982.
Online 2002.

SAMPLE COURSE OUTLINE

NEW ST. PETERSBURG COLLEGE

APPROVED COURSE OUTLINE

<u>RMI</u>	<u>1200</u>	<u>PRINCIPLES OF PROPERTY AND LIABILITY INSURANCE</u>	<u>3</u>
Prefix	Number	Course Title	Cr Hrs.

A. Course Description:

Prerequisite: RMI 1112. This is an introductory course that provides an overview that covers basic property and liability insurance principles such as risk management, regulation, performance, marketing, underwriting, claims, contracts, and loss exposures. 47 contact hours.

B. Major Learning Outcomes:

1. The student will understand the insurance business and the regulations of the insurance industry.
2. The student will comprehend how to measure performance and understand marketing in the insurance industry.
3. The student will define underwriting, contracts and claims in the insurance industry.
4. The student will evaluate property and liability loss exposure and how to manage such exposure.

C. Course Objectives Stated in Performance Terms:

1. The student will understand the insurance business and the regulations of the insurance industry by:
 - a. analyzing risk management techniques and transfer systems.
 - b. identifying the types of insurance organizations.
 - c. examining insurance regulation.
2. The student will comprehend how to measure performance and understand marketing in the insurance industry by:
 - a. analyzing insurer profitability and solvency.
 - b. monitoring insurer financial performance.

- c. identifying the marketing aspects of insurance.
- 3. The student will define underwriting, contracts and claims in the insurance industry by:
 - a. identifying underwriting activities, management and the underwriting process.
 - b. examining the regulation of underwriting activities.
 - c. analyzing claim handling responsibility and the process.
 - d. analyzing loss reserves and unfair claim practice laws.
- 4. The student will evaluate property and liability loss exposure and how to manage such exposure by:
 - a. analyzing property and liability loss exposures.
 - b. examining property and liability policy provisions.
 - c. examining the management of property and liability loss exposure.
 - d. analyzing an example of a risk management program.

D. Criteria Performance Standard:

Upon successful completion of the course, the student will, with 70% accuracy, demonstrate mastery of the above stated objectives through classroom measurements developed by individual course instructors.

E. Rationale:

This course is part of the new insurance A.S. program.

F. Textbook:

Luthardt, C.M., & Wiening, E.A. (2005). *Property and Liability Insurance Principles*. (4th). American Institute for Chartered Property Casualty Underwriters/Insurance Institute of America. ISBN: 978-0-89463-249-5.

SAMPLE PROGRAM OUTLINE

INSURANCE SERVICES (INSVS-AS)

ASSOCIATE IN SCIENCE DEGREE

<http://www.spcollege.edu/program/INSVS-AS>

(Transferable to Bachelor's Degree in Banking, Business Administration, International Business, and Management and Organizational Leadership at SPC)

COURSES IN THE PROGRAM ARE OFFERED IN ALL MODALITIES (FACE-TO-FACE, BLENDED, ONLINE)
AND IN 8, 10 AND 16 WEEK FORMATS.

GENERAL EDUCATION COURSES (21 credits)

Enhanced World View requirement *

ENC	1101	Composition I or (Honors)	3
ENC	1102	Composition II OR (any approved Literature course)	3
SPC	1017	Introduction to Speech Communication OR (SPC 1065, 1017H, 1608 or 1608H)	3
Humanities/Fine Arts Approved Course****			3
MAC	1105	^a College Algebra	3
ECO	2013	^a Principles of Macroeconomics or (Honors)	3
PHI	1631	Studies in Professional Ethics OR (PHI 1600, 1602H, 2635 or 2649)	3

Computer/Information Literacy Competency Requirement

*Visit <http://www.spcollege.edu/program/GENR-AS> for details

CORE AND SUPPORT COURSES (43 CREDITS) SUGGESTED SEQUENCING IS AS FOLLOWS:

YEAR 1 TERM I (9 credits)

ACG	2021	^a Financial Accounting	3
ACG	2071	^a Managerial Accounting	3
CGS	1100	^{a, b} Microcomputer Computer Applications	3

YEAR 1 TERM II (12 credits)

ECO	2023	^a Principles of Microeconomics or (Honors)	3
MAC	2233	^a Applied Calculus I	3
RMI	1112	Fundamentals of Insurance Planning	3
MKA	2021	Sales OR	3
MAR	2321	Advertising	(3)

YEAR 1 TERM III (3 credits)

STA	2023	^a Elementary Statistics or (Honors)	3
-----	------	--	---

YEAR 2 TERM I (12 credits)

RMI	1200	Principles of Property and Liability Insurance	3
BUL	2241	Business Law I	3
RMI	2117	* Personal Insurance	3
GEB	1011	Introduction to Business	3

YEAR 2 TERM II (7 credits)

RMI	2211	* Commercial Insurance	3
RMI	2940	Internship OR	4
RMI	2949	* Co-Op Work Experience	(4)

TOTAL PROGRAM HOURS 64

* **Not submitted to C&I**

^a This course is a prerequisite for admission to the BAS program.

^b Satisfies the general education requirement.

Rationale: After reviewing the marketing classes and discussing it with the advisory board, it was decided that this would be a complimentary course in the Insurance Services program.

C&I 3/24/09; BOT 4/21/09			
NEW - Effective 20091 0415			
C&I 11/10/09; BOT 12/15/09			
Effective 20092 0420			

BIOLOGY (BIOLOGY-BS)

BACHELOR OF SCIENCE DEGREE

<http://www.spcollege.edu/program/BIOLOGY-BS>
[Admissions Checklist](#)

John Vaughan, Dean, SE, (727) 394-6995

UPPER DIVISION REQUIREMENTS

Admission requires an A.A. Degree and completion of the state-mandated prerequisites listed below.

STATE MANDATED PREREQUISITES - Grade of "C" or better required for all courses

The following courses are required and may be used as part of the General Education Requirements:

BSC	2010/L	Biology I – Cellular Processes and Lab	4
BSC	2011/L	Biology II – Organisms and Ecology and Lab	4
CHM	1045/L	General Chemistry and Qualitative Analysis I and Lab	4
CHM	1046/L	General Chemistry and Qualitative Analysis II and Lab	4
CHM	2210/L	Organic Chemistry I and Lab	4
CHM	2211/L	Organic Chemistry II and Lab	4
MAC	2311	Calculus with Analytic Geometry I OR (MAC 2233)	5
STA	2023	Elementary Statistics OR (MAC 2312 or 2234)	3

REQUIRED MAJOR COURSES (36 credits) - Grade of "C" or better required for all courses

BCH	4024	Biochemistry and Molecular Biology	4
PCB	3043C	Ecology with Lab	4
PCB	3063C	Genetics with Lab	4
PCB	4674	Adaptation in Plants and Animals	3
PCB	4723C	Comparative Animal Physiology with Lab	4
PHY	1053	General Physics I	3
PHY	1048L	Physics Laboratory I	1
PHY	1054	General Physics II	3
PHY	1049L	Physics Laboratory II	1
MCB	3020C	General Microbiology with Lab OR	4
PCB	3023C	* Cell Biology with Lab	(4)
BOT	3353C	* Morphology of Vascular Plants	4
BSC	4931	* Senior Seminar	1

ELECTIVES (Select 24 credits) - Grade of "C" or better required for all courses

ANS	3006	Introduction to Animal Science	(3)
ATE	3633	Small Animal Nutrition	(3)
BSC	3312C	Marine Biology with Lab	(4)
HSC	3201	Community Health and Epidemiology	(3)
ZOO	3303C	Vertebrate Zoology with Lab	(4)
ZOO	3733C	Human Anatomy with Lab	(4)
ZOO	4513C	Animal Behavior with Lab	(4)
BSC	4910	* Undergraduate Research	(1-4)
BSC	4934	* Selected Topics in Biology	(1-8)
ZOO	3203C	* Invertebrate Zoology with Lab	(4)
ZOO	3713C	* Functional Vertebrate Anatomy with Lab	(4)

TOTAL PROGRAM HOURS **120**

* Not submitted to C&I

NOTE: If you have not completed two consecutive years of the same foreign language in high school or 8 credits in college, you will need to complete 8 credits of foreign language before completing the B.S. program.

C&I 10/13/09; BOT 11/17/09	C&I 4/27/10; BOT 5/18/10		
NEW – Effective 20092 0420	Effective 20093 0425		
C&I 3/23/10; BOT 4/20/10	C&I 5/25/2010; BOT 7/20/10		
Effective 20093 0425	Effective 20101 0430		

REGULAR LAB FEE CALCULATION FORM

Must be completed for every course with a lab fee that is up for 3 Year Review – even if you are not making any revisions to the course. Complete form and send electronically to Robert Mohr, Curriculum Office.

Course:

Program Administrator:

Special Costs:

Materials and Supplies

Equipment

Excess Faculty Cost

Text Books Included in Fee

Specialized Faculty Training

Special Test Fees

Personnel (non-instructional)

Other

TOTAL:

Total expense to the college:

Total lab fee to the student:

DISTANCE EDUCATION FEE CALCULATION FORM

Must be completed for every course with a distance education lab fee that is up for 3 Year Review – even if you are not making any revisions to the course. Complete form and send electronically to Robert Mohr, Curriculum Office.

Course:

Program Administrator:

Special Costs:

Materials and Supplies

Equipment

Online

Excess Faculty Cost

Text Books Included in Fee

Specialized Faculty Training

Special Test Fees

Personnel (non-instructional)

Other

TOTAL:

Total expense to the college:

Total fee to the student:

CURRICULUM PROPOSAL TERMINOLOGY

This section provides an explanation of the terminology used in the development of proposals and in the completion of curriculum forms and provides a format for providing the necessary information.

Identification of Proposal. Mark whether this is a new course/program; a change to a course/program or a deletion of a course/program.

For Course Change. Mark the areas that are being revised.

Identification of Originator. Enter your name, phone number, department/site and date initiated.

Program Administrator's Approval. Enter your Program Administrator's name. The Program Administrator will mark approval/disapproval. If approved by Program Administrator and after conferring with the provost or campus executive officer or vice president of Baccalaureate Program and University Partnership, they will mark approval by their name.

New Courses: Enter the Reference Number, Teaching Field Title and Level Number. **Remember the Program Administrator will have to credential the instructor to teach this new course once approved by C & I.**

Other Program Administrators: Enter the names of the other discipline Program Administrators, if applicable.

Program Administrator, Provost, Campus Executive Officer and Vice President of Baccalaureate Programs and University Partnerships Approval. The program administrator will put a check mark by the name of each dean, provost, campus executive officer and vice president of Baccalaureate Programs and University Partnerships stating that the packet has been sent to them.

ST. PETERSBURG COLLEGE CURRICULUM PROPOSAL TRANSMITTAL FORM

(To be completed for all proposals)

PART I. IDENTIFICATION OF PROPOSAL: ___ New ___ Change ___ Delete

Course Prefix/No. (only if a course is involved)	
Course Title	
Program Title	

ONLY FOR A COURSE CHANGE, please use an X to identify all applicable categories:

Course Prefix/No.		Prerequisite		Contact Hours	
Title		Corequisite		Criteria Performance Standard	
Credit Hours		Major Learning Outcomes		Fees	
Description		Course Objectives		Other	

PART II. IDENTIFICATION OF ORIGINATOR:

Name:		Phone No.:	
Dept./Site:		Date Initiated:	

PART III. APPROVAL OF PROGRAM ADMINISTRATOR AND SUBMISSION TO CORRESPONDING PROGRAM ADMINISTRATORS ON OTHER CAMPUSES, if applicable

Program Administrator's Name/Site		Approve		Disapprove*	
Provost or Campus Exec Officer or VP of Baccalaureate Programs Name		Approve		Disapprove*	

FOR ALL NEW COURSES:

Teaching Discipline Reference No. _____ Teaching Discipline Title _____

Check one: Transfer course Non-transfer course

Faculty Credential Requirements: (if different from what is listed in current reference no.)

Academic:

Work Experience:

Other:

As you send this proposal to each of the Provosts, please electronically transmit it to all other Program Directors/Academic Chairs in your discipline on other campuses

Program Administrator's Name		Approve		Disapprove*	
Program Administrator's Name		Approve		Disapprove*	
Program Administrator's Name		Approve		Disapprove	

*If disapproved, please contact originating department and Curriculum Coordinator.

PART IV. PROPOSAL'S APPROVAL BY PROGRAM ADMINISTRATORS, PROVOSTS, CAMPUS EXECUTIVE OFFICER AND VICE PRESIDENT BACCALAUREATE PROGRAMS and UNIVERSITY PARTNERSHIPS.

After approving the proposal, the originator's Program Administrator will e-mail the proposal to each of the following and then place a check mark by each of the names on this form:

Proposals have been sent to the following electronically by proposal originator's dean/program director:

- | | | | |
|--------------------------|---------------------------|---------------------------|------------------------|
| _ JC Brock (AC) | _ Brian Frank (AC) | _ Phil Nicotera (HEC) | _ John Vaughan (SE) |
| _ Kay Burniston (EPI) | _ Greg Nenstiel (EPI) | _ James Olliver (SE) | _ Stan Vittetoe (CLW) |
| _ Martha Campbell (CL) | _ Sharon Griggs (SPG) | _ Sharon Setterlind (SPG) | _ Karen K. White (SPG) |
| _ Conferlete Carney (TC) | _ Tami Grzesikowski (HEC) | _ Joseph Smiley (TS) | _ Jean Wortock (HEC) |
| _ Richard Flora (HEC) | _ Theron Manly(TS) | _ Jonathan Steele (CL) | _ Susan Demers (CL) |
| _ Yvonne Ulmer (SPCDT) | | | |

Program Administrators, provosts, campus executive officer and vice president Baccalaureate Programs and University Partnerships will email approval or disapproval to the Curriculum Office, but may address concerns or questions regarding the proposal with the proposal originator or his/her program administrator.

***If multiple proposals from one academic program are submitted as a package, the receiving dean/program director, provost, campus executive officer and vice president Baccalaureate Programs and University Partnerships may indicate approval by one transmittal to the Curriculum Office. 8/2011**

COURSE OUTLINE TERMINOLOGY

This course outline describes the course, the major learning outcomes, the course objectives, the criteria performance standards set by the department, and the rationale as to the reason for the changes in the course.

A. Course Description: The course description consists of all the information about a course that is contained in the College catalog including:

- Course prefix and number
- Course title
- Credit hours
- Pre- and corequisites (if applicable)
- Course description
- Contact hours per week

In addition, information regarding laboratories, general education writing requirements, special requisites (exclusion of credit for similar courses) or other special course information should be included in the course description.

The course description should describe the content of the course through general statements which delineate major topics to be taught, be consistent with the Statewide Course Numbering System profile, and be a comfortable basis of a performance contract between the college and the student.

NOTE: Special course fees, test/certification fees and liability fees are not included in the course description.

Example of catalog course description format:

ENG 2103 WORLD CINEMA --- 3 credits

Prerequisite: ENC 0020 or EAP 1695 or appropriate score on the SPC placement test. This is a survey course designed to introduce students to the cinematic arts of countries from around the world. Emphasis will be given to the works of the acknowledged masters of foreign cinema including, but not limited to, those from Europe, Asia, and Latin America. This course will focus on the spiritual, intellectual and moral issues that unite humankind worldwide in the 21st century as well as the techniques in editing and mise en scene that affect film's impact upon an audience. This course has a substantial writing requirement. 47 contact hours.

Course Prefix and Number: The course prefix and course number in the College catalog must be in accordance with the Statewide Course Numbering System (SCNS). For new courses it is important that the course prefix and number match the profile as listed by SCNS.

Course Title: The course title should appropriately identify the course content. Equivalent courses at other institutions may be approved by the Statewide Course Numbering System with other course titles.

Credit Hours: See Appendix G, pages 55-57 for criteria for the determination of credit to be awarded.

Course Content: The objectives and content of any course offered on more than one College site shall be the same for all sites and shall be taught so as to comply with the course description. The Approved Course Outline for each credit course is stored in the Curriculum folder on the web at <http://www.spcollege.edu/central/curriculum/> and on the Voyager file server on the computer network at <\\file-cluster\voyager\pub\curriculum>.

The Approved Course Outline includes the course description, major learning outcomes and a core of common objectives stated in performance terms that will be taught by all faculty. Each instructor is expected to add objectives to the core to achieve the major learning outcomes of the course. Changes to course content and course description must be approved through Curriculum and Instruction Committee procedures as described in this manual and by the Board of Trustees.

Course Co-requisites and Prerequisites: The following definitions and operational criteria for co-requisite and prerequisite courses have been adopted college wide. Monitoring of prerequisites and co-requisites is accomplished through the registration process. However, instructors often need to be able to explain the requirements to students. Grading may be complicated by student progress in a co-requisite course.

NOTE: In course proposals, please identify the pre- or co-requisites as the first item in the course description.

Co-requisite: A co-requisite course is one in which a student must enroll and attend during the same session as the course to which it is a co-requisite. (In some instances, the co-requisite relationship is reciprocal and in others it is one-way only.) Student performance in the co-requisite course is dependent upon performance in the course to which it is co-requisite.

If a student withdraws or is withdrawn from the course to which it is a co-requisite, then the student must withdraw or be withdrawn from the co-requisite course as well.

Example:

Two courses may be co-requisites to each other as is true for CHM 1025 Introductory Chemistry and CHM 1025L Introductory Chemistry Laboratory. Or, the relationship may be “one-way” only, such as in the case of NUR 1021 Nursing I and BSC 2086 Human Anatomy & Physiology II and BSC 2086L Human Anatomy Physiology Laboratory II. In the case of Chemistry, CHM 1025 is listed as co-requisite to CHM 1025L, and CHM 1025L is listed as co-requisite to CHM 1025. If students withdraw or are withdrawn from either CHM 1025 or CHM 1025L, they must withdraw or be withdrawn from the other. In the second case, BSC 2086 and 2086L are listed as co-requisite (or prerequisite) to NUR 1021, but NUR 1021 is not a co-requisite for BSC 2086 and BSC 2086L. If students withdraw or are withdrawn from BSC 2086 and BSC 2086L, they must withdraw or be withdrawn from NUR 1021; but if they withdraw or are withdrawn from NUR 1021, their enrollment in BSC 2086 and BSC 2086L is not affected.

However, if students who attended throughout the term are assigned final grades of “W” as non punitive grades, those grades will not affect the grade assignments in the co-requisite courses. Students who are assigned final grades of “W” in one co-requisite course should be assigned the grades they earned, “A” through “F” for the other co-requisite course. Students who earn a passing grade in one course at the time they are assigned a “W” grade for its co-requisite course will be deemed to have satisfied the co-requisite when they re-enroll in the course for which they received the “W.”

Prerequisite: A prerequisite is a course that must be completed satisfactorily prior to enrolling in the course to which it is a prerequisite. Compliance with pre- and co-requisite requirements is monitored through the computerized registration system.

Special Requisite: A special requisite (also known as an exclusion requisite) prevents a student from receiving credit for two similar courses.

Example: Credit is not given for both ENC 1101 and ENC 1121H.

B. Major Learning Outcomes: The major learning outcomes are goal statements: statements of what is expected that a student will be able to **DO** as a result of a learning activity. The outcomes are achieved through the objectives. The outcomes provide a structure for the course objectives and for each outcome there is a set of objectives. The outcomes should identify the learning domain (cognitive or affective) and the level in the domain. Most 3-credit courses will have approximately four to eight major learning outcomes. (See Appendix B pages 33-44).

Examples:

1. The student will evaluate the importance of play.
2. The student will analyze the rationale for the arts being integrated into all aspects of the curriculum.
3. The student will integrate developmentally appropriate music activities into early childhood programs.

The major learning outcomes will be repeated above each series of course objectives that relate to each major learning outcome. (See example under Course Objectives below.)

C. Course Objectives Stated in Performance Terms: The course objectives are what the student will be held accountable for knowing and doing at the end of the course. The objectives represent the minimum core of what will be taught whenever the course is offered. It is assumed that each faculty member will add objectives that will capitalize the unique perspective and expertise of the faculty member.

The objectives must be written so that they are measurable and must include action words for evaluation. (See Performance Objectives Levels, in Appendix B pages 33-44, for action words). If a learning outcome is written at a remembering level all objectives under that outcome must be at a remembering level; if an outcome is written at the applying level, outcomes may be written at the lower remembering and understanding levels as well as the applying level.

Examples:

1. The student will define the principles and practices of artistic development by:
 - a. outlining the stages of artistic development from age three to grade three.
 - b. comparing process-oriented experiences to product-oriented experiences.
 - c. examining appropriate ways to introduce artists and their work to children.

These questions should be answered:

1. What will the student be held accountable for knowing and/or being able to do when this objective is accomplished?

2. What criteria will be used to measure the student's mastery of knowledge and/or skill when this objective is accomplished?
3. What level of performance will be acceptable evidence of satisfactory achievement when the student is evaluated?

The major learning outcomes will be repeated above each series of course objectives which relate to each major learning outcome. (See Sample Course Outlines, pages 13-16.)

Some rules to follow with MLOs and COs:

1. Do not use "acquire" or "gain" as this cannot be measured.
2. Do not use "will be able to evaluate", instead use "will evaluate".

D. Criteria Performance Standard: The criteria performance standard quantitatively identifies the level a student must achieve in order to successfully master the specific measurable skills contained in the curriculum statement, it does not refer to the final grade the student will receive in the course.

The course developer has the choice of setting performance levels for each skill, setting one standard for the course as a whole or using a combination of individual skill requirements along with one inclusive statement.

The mastery level set for each skill in the curriculum statement does not refer to the final grade the student will receive in the course. Final grades relate to student achievement of course objectives, but course grading policies may relate to other factors as well. The criteria performance statement sets the requirements only for the skill set forth in the curriculum statement, skills that represent the minimum requirements of the course. Since most instructors have requirements greater than the minimums in the curriculum statement, letter grades will reflect achievement of all the course requirements. At the same time, the student must master the skills in the curriculum statement at the specified level, regardless of performance on other individual course requirements.

Recommended Version: (You can change the percentage)

Upon successful completion of the course, the student will, with a minimum of 70% accuracy, demonstrate mastery of each of the above stated objectives through classroom measures developed by individual course instructors.

E. Rationale for Proposal: The rationale for a proposal should address the following items:

1. The reason this course/program should be added/changed/deleted at St. Petersburg College, in light of the educational objectives of the college.
2. The impact of the proposal on: (a) students, (b) community, (c) enrollment of other courses and programs, (d) staffing, (e) facilities, (f) equipment, (g) instructional materials, (h) library resources and (i) program budget, including new or additional costs, (if applicable).
3. The employment outlook (if applicable) including the number of available positions for graduates in the service area and expected salary level.

4. The conformity of the course/program to legal and other external requirements. Information may be secured from the EA/EO officer for equal access and equal opportunity impact and from the C & I Committee chairperson for the following items:

- A. Articulation Agreement
- B. State Vocational/Technical Requirements
- C. Community Colleges of the Dept. of Education
- D. Accrediting Agencies
- E. State Board Regulations
- F. Board of Trustees
- G. State University System

F. Textbooks: The State Course Numbering System now requires that we send a representative list of the textbooks that we are planning to use for each new and revised course.

SAMPLE RATIONALES FOR COURSE OR PROGRAM CHANGES

E. Rationale for Three Year Review:

The courses HUM 2210 Western Humanities I, HUM 2233 Western Humanities II, and HUM 2270 East/West Synthesis of Humanities were changed in compliance with the required curriculum review process that takes place for every approved course outline at St. Petersburg College every three years. This review includes adjustments of format to be consistent with other course outlines, consideration of multicultural dimensions of the courses, improving the course to reflect the input and expertise of the content area faculty members, improvements in wording to accommodate new instructional methodology, and corrections of grammar.

This review process was completed by Dr. Martha Campbell (TS Campus) with input from the united Humanities faculty College-wide

E. Rationale for Prerequisite/Co-requisite Changes

Addition of PHT 1200 and PHT1200L as a prerequisite and PHT1217/PHT1217L as a pre or corequisite: Student performance in PHT 2252 is dependent upon performance in the courses to which it is a pre or corequisite.

E. Rationale for New Course:

ATE 1302 -This course is needed to address the needs of the students in the veterinary hospital management certificate program relating to the legal procedures of veterinary hospitals. It addresses needs not included in the other courses in the certificate, and prepares students for those more advanced courses. The content is related to the students' current or past experiences in veterinary hospitals.

E. Rationale for Deletion of Courses:

Due to lack of enrollment, the following courses should be deleted:
NUR 2061C, 2091C, 2190, 2191C2192, 2891, 2937

E. Rationale for Deletion of Programs:

Delete the Electronics Engineering Technology (ELEC-AS) and the Quality Compliance Technology (QUAL-AS) programs since these programs are being replaced with A.S. Degree in Engineering Technology with the two specialties in Electronics and Quality.

EXPERIMENTAL TOPICS COURSES **(formerly SELECTED)**

An experimental topics course may be proposed by an instructor whenever student interest or need indicates that students would enroll in such a course. Experimental topics courses are not a permanent part of the curriculum, but they still go through the same Curriculum & Instructional process. All experimental topics course numbers are in a 2990 series in compliance with Statewide Course Numbering System assignment.

Once approved by C & I and the Board of Trustees, the instructor and dean/program director will advertise the course, as needed, using bulletins to colleagues, announcements to classes, media, etc. The dean/ program director will schedule the class and keep a record of enrollment for future reference in offering the class and for curriculum action.

Experimental topics courses are automatically deleted from the Standard Course Listing by the C & I Committee chairperson after three consecutive terms, regardless of the number of times the course has been offered. If the department wishes to continue offering the course as a part of the permanent curriculum, then they resubmit it to C & I with the appropriate course number.

Even though the experimental topics course is to be offered at only one location, it is desirable for the initiator to coordinate with counterparts at other locations.

Selected Topics Courses (formerly **Multiple**): Selected topics courses are courses centering on topics of current interest or of special interest to students. Topics or focus of these courses may vary from term to term.

COURSE MAINTENANCE TERMINOLOGY AND FORM

The course maintenance data is composed of information, not included elsewhere in the proposal that is needed to enter the course into the master course file to create and maintain course records and to register students. The following explanations about the course maintenance data should help the originator of the proposal to complete the curriculum form.

The **course title abbreviation** is the course title that will appear on the Course Information file. The course title abbreviation is limited to a maximum of 25 character positions.

The **desired effective date** should be identified as the academic year and term the course is to begin, either May (Summer Term) or August (Fall Term) or January (Spring Term). **All changes will become effective for January or May after the October Board Meeting and for May or August after the February Board meeting.**

The **educational requirements met code** is used as a check for completion of composition and reading requirements by the completion of the required number of credit hours in the general education program for the Associate in Arts degree. The codes are CM1 for ENC 1101 Composition I, CM2 for ENC 1102 Composition II, and REA for REA 1105 College Reading Techniques.

Permission required refers to courses or cooperative experiences where permission of the appropriate dean/program director is required. This does not refer to courses with permission identified as a course prerequisite.

The **pass/fail option** may be used for physical education activity courses, Experiential Learning Assessment, Weekend Computer Institute, Corporate Training, SLS 0003, certain Physical Therapist Assistant courses and certain College of Education EPI courses per current College Board Rule 6Hx23-4.20.

The number of **contact hours per week** is the number of scheduled class hours an instructor spends with the enrolled students in class activities per week during Terms I and II. Also, provide the total **contact hours per term**, which is calculated based on a 15-week term plus a 2-hour final exam where a contact hour is calculated as 50 minutes.

A **special course fee** (e.g., lab fee, test fee) is sometimes assessed to students for special costs incurred in classroom activities over and above the normal instructional costs. This fee is based on actual costs to the college for materials/services and must be approved by the Board of Trustees before it can be charged.

Special course fees are those fees charged in addition to matriculation and tuition for courses incurring unusual costs, and for costs of special services rendered.

1. Each course should be reviewed to identify any materials, equipment and/or personnel, which would fit the above definition.
2. The items identified should be evaluated against the following criteria:
 - Does the course of instruction consume an unusual amount of or specialized instructional materials?
 - Does the course utilize specialized equipment that will have to be periodically replaced?

- Does the course require specialized support personnel beyond those providing direct instruction?
- Do the specialized materials, equipment and/or personnel offer each student approximately the same benefits and opportunities?
- What impact does the provision of the specialized materials, equipment and/or personnel have on the average cost of instruction when compared to the other colleges in the same cost category. (This criteria will be applicable when appropriate average cost of instruction data can be extracted from the cost reporting data.)
- What impact will the fee have on enrollment, especially of minority students?

To establish or change special course fees, requests should be submitted to ???

Each course has a number of **equated credit hours** (ECH) assigned to it. This is the number of hours credited to a faculty member toward the 30 or 36-hour teaching contract with the college. For courses in which the number of credit hours is equal to the number of contact hours per week, the ECH is the same number as the number of credit hours. For courses in which the number of credit hours is not equal to the number of contact hours per week, the ECH can be found in the BOT Rule 6Hx 23-2.202 Determining Equated Credit (ECH) Values which is on Appendix F, pages 54-55.

The **maximum credit hours** allowed is determined by multiplying the credit hours by the number of times the course may be repeated.

Program/Department numbers are reflected accordingly on the Academic Department Code Listing for courses in the curriculum. These department numbers as listed on the Academic Department Code Listing are eight digits as defined in the Accounting Manual for Florida Public Community Colleges. There are 2 sets of numbers (or codes). One set is for Advanced and Professional Courses and another set is for Vocational Courses.

Each program administrator has been provided with a condensed set of detail coding to cover courses offered at St. Petersburg College. It is the responsibility of the program administrator to assign the proper department number for any new course.

When a course is for both Advanced and Professional programs (Bachelor of Science, Bachelor of Applied Science or Associate in Arts degrees) and Vocational programs (Associate in Science, Associate in Applied Science degrees, Certificates or Applied Technology Diploma), the department number should be assigned where the predominance of students fall. If a course is not in either program, the department number should be assigned to the area of the intended student. If it is a new program in a new discipline, please contact Business Services for the new department number. Questions regarding any determination should be **addressed to the Curriculum Services Office, EpiCenter Services Bldg.**

Instructional Method Codes:

Primary Course Section Type

- B Combination lecture/lab course (including Academic Systems Courses)
- C Lecture discussion – including Remedial Math lecture
- D Directed Independent study –all classes done independently including Self-Paced Math Classes
- H Clinical
- L Lab course
- N Intern (Our Co-op Work Experience)
- O Other than above values

Distance Learning Delivery

Definition: Distance Learning indicates that the student and instructor are separated in the time and/or place during 75% or more of the instruction.

- | | | |
|---|---|---|
| M | Materials | Primarily print-based materials for check-out or mail-out which may be packaged with other materials including CD-Rom, DVD and video tapes which are not telecourses. Correspondence courses would fall into this category. |
| P | Live Open Broadcast | Course delivered by open broadcast (such as PBS), satellite, cable TV, ITFS, microwave that is synchronous and live. Transmission is one-way, although it could be interactive via phone or web/email access. |
| Q | Taped Courses/Telecourses | Pre-taped courses which have been licensed or locally produced and are delivered asynchronously. Videotapes may be checked out, broadcast or delivered by some other system. |
| R | Videoconferencing, Compressed Video, TV | Two-way, audio and video, synchronous, interactive between two or more locations. |
| V | Audio tapes, Audio-conference, Radio | Primarily audio, no video. Audio may be made available synchronously (radio, audio-conference) or asynchronously (audio-tape). |
| X | Web-based or Internet-based Courses | Can include Angel, video streaming on the computer or any other technology not yet thought of. |
| K | Hybrid, Mixed and Blended Courses | Those combinations of technology which do not fit the 75% rule. A Teleweb course, for example, which may be 60% telecourse, 40% Web-based or vice-versa; or a course requiring 30% class attendance, 30% Web and 30% TV. |

A **liability insurance fee** protects the college and the agency in which students work as a part of their class activities against negligent acts of students while participating at the agency.

A **"G" course** is a course in which the student is required to demonstrate college-level writing skills through multiple assignments as mandated by SBE Rule 6A-10.030, F.A.C. ("Gordon Rule").

The **ICS type** refers to an assigned code to identify a type of course within the Community College Information Classification Structure. The codes are as follows:

1000	Advanced and professional
2001	Postsecondary vocational
2002	Postsecondary adult vocational
2003	Supplemental vocational
3110	College preparatory
3120	Vocational preparatory
3210	Adult basic
3220	Adult secondary
3240	GED preparation
3300	Lifelong learning
3900	Misc. collections, non credit, non FTE
4100	Citizenship
4200	Recreation and leisure-not reported to State

The **type of credit earned** is identified as follows:

D	Dual (P or O or Both)
H	Adult Secondary (High school)
N	Non credit (all others) – not reported to State
O	Postsecondary Vocational (Occupational)
P	Advanced and Professional (Non-occupational)
R	College Preparatory
S	Vocational Preparatory
V	Postsecondary Adult Vocational (Vocational and Supplemental)

The **intended students** for the course should be identified as Bachelor of Science, Bachelor of Applied Science, Associate in Arts, Associate in Science, Associate in Applied Science, Certificate, Applied Technology Diploma or Other. More than one category may be identified. The "Other" category should be used to identify and describe the intended registrants; e.g., law enforcement officers, registered nurses, etc. This data is for use by the Statewide Course Numbering System in maintaining course profiles.

The **category of instruction** should be identified as follows: (a) introductory courses are those that require no prerequisites and are general in nature; (b) intermediate courses require some prior preparation in a related area; and (c) advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. This data is for use by the Statewide Course Numbering System in maintaining course profiles.

ST. PETERSBURG COLLEGE COURSE MAINTENANCE DATA

NOTE: If there is no change in a field, no entry for that field is required EXCEPT for the course prefix/number and course title abbreviation fields.

Course Prefix/Number	
Course Title Abbreviation (Max. 25 positions)	
Effective Date (year/term – 0435 = 20102)	
Prerequisites, Corequisites, Special Requisites Educational Requirements Met Code (For ENC 1101, ENC 1102 and REA 1105 only)	
Permission Required	<input type="checkbox"/> Y = Yes (if permission is the only requirement) <input type="checkbox"/> N = No
Pass/Fail Option (Requires Board Rule)	<input type="checkbox"/> Y = Yes <input type="checkbox"/> N = No
Credit Hours	
Contact Hours Per Week and Per Session Must submit paperwork to College Attorney Lab fee (including test fees or other special fees)	Week: Session (usually based on 15 weeks + 2 hr. exam):
Standard Class Size	
ECH	
Maximum Credit Hours Allowed	
Department Number	
Instructional Method (See manual)	
Liability insurance fee (amount)	
Gordon Rule Words	<input type="checkbox"/> 2000 <input type="checkbox"/> 6000 <input type="checkbox"/> 4000 <input type="checkbox"/> 8000 <input type="checkbox"/> 10000
Placement Code	<input type="checkbox"/> P = Postsecondary <input type="checkbox"/> A = Advanced <input type="checkbox"/> B = Blank if none
Type of Credit Earned (See manual)	
ICS Type (See manual)	
Maximum Unsuccessful Attempts	
Placement Test Skill Code	<input type="checkbox"/> 11 Reading <input type="checkbox"/> Skill Level <input type="checkbox"/> 12 English <input type="checkbox"/> 20 Math
Intended Students (Use X for all applicable)	<input type="checkbox"/> BS <input type="checkbox"/> BAS <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> CT <input type="checkbox"/> ATD
Category of Instruction (Use X to identify one category only)	<input type="checkbox"/> Introductory <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced

PROGRAM MAINTENANCE TERMINOLOGY AND FORM

Program type codes:

0	Advanced and professional	4	General freshman
1	Post secondary	5	Employment related
2	Post secondary adult vocational	6	Other personal objectives
3	Awaiting limited access program	Z	Not applicable

Entry testing exemptions indicate that students enrolled in a program are exempt from the testing requirements. If the students in the program are exempt from all entry testing, enter **X** in the **ALL** field on the Program Maintenance Data form. Otherwise, enter **X** in those areas from which entry testing is exempted.

ST. PETERSBURG COLLEGE

PROGRAM MAINTENANCE DATA

Identification of Proposal: ___ New ___ Change ___ Delete

Major Code	
Program Title	
Short Title (Maximum 18 positions)	
Academic Year (e.g., 0435=20102)	
Department Number	
Credit Hours (Total Program Hours)	
PELL Grant Eligible (24+credits)	___ Yes ___ NO
CIP Code (Leave Blank)	

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Please call,
for assistance in the preparation of a curriculum proposal or related questions.

ACCESS THE CURRICULUM FOLDER

Go to <http://www.spcollege.edu/central/curriculum/>
or <\\file-cluster\voyager\pub\curriculum>.

ACCESS AN APPROVED COURSE OUTLINE FOLDER

- A. **Select** the course by clicking on the course prefix range and then clicking on the course. (Listed alphabetically and numerically).
- C. A box will come up and ask if you want to **OPEN or SAVE this file**-if you are **NOT** on File Server,
- D. **Click SAVE** and **SAVE** it to your desktop or just **SAVE** it to your desktop.

ACCESS A PROGRAM OUTLINE SHEET

- A. **Click** on the desired 2010 Program Folder (A.S., A.A.S, Certificates & ATDs; BAS or BS Programs).
- B. **Click** on the desired individual Program Outline Sheet. (Listed alphabetically).
- C. A box will come up and ask if you want to **OPEN or SAVE this file**-if you are **NOT** on File Server,
- D. **Click SAVE** and **SAVE** it to your desktop or just **SAVE** it to your desktop.

ACCESS CURRICULUM FORMS

- A. **Click** on “**Curriculum Forms**” folder.
- B. **Select** the desired forms, Program Outline, Curriculum Proposal Transmittal and Program Maintenance Data form.
- C. A box will come up and ask if you want to **OPEN or SAVE this file**-if you are **NOT** on File Server,
- D. **Click SAVE** and **SAVE** it to your desktop or just **SAVE** it to your desktop.

PERFORMANCE OBJECTIVE LEVELS

REVISED BLOOM'S TAXONOMY

COGNITIVE DOMAIN

Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity. Throughout the years, the levels have often been depicted as a stairway, leading many teachers to encourage their students to "climb to a higher (level of) thought." The lowest three levels are: remembering (knowledge), understanding (comprehension), and applying (application). The highest three levels are: analyzing (analysis), evaluating and creating (synthesis).

1.00 Remembering (Knowledge)

Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

Key Words

choosing	finding	matching	quoting	selecting
collecting	identifying	memorizing	recalling	showing
defining	knowing	naming	reciting	spelling
describing	labeling	noticing	recognizing	stating
drawing	listing	observing	relating	tabulating
examining	locating	omitting	reproducing	telling

2.00 Understanding (Comprehension)

Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining.

Key Words

agreeing	converting	extrapolating	matching	rephrasing
applauding	defining	forming	obeying	representing
approving	demonstrating	generalizing	outlining	restating
associating	describing	giving example	paraphrasing	seeking out
augmenting	discussing	grouping	participating	showing
classifying	distinguishing	illustrating	playing	summarizing
comparing	estimating	indicating	predicting	translating
complying	explaining	inferring	reading	visualizing
comprehending	expressing	interpreting	relating	
contrasting	extending	interrelating	reordering	

COGNITIVE DOMAIN

3.00 Applying (Application)

Carrying out or using a procedure through executing or implementing.

Key Words

accepting	constructing	experimenting	painting	
applying	debating	generalizing	planning	showing
building	demonstrating	identifying	practicing	sketching
calculating	developing	illustrating	predicting	solving
changing	diagramming	interviewing	preparing	translating
choosing	discovering	manipulating	producing	using
classifying	dramatizing	modeling	relating	utilizing
completing	employing	operating	scheduling	
computing	examining	organizing	selecting	

4.00 Analyzing (Analysis)

Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

Key Words

analyzing	deducing	discovering	illustrating	relating
arranging	defining	dividing	inferring	researching
calculating	detecting	examining	inspecting	selecting
classifying	diagramming	experimenting	investigating	separating
comparing	differentiating	explaining	ordering	simplifying
connecting	discriminating	functioning	outlining	subdividing
contrasting	distinguishing	identifying	pointing out	surveying
				taking apart

5.0 Evaluating (Evaluation)

Making judgments based on criteria and standards through checking and critiquing.

Key Words

agreeing	considering	determining	judging	relating
arguing	contrasting	disapproving	justifying	ruling on
assessing	convincing	discriminating	marking	selecting
appraising	criticizing	disputing	measuring	solving
attaching	critiquing	estimating	perceiving	summarizing
awarding	debating	explaining	prioritizing	supporting
choosing	deciding	evaluating	proving	testing
comparing	defending	grading	ranking	validating
concluding	describing	interpreting	rating	weighting
			recommending	

COGNITIVE DOMAIN

6.00 Creating (Synthesis)

Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Key Words

adapting	constructing	generalizing	modifying	reconstructing	telling
arranging	creating	generating	organizing	relating	testing
assembling	deleting	happening	originating	reorganizing	writing
building	designing	hypothesizing	performing	revising	
categorizing	developing	improving	planning	rewriting	
changing	devising	integrating	predicting	specifying	
combining	discussing	inventing	preparing	solving	
competing	elaborating	making up	producing	substituting	
compiling	explaining	managing	proposing	summarizing	
composing	formulating	maximizing	rearranging	synthesizing	

www.center.iupui.edu/ct/idd/docs/Bloom_revised021.doc February 8, 2006

teachers.net/lessons/posts/355.html www.teachers.ash.org.au/researchskills/dalton.htm Dalton.J & Smith.D [(1986) Extending Children's Special abilities – Strategies for Primary Classrooms www.lgc.peachnet.edu/academic/educatn/Blooms/critical_thinking.htm

Bloom B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1973). *Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain*. New York: David McKay Co., Inc.

AFFECTIVE DOMAIN

This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex.

1.00 Receiving Phenomena

The student passively pays attention. Without this level no learning can occur. Listen to others with respect. Listen for and remember the name of newly introduced people. Willingness to hear and selected attention.

Key Words

asking	giving	locating	realizing	using
choosing	holding	naming	recognizing	
describing	identifying	noticing	replying	
following	ignoring	observing	selecting	

2.00 Responding to Phenomena

The student actively participates in the learning process, not only attends to a stimulus, the student also reacts in some way. Participating in class discussions. Gives a presentation. Attends and reacts to a particular phenomenon. Questions new ideas, concepts, models, etc., in order to fully understand them. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).

Key Words

agreeing	discussing	reading
aiding	greeting	reciting
answering	helping	reporting
approving	labeling	selecting
assisting	performing	telling
complying	practicing	writing
conforming	presenting	

3.00 Valuing

The student attaches a value to an object, phenomenon, or piece of information. The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable. Demonstrate belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.

Key Words

completing	following	joining	reporting	working
demonstrating	forming	justifying	selecting	
differentiating	initiating	proposing	sharing	
explaining	inviting	reading	studying	

AFFECTIVE DOMAIN

4.0 Organizing

The student can put together different values, information, and ideas and accommodate them within his/her own schema; comparing, relating and elaborating on what has been learned. Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values. Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.

Key Words

adhering	defining	modifying
altering	discussing	ordering
arranging	explaining	organizing
combining	formulating	preparing
comparing	generalizing	relating
completing	identifying	synthesizing
defending	integrating	

5.0 Characterizing

The student has held a particular value or belief that now exerts influence on his/her behavior so that it becomes a characteristic. Initially involves receiving, response, valuing and organization of selected values into controlling tendencies with subsequent integration into a total philosophy. Has a value system that controls their behavior. The behavior is pervasive, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional). Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.

Key Words

acting	modifying	questioning
discriminating	performing	revising
displaying	practicing	serving
influencing	proposing	solving
listening	qualifying	verifying

From Benjamin S. Bloom *Taxonomy of educational objectives*.
Published by Allyn and Bacon, Boston, MA. Copyright (c) 1984 by Pearson Education.

Bloom B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1973). *Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain*. New York: David McKay Co., Inc.

How to Write Learning Outcomes

*by Alan Jenkins (Oxford Brookes University) &
Dave Unwin (Birkbeck College London)*

As a result of reading this text and then applying it to the materials you write for the project you will be able to:

- state what is meant by a learning outcome
- give reasons why learning outcomes are valuable in designing a lecture
- use learning outcomes when planning and writing a lecture
- have a view as to whether you think they better enable you to describe to students what they are expected to learn from your material.

What are learning outcomes?

Learning outcomes are statements of what is expected that a student will be able to DO as a result of a learning activity.

Note how we emphasize what students will be able to do. This distinguishes an approach based on learning outcomes from one which uses more intangible ideas related to educational aims and objectives. In the educational literature there are important debates about the differences between objectives/outcomes and competencies, but this introduction will not bother you with these niceties. The key word is DO and the key need in drafting learning outcomes is to use active verbs. Note how in the introduction we used words such as give, use and have a view.

Why learning outcomes?

Learning outcomes help instructors more precisely to tell students what is expected of them. By doing this, educationalists assert that they:

- help students learn more effectively. They know where they stand and the curriculum is made more open to them.
- make it clear what students can hope to gain from following a particular course or lecture.
- help instructors to design their materials more effectively by acting as a template for them.
- help instructors select the appropriate teaching strategy, for example lecture, seminar, student self-paced, or laboratory class. It obviously makes sense to match the intended outcome to the teaching strategy.
- help instructors more precisely to tell their colleagues what a particular activity is designed to achieve.
- assist in setting examinations based on the materials delivered.
- ensure that appropriate assessment strategies are employed.

Learning outcomes are particularly important in a project like this where materials and learning activities are produced by many people in order to be used by others. By stating what you expect students to be able to do as a result of what you have written, you can help colleagues elsewhere better judge its appropriateness to their circumstances and consider how to change it to meet their own local needs

Writing learning outcomes

We started this briefing with an example where we gave four possible outcomes for this exercise which you might like to revisit.

Here are some suggested ways in to the problem:

- think of what you expect students to be able to do / to know before reading your material
- NOW**
- think of them after they have read it. What should they now be able to do as a result of reading it?
 - always try to use active words. Some suggestions, each keyed to a particular type of intended outcome, are given at the end of this document.
 - try writing them!
 - try writing them, and then ask a colleague who is not a GIS specialist / or students whether they know what is expected of them

What comes next?

Well, once you have written your learning outcomes, the next logical step is to design an assessment method to test whether students have achieved the outcomes. Only then can one really say what form of learning materials/activities are needed to assist students to pass the assessment. Clearly, your suggested examination questions should attempt to test whether or not the intended outcomes you specified have been achieved.

Verbs that you might think of using to specify different sorts of outcome

For Knowledge

arrange -order -define- recognize- duplicate
 label- recall- list -repeat -memorize
 name- state -relate -reproduce

For Comprehension

Classify- locate- describe- recognize- discuss
 report -explain -restate- express- review
 identify -select -indicate -translate

For Application

apply -operate -choose- practice- demonstrate
 schedule- dramatize- sketch- employ -solve
 illustrate -use- interpret- write

For Analysis

analyze- differentiate- appraise- discriminate- calculate
 distinguish -categorize- examine -compare- experiment
 contrast -question- criticize -test

For Synthesis

arrange -formulate- assemble -manage- collect
 organize -compose- plan- construct- prepare
 create- propose -design- write

For Evaluation

appraise -judge- argue- predict- assess
 rate -attach -score- choose -select
 compare -support -estimate -evaluate

COURSE REVIEW /DESIGN CHECKLIST

The Course Review Checklist document is intended to be a guide for faculty to review courses selected for Three-Year Review. Faculty will evaluate Major Learning Outcomes and the activities, assessment methods, and Critical Thinking strategies used in the instruction of the course.

Form Field Definitions:

- **Major Learning Outcome #:** # of MLO from the Curriculum and Instruction (C&I) document
- **Major Learning Outcome:** State the exact wording of each MLO from the C & I course outline.
- **Identify the Unit/Module/Lesson:** Indicate the place(s) where evidence of this MLO being taught can be found.
- **Activities/Interactions to Meet MLO:** Select the activities and interactive assignments used to meet the MLO.
- **Assessment Method:** Select how the learning will be evaluated?
- **Critical Thinking: (check the level(s) of Critical Thinking that applies to the activity meeting the outcome)**
 - **Description:** Lists the qualities of concepts, ideas, definitions, etc. central to the course content
 - **Comparison/Contrast:** Shows similarities and differences between concepts, ideas, definitions, etc. central to the course content
 - **Problem-solving:** The Problem Solving process consists of the following sequence of events
 - Problem definition.
 - Problem analysis.
 - Generating possible solutions.
 - Analyzing the solutions.
 - Selecting the best solution(s).
 - Planning the next course of action (Next Steps)
 - **Analysis:** Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.
 - **Evaluation:** Makes judgments about the value of ideas or materials.
 - **Synthesis:** Builds a structure or pattern from diverse elements. Puts parts together to form a whole, with emphasis on creating a new meaning or structure.
 - **Reflection:** Dewey (1933) states that reflective thinking is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads.
 - **Approach: (Check the item that applies.)** Will the activity be an individual activity, or will students work as part of a community (team)?
- **Recommendation: (Required for 3 Year Course Review, suggested for Course Design)**
 - **Keep: No revision of MLO necessary**
 - **Delete: MLO no longer needed**
 - **Revise: Suggest revision of MLO**

M L O #	Major Learning Outcome (Exact wording from C & I Document)	Identify the Unit/Module or Lesson	Content/ Activities to Meet Objectives	Assessment Methods	Critical Thinking	Approach
1			<input type="checkbox"/> Reading Assignment <input type="checkbox"/> Video <input type="checkbox"/> PPT <input type="checkbox"/> RLO <input type="checkbox"/> Discussion (e.g. debate, role-play, etc.) <input type="checkbox"/> Research <input type="checkbox"/> Tutorial <input type="checkbox"/> Project (group, individual) <input type="checkbox"/> Other _____	<input type="checkbox"/> Quiz or Exam <input type="checkbox"/> Project <input type="checkbox"/> Paper <input type="checkbox"/> Other_	<input type="checkbox"/> Description <input type="checkbox"/> Comparison/ Contrast <input type="checkbox"/> Problem-Solving <input type="checkbox"/> Analysis <input type="checkbox"/> Evaluation <input type="checkbox"/> Synthesis <input type="checkbox"/> Reflection	<input type="checkbox"/> Individual <input type="checkbox"/> Community/Team
2			<input type="checkbox"/> Reading Assignment <input type="checkbox"/> Video <input type="checkbox"/> PPT <input type="checkbox"/> RLO <input type="checkbox"/> Discussion (e.g. debate, role-play, etc.) <input type="checkbox"/> Research <input type="checkbox"/> Tutorial <input type="checkbox"/> Project (group, individual) <input type="checkbox"/> Other _____	<input type="checkbox"/> Quiz or Exam <input type="checkbox"/> Project <input type="checkbox"/> Paper <input type="checkbox"/> Other_	<input type="checkbox"/> Description <input type="checkbox"/> Comparison/ Contrast <input type="checkbox"/> Problem-Solving <input type="checkbox"/> Analysis <input type="checkbox"/> Evaluation <input type="checkbox"/> Synthesis <input type="checkbox"/> Reflection	<input type="checkbox"/> Individual <input type="checkbox"/> Community/Team
3			<input type="checkbox"/> Reading Assignment <input type="checkbox"/> Video <input type="checkbox"/> PPT <input type="checkbox"/> RLO <input type="checkbox"/> Discussion (e.g. debate, role-play, etc.) <input type="checkbox"/> Research <input type="checkbox"/> Tutorial <input type="checkbox"/> Project (group, individual) <input type="checkbox"/> Other _____	<input type="checkbox"/> Quiz or Exam <input type="checkbox"/> Project <input type="checkbox"/> Paper <input type="checkbox"/> Other_	<input type="checkbox"/> Description <input type="checkbox"/> Comparison/ Contrast <input type="checkbox"/> Problem-Solving <input type="checkbox"/> Analysis <input type="checkbox"/> Evaluation <input type="checkbox"/> Synthesis <input type="checkbox"/> Reflection	<input type="checkbox"/> Individual <input type="checkbox"/> Community/Team
4			<input type="checkbox"/> Reading Assignment <input type="checkbox"/> Video <input type="checkbox"/> PPT <input type="checkbox"/> RLO <input type="checkbox"/> Discussion (e.g. debate, role-play, etc.) <input type="checkbox"/> Research <input type="checkbox"/> Tutorial <input type="checkbox"/> Project (group, individual) <input type="checkbox"/> Other _____	<input type="checkbox"/> Quiz or Exam <input type="checkbox"/> Project <input type="checkbox"/> Paper <input type="checkbox"/> Other_	<input type="checkbox"/> Description <input type="checkbox"/> Comparison/ Contrast <input type="checkbox"/> Problem-Solving <input type="checkbox"/> Analysis <input type="checkbox"/> Evaluation <input type="checkbox"/> Synthesis <input type="checkbox"/> Reflection	<input type="checkbox"/> Individual <input type="checkbox"/> Community/Team

Course Review Checklist

Submitted By:

Course #:

Course Title:

Course Description:

Language in Course Description is current: Yes No

Course Description reflects MLOS: Yes No

Course Description will be effective in attracting new students to course: Yes No

Course is consistent with approved C & I documentation: Yes No

Alternate documentation has been approved by Program Administrator and is being submitted for review: Yes No

Peer Review 0420

46FD902B38B32

1. Please select the course you are reviewing from the dropdown list.

Answer

2. The major learning outcomes are current.

Answer

3. The major learning outcomes are clearly written.

Answer

4. The major learning outcomes appear in the course syllabi (located on the Syllabus Tab in Angel).

Answer

Content/Activities to Meet MLO

5. The learning activities are relevant to course outcomes.

Answer

6. The course design provides meaningful learning activities to foster instructor-student and student-student interaction.

Answer

Assessment Methods

7. Multiple methods of assessment are used to measure the achievement of stated course outcomes and learning objectives

Answer

Resource Tools

8. Resources and materials are easily accessible (with clear instructions when necessary) and usable by the learners.

Answer

Critical Thinking

9. A variety of critical thinking strategies are used to promote students' mastery of the major learning outcomes.

Answer

10. General Course Comments and/or recommendations to the Program Administrator for Changes to the Major Learning Outcomes and Course Objectives:

Answer _____

Please submit the final document to your department's Three Year Review area at <http://angeldev.spcollege.edu>

NEW COURSE DEVELOPMENT PROCESS TRADITIONAL COURSE

1. Faculty must discuss new course proposal with their Program Administrator and then with the faculty and staff directly involved with or affected by the proposed new course at all campuses or sites.
2. Faculty must make sure the new course covers the items on the Course Design Checklist.
3. Faculty must present the new course to their program administrator for approval before it is sent out to the C & I Office for review.
4. Once the course has been reviewed by the C & I Office, the program administrator sends the new course with all the curriculum forms to all names listed on the Curriculum Proposal Transmittal form and to the C & I office. All forms can be found at <http://www.spcollege.edu/central/curriculum/> or by going to <\\file-cluster\voyager\pub\curriculum>.
5. Once the C & I office receives the final forms they are put on the agenda for the next available C & I Meeting. Forms must be received by the deadline for the next C& I Meeting or are moved to the following C & I meeting. C & I Meeting Schedule can be found at <http://www.spcollege.edu/central/curriculum/> or by going to <\\file-cluster\voyager\pub\curriculum>.
6. Process:

POSITION	FACULTY	INSTRUCTIONAL TECHNOLOGISTS	PROGRAM ADMINISTRATORS	C & I Meetings
DUTIES	Discuss new course with program administrator. Write new Course Outline. Submit new course outline to Program Administrator	If Faculty are using any web pages in their new course they MUST discuss the course with the discipline IT.	Submit New Course Outline along with Curriculum Forms to C & I Office for Review. Once reviewed by C & I Office, the course outline and forms are sent to all names listed on the Curriculum Proposal Transmittal Form.	C & I meetings are the 2 nd or 4 th Tuesday each month from September to June and the forms must be received by the C & I office 3 weeks before the C & I Meeting.

7. Once the course is approved by C & I, it is sent to the State for approval with a January or August effective date.
The proposals are submitted to the BOT in October for January or May effective date and in February for May or August effective date.
The course will be entered into PeopleSoft with a January or May or August effective date and will be put out on the File Server, webhost and webpages after Board approval.

Appendix E

ACADEMIC ORG, DIVISION, DEAN, PROGRAM DIRECTOR AND INSTRUCTIONAL TECHNOLOGIST

<u>ACADEMIC ORG</u>	<u>DIVISION</u>	<u>DEAN</u>	<u>PROGRAM DIRECTOR</u>	<u>INSTRUCTIONAL TECHNOLOGIST</u>
BANK	UD	Greg Nenstiel		Karen Hesting
INTBUS	UD	Greg Nenstiel		Karen Hesting
MGTORG	UD	Greg Nenstiel		Karen Hesting
SUSMGT	UD	Greg Nenstiel		Karen Hesting
<u>BUS</u>	<u>LD/UD</u>	<u>Greg Nenstiel</u>		<u>Karen Hesting</u>
BIOLOGY	UD	John Vaughan		Alan Shapiro
BIO SCI	LD	John Vaughan		Alan Shapiro
PHYSICI	LD	John Vaughan		Alan Shapiro
<u>WELLNESS</u>	<u>LD</u>	<u>John Vaughan</u>		<u>Alan Shapiro</u>
BLDARTS	LD		Brad Jenkins	Karen Hesting
<u>ENGINEERING</u>	<u>LD</u>		<u>Brad Jenkins</u>	<u>Karen Hesting</u>
ITSC	LD	Sharon Setterlind		Nancy Munce
TECH MGT	UD	Sharon Setterlind		Nancy Munce
<u>COMPUTER SCIENCE</u>	<u>LD</u>	<u>Sharon Setterlind</u>		<u>Nancy Munce</u>
BTEED	UD	Theron Manly		Greg Rabelo
ED CORE	UD	Theron Manly		Greg Rabelo
EDST	UD	Theron Manly		Greg Rabelo
EDUC	UD	Theron Manly		Greg Rabelo
ELEM ED	UD	Theron Manly		Greg Rabelo
EXCEP ED	UD	Theron Manly		Greg Rabelo
MATH ED	UD	Theron Manly		Greg Rabelo
MGMED	UD	Theron Manly		Greg Rabelo
MGSED	UD	Theron Manly		Greg Rabelo
SCI ED	UD	Theron Manly		Greg Rabelo
TECED	UD	Theron Manly		Greg Rabelo
<u>ERLYCHLD</u>	<u>LD</u>	<u>Theron Manly</u>		<u>Greg Rabelo</u>
COHSA	UD	Tami Grzesikowski		Karen Fritch
DENHY	UD	Tami Grzesikowski		Karen Fritch
<u>ORTHPR</u>	<u>UD</u>	<u>Tami Grzesikowski</u>		<u>Karen Fritch</u>
COMM	LD	Martha Campbell		Karen Hesting
ESL	LD	Martha Campbell		Karen Hesting
FORLANG	LD	Martha Campbell		Karen Hesting
LETTERS	LD	Martha Campbell		Karen Hesting
SIGNLANG	LD	Martha Campbell		Karen Hesting
<u>SPEECH</u>	<u>LD</u>	<u>Martha Campbell</u>		<u>Karen Hesting</u>
CRIMINAL JUSTICE,etc	LD	Brian Frank		Tim Godcharles
EAM	LD	Brian Frank		Tim Godcharles
FIRESCI	LD	Brian Frank		Tim Godcharles
<u>PSA</u>	<u>UD</u>	<u>Brian Frank</u>		<u>Tim Godcharles</u>

<u>SOCSCI</u>	<u>LD</u>	<u>Joseph Smiley</u>		<u>Greg Rabelo</u>
<u>EMS</u>	<u>LD</u>		<u>Nerina Stepanovsky</u>	<u>Karen Fritch</u>
<u>FINE ARTS</u>	<u>LD</u>	<u>Jonathan Steele</u>		<u>Karen Hesting</u>
<u>HUMANITIES</u>	<u>LD</u>	<u>Jonathan Steele</u>		<u>Karen Hesting</u>
<u>DIGITAL</u>	<u>LD</u>	<u>Jonathan Steele</u>		<u>Karen Hesting</u>
<u>DEN</u>	<u>LD</u>		<u>Joan Tonner</u>	<u>Karen Fritch</u>
<u>FUNSE</u>	<u>LD</u>		<u>Kevin Davis</u>	<u>Karen Fritch</u>
<u>HIM</u>	<u>LD</u>		<u>Mitch Watrous</u>	<u>Karen Fritch</u>
<u>HLTHSVC</u>	<u>LD</u>		<u>Mitch Watrous</u>	<u>Karen Fritch</u>
<u>HNRS</u>	<u>LD</u>		<u>Nadia Yevstigneyeva</u>	<u>Karen Hesting</u>
<u>HSPTOUR</u>	<u>LD</u>		<u>Robert Meyer</u>	<u>Alan Shapiro</u>
<u>HUMNSVC</u>	<u>LD</u>		<u>Cheryl Kerr</u>	<u>Karen Fritch</u>
<u>ETHICS</u>				
<u>LEGAL</u>	<u>LD/UD</u>	<u>Susan Demers</u>		<u>Karen Hesting</u>
<u>PPA</u>	<u>UD</u>	<u>Susan Demers</u>		<u>Karen Hesting</u>
<u>LIBSCI</u>	<u>LD</u>		<u>Joseph Leopold</u>	<u>Nancy Munce</u>
<u>MATH</u>	<u>LD</u>	<u>Sharon Griggs</u>		<u>Nancy Munce</u>
<u>MEDLAB</u>	<u>LD</u>		<u>Valerie Polansky</u>	<u>Karen Fritch</u>
<u>NURSE</u>	<u>LD/UD</u>	<u>Jean Wortock</u>	<u>Gail Burt</u>	<u>Karen Fritch</u>
<u>PRKS LS</u>	<u>LD</u>		<u>Larry Goldsmith</u>	<u>Alan Shapiro</u>
<u>PTA</u>	<u>LD</u>		<u>Rebecca Kramer</u>	<u>Karen Fritch</u>
<u>RADTECH</u>	<u>LD</u>		<u>John Fleming</u>	<u>Karen Fritch</u>
<u>RESC</u>	<u>LD</u>		<u>Stephen Mikles</u>	<u>Karen Fritch</u>
<u>VETTECH</u>	<u>LD/UD</u>	<u>Richard Flora</u>		<u>Karen Fritch</u>

DETERMINING EQUATED CREDIT HOUR (ECH) VALUES

College Rule 6Hx23-2.202

Equated Credit Hour (ECH) - This unit of value assigned to instructional or other duties for persons on instructional or supplemental contracts is established on the following basis:

Type of Instruction	Course Credit Hours	Contact Hours Weekly (16 wks)	ECH
I. College Credit			
A. Lecture/Discussion	1	1	1.000
B. Laboratory (non-health)	1	3	1.875
C. Health Sciences Laboratories	1	2-3	1.5-2.25
D. Combined Lecture/Lab*			
E. Integral Lecture/Lab**			
F. Applied Music	1	.5	.43
	2	1	.86
G. Exceptions/Deviations***			
II. Preparatory Credit			
Group/Individualized	1	3	1.875
	3	3	3.000
	4	5	3.000

III. Postsecondary Adult/Vocational Credit

ECH for the corresponding number of contact hours of college credit times .75 = ECH for PSAV credit.

*Combined lecture/lab describes courses which have separately scheduled lecture and laboratory periods with the laboratory period scheduled as a "0" credit course. The ECH for combined lecture/lab courses under this definition will be the sum of the ECH which would be generated if the lecture and the lab were separate courses.

** Integral lecture/lab describes courses which are scheduled as a single time period with an internal subdivision of lecture and laboratory activity. The ECH for integral lecture/lab courses is generated according to the following formula:

$$\text{ECH} = .25 (\text{course credit hours}) + .625 (\text{contact hours weekly for 16 weeks})$$

*** Exceptions/deviations from these definitions are documented in the office of the vice president for Academic & Student Affairs and are captured in the Standard Course Listing (SCL). Exceptions/ deviations include:

IV. Others

A. Large Lecture

Head Count Enrollment	Average Class Size	ECH
Less than 60	50	3.000
60-90	75	4.500
More than 90	100	6.000

B. Work Experience Seminars

Head Count Enrollment	Average Class Size	ECH
10	10	1.500

(Each enrollment between 10 and 25 = .3 ECH)

25	25	6.000
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C. Art Studios

	Course Credit Hours	Contact Hours Weekly (16 wks)	Average Class Size	ECH
Normal	3	6	22	4.500
Adjusted	3	6	18	3.750

D. Computer Programming Language Classes

	Course Credit Hours	Contact Hours Weekly (16 wks)	Average Class Size	ECH
Normal	3	4	25	3.250
Adjusted	3	4	32	3.600

E. Other duties as assigned - ECH value to be determined on the basis of 32 contact hours per ECH for non-teaching activity assigned for administrative (ADM) or curriculum development (CURR) activity.

Filed – 6/16/09 To be Effective 6/16/09

DETERMINATION OF CREDIT TO BE AWARDED

Applicable Regulations

Postsecondary Credit Definitions (from Florida Administrative Code 6A-10.033). The definitions apply to instruction in postsecondary career centers, community colleges, and universities.

1. **Credit.** Credit is a unit of measure assigned to courses or course equivalent learning. Credit is awarded if the learning activity it represents is part of, or preparatory for, an organized and specified program leading to a postsecondary certificate or degree. Credit is a device that indicates to the learner, to educational institutions, to employers and to others how much of the program the learner has completed. The credit awarded may be independent of where the learning occurs. If a learning activity does not meet these requirements, credit shall not be awarded. The only types of postsecondary credit authorized are:
 - A. **College credit.** College credit is the type of credit assigned to courses or course equivalent learning that is part of an organized and specified program leading to a graduate, baccalaureate, or associate degree. One (1) college credit is based on the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction; with credits for such things as laboratory instruction, internships and clinical experience determined by the institution based on the proportion of the direct instruction to the laboratory exercise, internship hours or clinical practice hours.
 - B. **Career credit.** Career credit is the type of credit assigned to courses or course equivalent learning that is part of an organized and specified program leading to a career certificate. It applies to postsecondary adult career courses. One (1) career credit is based on the learning expected from the equivalent of thirty (30) hours of instruction.
 - C. **Preparatory credit.**
 - (1) **College preparatory credit.** College preparatory credit is the type of preparatory credit assigned to courses that provide high school graduates who wish to enroll in college credit courses with additional academic preparation determined to be needed pursuant to Rule 6A-10.0315, F.A.C. One (1) college preparatory credit is based on the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction, with credit for such things as laboratory instruction and individualized study determined by the institution based on the proportion of direct instruction to the laboratory exercise or individualized program. College preparatory courses provide competency-based instruction to develop college entry competencies in the communication and computation skills described herein.
 - a. College preparatory reading competencies are distinguished from college-level reading competencies based on the criteria in Rule 6A-10.0315(1), F.A.C. College preparatory reading instruction includes the recognition of main ideas, supporting details, meanings of words in context, author's purpose, tone, valid arguments, explicit and implicit relationships within and between sentences; and the ability to detect bias, to distinguish fact from opinion, and to draw logical inferences and conclusions.

- b. College preparatory writing competencies are distinguished from college-level writing competencies based on the criteria in Rule 6A-10.0315(1), F.A.C. College preparatory writing instruction includes word choice, sentence structure, grammar, spelling and punctuation.
 - c. College preparatory mathematics competencies are distinguished from college-level mathematics competencies in that the college-level competencies begin with intermediate algebra or general mathematics skills which build upon the preparatory competencies defined in Rule 6A10.0315(1) F.A.C. College preparatory mathematics instruction includes arithmetic and introductory algebra including real numbers and their properties, basic operations with linear expressions, factoring of algebraic expressions and solutions of linear equations and inequalities.
- (2) **Career preparatory credit.** Career preparatory credit is the type of preparatory credit assigned to courses that provide students who wish to enroll in career credit courses with additional academic preparation. One career preparatory credit is based on the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction, with credit for such things as laboratory instruction and individualized study determined by the institution based on the proportion of direct instruction to the laboratory exercise or individualized program.
- D. **Noncredit.** Noncredit is a term indicating that credit, as defined herein, is not awarded. It applies, in the case of universities, to the instructional classifications of noncredit continuing education; in the case of community colleges, to the instructional classifications of noncredit continuing education, adult basic and secondary, citizenship and recreational; and in the case of postsecondary career centers, to the instructional classifications of noncredit continuing education, adult basic and secondary, community education and community instructional services. The unit of measure is hours of instruction.

Specific authority 229.053(1), 24Q115 (2), 240.117(1) FS. Law Implemented 228.041(1), 228.072(7)(f), 229.053(2)(c), 229.551(1), 240.115, 240.117, 240.203(2), 240.301, 240.325(3)(4) FS. History - New 7-13-83, Amended 5-14-85, Formerly 6A-10.33.

Conventional Practice

Conventional wisdom and common practice assume that students will devote 1 hour in class and 2 to 3 hours outside of class in reading, study, research, preparation of papers, etc., (a total of 3 or more hours per week) for each credit in a lecture/discussion course. Similarly, credit for laboratory courses usually reflects the 3 hours per week per credit standard. For example, a 1 credit laboratory experience that is completed totally or primarily in the laboratory would meet 3 hours per week but one that requires substantive work in preparation for or in follow-up to the laboratory period would meet only 2 hours per week.

College Expectations

At St. Petersburg College, one (1) college credit for lecture/discussion courses is awarded based on fifteen (15) fifty minute periods (or equivalent) plus the final examination. Whether courses are scheduled to meet one or more times per week, in shortened sessions such as Express Session, or other modes, it is assumed that at least 750 minutes of instruction, exclusive of breaks, plus the final examination is the basis for each credit awarded.

Normally, courses proposed to the C & I Committee should be based on a minimum of 750 minutes of lecture/discussion plus the final exam for each credit. Laboratory courses where all requirements are met in the laboratory should meet 2250 minutes (3 credit hours x 50 minutes x 15 weeks) for each credit and those requiring substantive work outside the laboratory should meet 1500 minutes (2 credit hours x 50 minutes x 15 weeks).

Combined lecture/laboratory courses should be designed with the conventional practices in mind even though there is no discrete break between the lecture and laboratory components of the course. For example, a 3 credit combined course with 2 hours lecture would meet four hours per week if substantive out of laboratory work was required and 5 hours per week if the laboratory work was conducted entirely in class. (A 3 credit hour combined lecture/laboratory course = 2 hours lecture and 2 hours lab OR 2 hours lecture and 3 hours lab.)

Cooperative work experiences and internships should complete 60 on-the-job hours for each credit earned in addition to written assignments.

Proposed exceptions to the conventional practice described above should be fully justified in the course proposals submitted to the C & I Committee for consideration.

SACS CRITERIA FOR UNDERGRADUATE EDUCATION

Section 2: CORE REQUIREMENTS

Core Requirements are basic, broad-based, foundational requirements that an institution must meet to be accredited with the Commission on Colleges.

2.6 The institution is in operation and has students enrolled in degree programs (**Continuous Operation**)

2.7

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. (**Program Length**)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (**Program Content**)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. (**General Education**)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See *Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach."*) (**Course work for Degrees**)

Section 3: **COMPREHENSIVE STANDARDS**

The Comprehensive Standards set forth requirements in the following four areas: (1) institutional mission, governance, and effectiveness; (2) programs; (3) resources; and (4) institutional responsibility for Commission policies. The Comprehensive Standards are more specific to the operations of the institution, represent good practice in higher education, and establish a level of accomplishment expected of all member institutions.

PROGRAMS

- 3.4 Educational Programs: All Educational Programs (includes all on campus, off-campus, and distance learning programs and course work)** *(See Commission policy "Distance Education.")*
- 3.4.1** The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval)**
 - 3.4.2** The institution's continuing education, outreach, and service programs are consistent with the institution's mission. (Continuing education/service programs)
 - 3.4.3** The institution publishes admissions policies that are consistent with its mission. **(Admissions policies)**
 - 3.4.4** The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. *(See Commission policy "The Transfer or Transcribing of Academic Credit.")* **(Acceptance of academic credit)**
 - 3.4.5** The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. **(Academic policies)**
 - 3.4.6** The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. **(Practices for awarding credit)**
 - 3.4.7** The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution. **(Consortial relationships/contractual agreements)**
 - 3.4.8** The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. **(Noncredit to credit)**

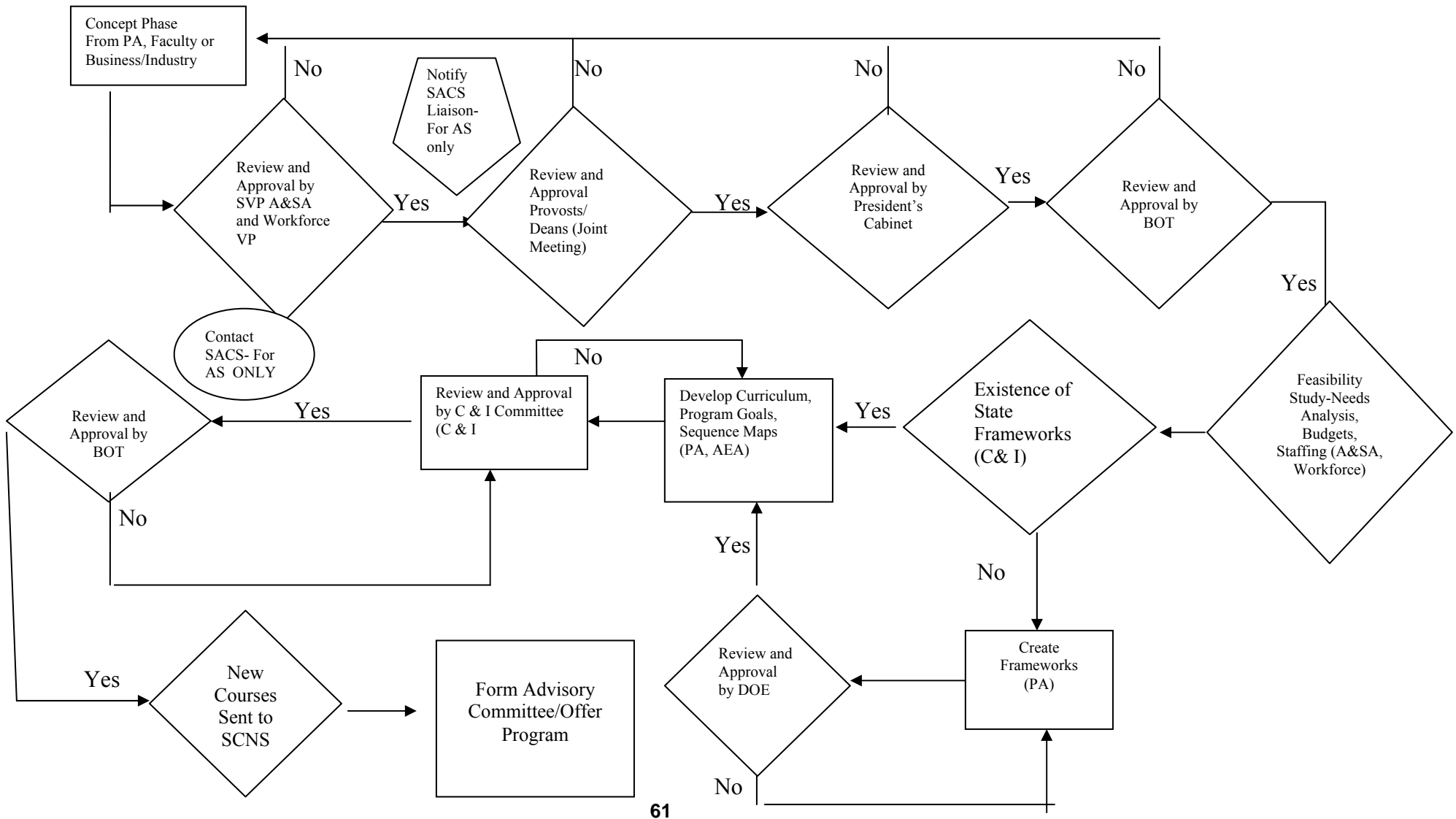
- 3.4.9 The institution provides appropriate academic support services. **(Academic support services)**
- 3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. **(Responsibility for curriculum)**
- 3.4.11 For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Academic program coordination)**
- 3.4.12 The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. **(Technology use)**

3.5 Educational Programs: Undergraduate Programs

- 3.5.1 The institution identifies college-level general education competencies and the extent to which graduates have attained them. **(College-level competencies)**
- 3.5.2 At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of the credits required for the degree through instruction offered by the participating institutions. *(See Commission policy "The Transfer or Transcribing of Academic Credit.")* **(Institutional credits for a degree)**
- 3.5.3 The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. **(Undergraduate program requirements)**
- 3.5.4 At least 25 percent of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree. **(Terminal degrees of faculty)**

From *The Principles of Accreditation, Foundations for Quality Enhancement, Commission on Colleges*, Southern Association of Colleges and Schools, 2008 edition.

Procedure to Add a New AS Degree Program And a New Certificate



COMMITTEE MEMBERSHIP STRUCTURE

The membership of the Curriculum and Instruction Committee is composed of 35 members as follows:

One teaching faculty from each of the following program areas by site as indicated.....22 members

- Business Technologies (1 CL; 1 SPG)
- Communications, Speech, Foreign Languages and ESL (1 CL; 1 SPG)
- BS Education (1)
- BS Nursing (1)
- BAS Orthotics and Prosthetics (1)
- BAS Public Safety Administration (1)
- BAS Technology Management (1)
- BAS Veterinary Technology (1)
- Humanities/Fine Arts/Digital or Ethics (1 CL; 1 SPG)
- Mathematics (1 CL; 1 SPG)
- Natural Science and Wellness and Human Performance (1 CL; 1 SPG)
- Communications, Speech, Foreign Languages, Humanities/Fine Arts and Ethics (1 TS)
- Mathematic; Natural Science and Wellness & Human Performance; Business Technologies (1 TS)
- Building Construction and Engineering (1 CL)
- Electronics, Manufacturing, and Telecommunications (1 SPG)
- Social and Behavioral Sciences and Child Development (1 CL; 1 SPG)

One representative teaching faculty from AS Nursing and 4 teaching faculty representing other AS health-related area 5 members

Counselors/Student Development representatives (1 CL; 1 SPG; 1 SE or 1 SPC Downtown; 1 HEC or 1 TS) 4 members

Two Librarians (1 CL or 1 SPG; 1 HC or 1 TS).....2 members

One representative from Criminal Justice, Fire Science and Emergency Management. ... 1 member

One representative from E-Campus or Instructional Computing (SE).....1 member
35 members

Committee Representation:

BS, BAS, AA and General Education	17	Counselors, Librarians, and others	7
AS, AAS, CT and ATD Programs	11		

Members are appointed to the Curriculum and Instruction Committee by the College president in accordance with Article VI, Section 8.E. of the Faculty Governance Organization Constitution. Their terms of office are staggered as follows:

Representative groups whose term of office generally shall expire in even-numbered years:

Business Technologies	SPG
Communications, Speech, Foreign Languages and ESL	SPG
Humanities/Fine Arts or Ethics	CL
Mathematics	CL
Natural Science and Wellness and Human Performance	CL
Communications, Speech, Foreign Languages, Humanities/Fine Arts and Ethics	TS
Electronics, Manufacturing and Telecommunications	SPG
Social and Behavioral Sciences and Child Development	CL
Nursing	HEC
Health Related Programs	HEC
Counseling (SPC Downtown/SE)	SPG/SE
Counseling (TS or HC)	TS/HEC
Librarians	CL
E Campus or Instructional Computing	SE

Representative groups whose term of office generally shall expire in odd-numbered years:

Business Technologies	CL
Communications, Speech, Foreign Languages and ESL	CL
Humanities/Fine Arts and Ethics	SPG
Mathematics	SPG
Natural Science and Wellness & Human Performance	SPG
Mathematics, Natural Science, Wellness & Human Performance and Business Technologies	TS
Building Construction and Graphic Design	CL
Social & Behavioral Sciences and Child Development	SPG
Health Related Programs	HEC
Counseling	CL
Librarians	SPG
Librarians (TS or HC)	TS/HEC
Criminal Justice, Fire Science, Emergency Admin & Mgmt.	AC

Representative groups from Baccalaureate Programs:

- College of Education
- College of Nursing
- College of Orthotics and Prosthetics
- College of Public Safety
- College of Technology Management
- School of Veterinary Technology

Members may be reappointed to a second term, but may not serve more than two consecutive terms.

On occasion, because of appointments to fill unexpired terms, the above listing of representative groups of offices could vary.

The co-chairpersons of the committee are the Senior Vice President and the Vice President for Academic and Student Affairs.

Committee members are reimbursed mileage for travel to attend C & I Committee meetings. The funds for the reimbursement come out of the department which the member represents. Any inquiries relating to these expenditures should be made through the campus organizational structure to the Provost.

CURRICULUM AND INSTRUCTION COMMITTEE MEMBERS

2011-2012 with appointment dates

Chair:	Anne Cooper	Ph. Ext. 3256	Academic & Student Affairs
Co-Chair:	Tonjua Williams	3344	Academic & Student Affairs
	– Curriculum Coord	3291	Academic & Student Affairs
	Kathy Seaberg- Curriculum Specialist	3332	Academic & Student Affairs
	– Admin Specialist	3218	Academic & Student Affairs
	Robert Mohr III – Admin Specialist		Academic Student Affairs

FACULTY

ST. PETERSBURG/GIBBS CAMPUS

Veronica Murphy (Appted 2010)	2420
Anna Suess (Appted 2009,2010)	4668
Jane E. Till (Appted 2010)	4313
David Allen (Appted 2009,2010)	4707
Michael Earle (Appt ed 2009,2010)	3557
Nancy Smith (Appted 2010)	4361
TBA	

AREAS OF REPRESENTATION

Business Technologies
 Communications, Speech, Foreign Languages and
 ESL
 Ethics
 Mathematics
 Social & Behavioral Sciences & Child Development
 Humanities/Fine Arts
 Natural Sciences, Wellness & HumanPerformance

CLEARWATER CAMPUS

Bill Barzen (Appted 2009, 2010)	4622
Michael Repici (Appted 2009, 2010)	2717
Mark Hunter (Appted 2009, 2010)	2407
Sharon Morrison (Appted 2009, 2010)	2587
Christopher Klotz (Appted 2009, 2010)	2577
TBA	
Antoinette Caraway (Appted 2010)	3771

Business Technologies
 Communications, Speech, Foreign Languages & ESL
 Humanities/Fine Arts and Ethics
 Mathematics
 Natural Sciences, Wellness & Human Performance
 Social & Behavioral Sciences & Child Development
 Libraries

TARPON SPRINGS CENTER

George Mitsis (Appted 2009,2010)	5497
Julie Emerson (Appted 2009,2010)	4701
Kimberly Felos (Appted 2009, 2010)	5747

Communications
 Natural Sciences and Wellness & Human Performance
 Fine & Applied Arts

HEALTH EDUCATION CENTER

Christine Patel (Appted 2009, 2010)	3369
Gary Brown (Appted 2009, 2010)	3783
Ruth Velazquez (Appted 2010)	3738
Dave Tollon (Appted 2009,2010)	3649
Damon Kuhn (Appted 2010)	3465
TBA	

Dental Hygiene
 Funeral Services
 Nursing
 Veterinary Technology
 Counseling
Any Allied Health Program

ALLSTATE CENTER

Michael Hughes (Appted 20092, 2010)

Criminal Justice, Fire Science, Emergency
 Admin & Mgt.

SEMINOLE

Joe Dvoracek (Appted. 2008,2009,2010)	6108
Nicholas Grimaudo (Appted. 2009,2010)	6024
Julia Rawa (Appted 2009,2010)	6122

Counseling
 Natural Science
 eCampus and Instructional Computing

BACCALAUREATE PROGRAMS

Angel Bates (Appted 2010)	4419
Margaret Bowman (Appted 2010)	3124
Marie Biggs (Appted 2010)	4710
Deborah Eldridge (Appted 2009,2010)	3092
Carol Rasor (Appted 2010)	4572
Sarah Mosley (Appted. 2010)	3705
TBA	

College of Public Safety Administration
 Baccalaureate Programs
 College of Education
College of Technology Management
 College of Public Safety Admin.
 College of Nursing
College of Dental, O & P, HSA

COMING IN JANUARY 2012!!!



CURRICUNET OVERVIEW

CurricUNET is a Web-based software application designed to automate and enhance the development and approval of curriculum for higher education institutions. It is particularly effective in multi-campus institutions. Moreover, it is ideal for managing curriculum approval processes for entire statewide systems of higher education, in those cases where review or approval is required by a state agency.

Instructors utilize Web entry screens to conduct course and program development online. These data entry screens are supported by diverse Help resources, such as Bloom's Taxonomy and various state-required code tables.

An automated workflow process routes all course and program proposals to designated reviewers, such as curriculum committees and administrators. An e-mail notification system notifies authorities when curriculum is in queue for their approval. All authorized parties can view a real-time graphic of the completed workflow for each proposal to determine a proposal's status. This eliminates unnecessary phone calls and emails for checking the status of a proposal.

The system creates a searchable database of both current and archived course outlines and programs. Articulation and transfer to other educational institutions is facilitated by an Articulation Module that manages an institution's bilateral agreements for articulation of courses and programs.

A comprehensive reporting system reminds authorized parties when programs and courses were last revised, permitting improved curriculum management and update of programs by the institution.

CurricUNET also facilitates college catalog production and class schedule production via automated interfaces to such systems.

In total, CurricUNET becomes a strategic asset of the institution by systematizing and streamlining the entire curriculum development process.
